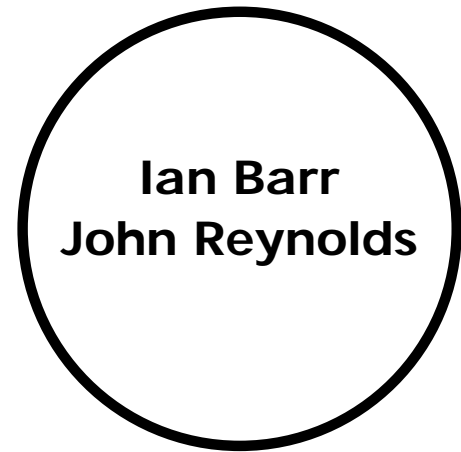




## Teacher's Notes



**VETTED BY CIE FOR USE  
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RESOURCES LIST**

John Murray

# Acknowledgements

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# Contents

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Introduction	4
Answers to questions and exercises (with marking schemes)	7
<b>Answers to Paper 1 multiple-choice questions</b>	<b>11</b>
IGCSE English papers	12
<b>Paper 1</b>	<b>12</b>
<b>Paper 2</b>	<b>16</b>
<b>Paper 3</b>	<b>20</b>
<b>Paper 5</b>	<b>21</b>

**IGCSE English** is a core English text practising the skills needed for the IGCSE English as a First Language syllabus (0500). Its practical approach, with straightforward explanations backed by clearly analysed examples, will make it invaluable for any students taking any first level secondary English course.

Two chapters outline the fundamental skills required to become a better reader and a better writer, and five other chapters look in detail at how these general skills are applied to particular types of task during preparation for the exam and in the papers themselves. The final chapter explains and practises the skills needed for the speaking and listening element of the examination.

Simple guidelines, advice from experienced examiners and extensive use of examples taken from candidates' work make this a book that will genuinely help students to raise their level of success and enjoyment in English.

These **Teacher's Notes** include:

- an introductory explanation of how the book covers the requirements of the examination
- answers to reading comprehension (multiple-choice) questions
- marking schemes for summary exercises
- a complete, photocopiable 'mock' exam (papers 1, 2, 3 and 5).

# Introduction

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## ■ What *IGCSE English* provides

Each of the two major skill areas, reading and writing, has its own introductory chapter (Chapter 1: Becoming a better reader, and Chapter 3: Becoming a better writer). These aim to develop general skills before you move on to work on the chapters devoted to particular aspects of the IGCSE course. These chapters (Chapter 2 and Chapters 4–6) take each part of the examination, explain what is being tested and how it is being tested, and suggest some practical approaches. They also include examples of past questions with comments on or marked examples of candidates' answers, followed by exercises modelled on IGCSE questions.

Chapter 7 explains the optional speaking and listening test (Paper 5) and provides practice of the role play and discussion.

### Practice papers

On pages 12–23 of this Teacher's booklet are examples of IGCSE English papers, set by Cambridge International Examinations. These papers, taken from the November 1999 IGCSE 0500 examination (papers 1, 2, 3 and 5), may be used at your discretion for classroom practice, assessment or 'mock' exams.

### Core or extended?

Some parts of the book deal with types of testing which are exclusive to either core or extended papers so, depending on the papers being taken, you may choose not to use particular sections of the book. For instance, the section dealing with multiple-choice questions and answers will be irrelevant to students taking the extended paper.

## ■ When to use the book

Given the structure outlined above, the best way to use the book is to use material from each chapter at a suitable point in your existing scheme of work, rather than working through the chapters in sequence.

For instance, if you have chosen the coursework option, you may be tackling the coursework during Year 10, aiming to complete it by the end of that year or by the end of the first term of Year 11, in order to leave some time for focused preparation for the rest of the examination. If this is the case, you will need to use Chapter 6 early in your course. You may, on the other hand, be leaving the writing of coursework until some stage of Year 11, to make the most of the development of writing skills during the course. If this is the case you will not need to refer to Chapter 6 until later in the course.

The chapters of the book are designed to be visited and revisited over the period of the course. The exercises which are included in each chapter should not all be done at the same time but over a period of time, as part of the development of skills in the various areas.

## ■ Preparing your students for the exam

### Reading

Those parts of the examination which test reading have a clear and established format for the questions and particular expectations in terms of the style and content of answers. To prepare for these elements of the exam we recommend that you systematically work your way through the guidance, the examples and the exercises in Chapters 1 and 2.

### Writing

The parts of the examination which test writing have far more variables and are less predictable. We have included some careful briefing and advice about approaches to these examination tasks.

If you are working towards Paper 3, one of the most important decisions is which kind of title to choose. There are always nine titles on the paper, covering argumentative, informative, descriptive and narrative topics. All types should be practised but it is essential for students to be able to recognise the different types and to know which they are best at. In the examination the candidates have to make their own decisions, of course, but every candidate should go into the exam with an awareness of what his or her strengths are, so that he or she can choose titles which will play to those strengths: some enjoy using their imagination and writing original stories; others are more confident with the clear format of an argumentative essay.

Two types of question on Paper 3 are worth a special mention.

- Question 9 is always based on a **photograph**.  
The main danger with this type of question is that a candidate will simply describe the picture rather than interpreting it imaginatively, and so score fewer marks. If you look at recent past papers you will find that the question itself is worded to try to avoid this pitfall, by focusing attention on the person or people in the picture (there is always one person or more). When practising responses to photographs, it is best to concentrate on the people depicted, thinking about how they can be used as the basis for a story.
- Sometimes, some lines of **poetry** are used as the basis for writing.  
Again, this is the kind of question which seems appealing but needs particular skills and care in answering; it requires a mix of subjective and objective comment which is not easy for everyone. It is important to be able to identify the effects achieved by the writer and to explain how these are achieved, as well as simply giving a personal reaction.

### Coursework

Similarly, when it comes to coursework, the choice of theme or title is important, and is usually made with the guidance of the teacher. If the task is well chosen, giving good scope for playing to the strengths of the writer, it is more likely to produce the best possible standard of writing. Having said that, it is worth remembering that any coursework task will be improved if the teacher and student are enthusiastic about it and the work is well planned and checked. Planning should involve:

- teacher input and advice about the title and scope of the task
- individual research by the student
- sifting of research findings
- discussion with fellow students
- planning of how the writing will be structured.

Execution of the task will then always involve:

- drafting
- teacher comment (spoken or written)
- redrafting and checking
- producing and rechecking a tidy final version.

It is important that the setting up and carrying out of the coursework task includes these stages. Otherwise, there is little benefit to be gained from choosing coursework rather than taking Paper 3.

## ■ Assessment of Speaking and Listening

We recommend that you give serious consideration to including the Speaking and Listening element of the examination. The use of a language involves four skill areas: reading, writing, speaking and listening. The Speaking and Listening component of the exam is optional for two historical reasons. Firstly, when IGCSE was first established, some international schools would have faced problems dealing with Speaking and Listening because they did not have the necessary hardware or facilities to deal with this component. Secondly, the oral element was also optional because it was a separately assessed component of UK GCSE at that time. As time has moved on, however, far fewer administrative problems are associated with the component and we encourage you to consider it, if you do not already do it.

Preparation for the oral should be linked with other work in the classroom, rather than being dealt with on a stand-alone basis. Role play can be practised by using characters from literature being studied, for instance. Giving a talk and fielding questions can similarly be linked with work in literature or with preparation for written coursework.

We hope that these hints will help you to use *IGCSE English* in your preparation for the IGCSE English examination. One final point to stress is that this book is intended to be used along with other resources. The most obvious of these resources is past examination papers. We also recommend that teachers refer to copies of the examiners' mark schemes (which are obtainable from Cambridge International Examinations, 1 Hills Road, Cambridge, CB1 2EU, UK; telephone +44 (0)1223 553311; web <http://www.cie.org.uk>) as these will enable you to make the most effective possible use of the past papers.

# Answers to questions and exercises

## ■ 1: Becoming a better reader

### Exercise 1 (page 10)

#### Key points

Students should focus on identifying the main points of each paragraph.

**Paragraph 1:** Only one sentence, but the main clause *Man is . . . the animal who communicates* conveys the content and summarises the topic of the whole passage.

**Paragraph 2:** The main point of the paragraph is conveyed in the first sentence *The great change . . .* but the reader is also required to assimilate examples of how electricity is used.

**Paragraph 3:** The main point here concerns the introduction of the first transatlantic telephone cable.

**Paragraph 4:** This paragraph describes the increasing complexity of communications systems and the importance of the invention of satellites.

When reading this passage it is important to follow the main points but also to look at the way in which they are developed, with the inclusion of additional details about the developments in communications. Students should evaluate how these details help to clarify the author's meaning.

### Exercise 2 (page 11)

#### Key points

In this passage the reader needs to assimilate both written and graphical information (the drawing of Bullimore inside his yacht). There are also sub-headings and displayed quotations which help the reader to concentrate on and identify the relevant details.

The first section, 'The rescue', gives a general overview both of what happened and of Bullimore's character.

The second section, 'The ordeal', in particular, uses slightly sensationalist, journalistic language. The reader should, therefore, take this into account when trying to get at the facts of what happened and concentrate on the specific details, most of which are to be found in the middle column.

One of the main questions a reader should consider is what has been learnt about Tony Bullimore's character. The relevant details about this are not just to be found in the third section, 'The survivor'. A more subtle question to consider is what has been learnt about the *writer's opinion* of Bullimore. An examination of the vocabulary would be of value here.

## ■ 2: Applying your reading skills

### Section 1 **Multiple-choice testing**

#### Exercise 1 (pages 16–18)

1 B 2 D  
3 B 4 A  
5 A 6 C

#### Exercise 2 (pages 19–20)

1 A 2 A  
3 C 4 B  
5 C 6 A

#### Exercise 3 (pages 20–22)

1 C 2 C  
3 D 4 A  
5 C 6 B

#### Exercise 4 (pages 22–24)

1 A 2 D  
3 C 4 B  
5 A 6 C

## Section 2 *Short-answer and structured questions*

Suggested answers for the three comprehension passages are given below; however, be prepared to reward any appropriate answers which are not included.

### Exercise 1 (pages 35–37)

#### Key points

- 1 It was exciting/it gave him a sense of achievement/triumph. (1 mark)
- 2 The crabs would either run off wildly as soon as they were aware of a human presence, or they would crouch or bundle themselves together. (4 marks; 2 per point depending on clarity of expression)
- 3 The greatest danger is from the razor-sharp, rotating claws of the crabs which could slash your hands. (2 marks, 1 for mention of claws, 1 for how they could damage you)
- 4 He lay flat; he pressed his hands on the crabs' backs; he placed his thumbs and index fingers between the body and the claws of the crabs (he was trying to catch two at once, one in each hand) in the right place to avoid being cut. (4 marks; no more than 2 for an unstructured reference to the relevant details; award up to 2 more marks for organisation of material and use of own words)
- 5 Boy Blue slid back as the wave receded (he was still lying down).  
He let go of the crabs.  
He flapped with his feet to try to push himself out of the water.  
His body weight caused him to sink into the sand.  
He struggled into a kneeling position.  
He struggled to his feet.  
The shifting sand caused him to fall.  
He stood and fell again.  
The strength of the waves knocked him down.  
He disappeared from view.  
(4 marks; no more than 2 for straight lifting of the material; up to 2 more for organisation and use of own words)

### Exercise 2 (pages 37–38)

#### Key points

- 1 Thought he looked respectable/tidily dressed. (2 marks; 1 for the fact and 1 for use of own words)
- 2 It was the standard answer to prevent any more questions; it was not necessarily true. (1 mark)
- 3 She liked Sidda; she expected him to do what she asked/gave him orders. Still a child (looking for traces of the moon). (3 marks; clarity of explanation is a consideration for the award of all 3 marks)
- 4 She liked him but saw him as a servant/family possession. She believed in what he told her. She was trusting. She shows naivety in the way she responds to Sidda. She enjoyed imposing her superiority over him (the teacher). She pitied his inability to write. She proved a hard taskmistress. (4 marks; 3 for any of the points mentioned and 1 for use of own words)

- 5 Young boy; not afraid to promote himself (he asked Mr S if he wanted a servant); looks respectable; uncertain past; seems to have worked in doctor's house; plausible; Mrs S sees him as no better or worse than others; nothing immediately striking about him; perceptive (he understands that Mr S won't question him too far); paid 4 rupees a month, 2 meals a day; employed to do general odd jobs; looks after Leela; he has imagination and can communicate this to Leela (understands young children); childish sense of whimsy; gentle; can't read or write; tolerant of Leela's attempts to teach him. (10 marks; look for number of details, good use of own words and relevant supporting references; the more these criteria are met, the higher the mark awarded should be)

### Exercise 3 (pages 39–40)

#### Key points

- 1 Limited academic possessions/will her pencil last? fear of walking to school alone; fear of having to speak in Russian; fear of strangers/new experiences, etc. (3 marks; 1 for each point)
- 2 Treated impersonally by the teacher, who was unwelcoming. Esther felt that she was being treated like a number/nuisance, not a human being; this attitude increased her worries; chilly reception. (3 marks; 2 for relevant points; 1 for expression/use of own words)
- 3 No book; not allowed to talk (therefore no help from other students); difficulty of understanding as the book was in the Russian alphabet; girl she was sharing with kept moving the book away from Esther so that she could not read it. (3 marks; 1 per point)
- 4 Her Russian lacked fluency/she spoke in a disjointed way. (1 mark)
- 5 The following points are likely to be mentioned in varying degrees of importance: References to Esther's fears/worries before going to school; concerns about family's poverty, her lack of possessions; worries about speaking in Russian; comments on the reception she received; impressions of the teacher and her classmates; the general sense of hostility she encountered; reactions of the other children in the class; sense of embarrassment when she was asked a question and the requirement to reply in Russian; her feelings about only being introduced to the class at the end of the day; her concerns about sharing with Svetlana and about Svetlana's character and attitude. The entry may well conclude with a reference to the three giants mentioned in the final paragraph and Esther's plans for and feelings about the future. (10 marks; look for number of details, good use of own words and relevant supporting references; the more these criteria are met, the higher the mark awarded should be)

## ■ 5: Writing summaries: Marking schemes for exercises

Practise summarising a single text (page 110)

**Points which can be mentioned:**

Problems caused by neighbours	Advice given on how to deal with them
1 Noise	<ul style="list-style-type: none"> <li>■ Get in touch with Environmental Health Department</li> <li>■ Keep a diary recording when the problem occurs</li> </ul>
2 Alarms	<ul style="list-style-type: none"> <li>■ Telephone the police or EHO</li> </ul>
3 Building work which is nocturnal/very noisy	<ul style="list-style-type: none"> <li>■ Take the matter to court/obtain an injunction</li> </ul>
4 Vicious dogs	<ul style="list-style-type: none"> <li>■ Contact your dog warden/the police</li> </ul>
5 Dogs fouling your garden	<ul style="list-style-type: none"> <li>■ Build a fence</li> </ul>
6 Parking problems	<ul style="list-style-type: none"> <li>■ Get in touch with the council (Highways Department)</li> </ul>
7 Illegal parking	<ul style="list-style-type: none"> <li>■ Telephone the police</li> </ul>
8 Land disputes	<ul style="list-style-type: none"> <li>■ Take your neighbour to court (if you have the money)</li> </ul>
9 Maintenance of party walls	<ul style="list-style-type: none"> <li>■ Repair your own side only</li> </ul>
10 Your neighbour's plants or trees overhanging your property	<ul style="list-style-type: none"> <li>■ Prune back to the boundary line – not on your neighbour's side</li> </ul>
11 Neighbours' extensions	<ul style="list-style-type: none"> <li>■ Write to the council to protest, and get other people to do the same</li> </ul>

Practise summarising two texts: Exercise 2 (page 120)

**Points which can be mentioned:**

### Why being overweight may not be a cause for concern

- 1 too much body fat only a problem when it covers/surrounds vital organs in abdomen
- 2 fat around thighs/hips is not dangerous
- 3 pear-shaped, like most women, is o.k.
- 4 heart disease not caused by gross overweight alone
- 5 obesity has doubled but heart disease has decreased over the years
- 6 skinny people have the same risk of cholesterol as fat people/fat people can have low cholesterol
- 7 for those who are 50+ being overweight may be a protection against the illnesses of later life
- 8 the dangers to health from obesity have been greatly overstated
- 9 being (very) fat is far less of a health risk than smoking

### Whether dieting is of any real value

- 10 very few diets really work
- 10a they just lead to loss of water and muscle not fat
- 11 therefore you put the weight back on when the diet is over
- 12 it is important to maintain a steady weight/to keep reasonably fit
- 13 the only people to profit from diets are those selling them

**The pressures to be thin**

- 14 the super-model image is presented as that of a role model to teenagers/no fat role models
- 15 Australian and American soaps which are popular with teenagers present the thin image as healthy
- 16 peer pressure to be thin begins from a very young age/children are bullied/teased at school
- 17 parents are brainwashed – ‘sweets make you fat’ – and ignore other health concerns
- 18 young children inherit their parents’ attitudes
- 19 young children cannot tell difference between ‘fat’ ‘big’ ‘stocky’ ‘burly’
- 20 common sense (eg as represented by centile graphs) is widely ignored
- 21 overweight is seen as something to be pitied and ‘remedied’
- 22 pressures come from tabloids, fashion writers, trend-setters, diet ‘experts’ and parents

Practise summarising two texts: Exercise 3 (page 123)

**Points which can be mentioned:***Putting The Boot In*

- 1 FA Rule 37 bans mixed football at 11+.
- 2 Girls need to be physically protected from stronger boys.
- 3 All-girls football is too slow/no challenge for skilful girls.
- 4 Only a few schools provide training facilities for girls.
- 5 Only a small percentage have girls’ teams.
- 6 Girls’ football not given a high profile.
- 7 Football is a man’s game.
- 8 Boys are better at football.
- 9 Only men’s football shown on TV.
- 10 Clubs are not signing girl players.
- 11 FA want to encourage all-girl teams.
- 12 Girls play hockey which is a hard game.
- 13 FA appear to be patronising/over protective towards girls/hypocritical attitude?
- 14 Media coverage IS given to girls’ football (this article).

These additional points can be found in the *Give Us A Game* passage

- 15 Girls’ football is not on the curriculum of every school. It might stretch resources and affect the school’s ability to field girls’ teams in other sports.
- 16 Girls may have to move to find a suitable school; this could hinder their educational progress.
- 17 Girls are associated with playing with dolls: the public don’t fully accept them as footballers.
- 18 Girls’ football clubs are few and far between; this could involve considerable travelling for those who want to play.
- 19 It is difficult for those interested to find out details of girls’ football clubs.
- 20 The tone of the comments from the Head Teacher and FA representative perhaps imply a lack of real concern from male authority figures.

**Answers to IGCSE English papers****Answers to Paper 1 (multiple-choice questions only)**

1A; 2D; 3B; 4B; 5D; 6C

# IGCSE English papers: PAPER 1

## ■ Reading and Directed Writing

### Part 1

In this story, called *The Enemy*, V. S. Naipaul describes his early life with his mother in the West Indies. Read it carefully; then answer questions 1–10.

My mother made a great thing at first about keeping me in my place and knocking out all the nonsense my father had taught me. I don't know why she didn't try harder, but the fact is that she soon lost interest in me, and she let me run about the street, only rushing down to beat me from time to time.

Occasionally, though, she would take the old firm line.

One day she kept me home. She said, 'No school for you today. I just sick of tying your shoe-laces for you. Today you go have to learn that!'

I didn't think she was being fair. After all, in the country none of us wore shoes and I wasn't used to them.

That day she beat me and beat me and made me tie knot after knot and in the end I still couldn't tie my shoe-laces. For years afterwards it was a great shame to me that I couldn't do a simple thing like that, just as how I couldn't peel an orange. But about the shoes I made up a little trick. I never made my mother buy shoes the correct size. I pretended that those shoes hurt, and I made her get me shoes a size or two bigger. Once the attendant had tied the laces up for me, I never undid them, and merely slipped my feet in and out of the shoes. To keep them on my feet, I stuck paper in the toes.

To hear my mother talk, you would think I was peculiar. Nearly every little boy she knew was better and more intelligent. There was one boy she knew who helped his mother paint her house. There was another boy who could mend his own shoes. There was still another boy who at the age of thirteen was earning a good twenty dollars a month, while I was just idling and living off her blood.

Still, there were surprising glimpses of kindness.

There was the time, for instance, when I was cleaning some tumblers for her one Saturday morning. I dropped a tumbler and it broke. Before I could do anything about it my mother saw what had happened.

She said, 'How you break it?'

I said, 'It just slip off. It smooth smooth.'

She said, 'Is a lot of nonsense drinking from glass. They break up so easy.'

And that was all. I got worried about my mother's health.

She was never worried about mine.



She thought that there was no illness in the world a stiff dose of hot Epsom Salts couldn't cure. That was a penance I had to endure once a month. It completely ruined my weekend. And if there was something she couldn't understand, she sent me to the Health Officer in Tragarete Road. That was an awful place. You waited and waited and waited before you went in to see the nurse.

But you mustn't get the impression that I was a saint all the time. I wasn't. I used to have odd fits where I just couldn't take an order from anybody, particularly my mother. I used to feel that I would dishonour myself for life if I took anybody's orders. And life is a funny thing, really. I sometimes got these fits just when my mother was anxious to be nice to me.

The day after Hat rescued me from drowning at Docksite I wrote an essay for my schoolmaster on the subject, 'A Day at the Seaside'. I don't think any schoolmaster ever got an essay like that. I talked about how I was nearly drowned and how calmly I was facing death, with my mind absolutely calm, thinking, 'Well, boy, this is the end.' The teacher was so pleased he gave me ten marks out of twelve.

He said, 'I think you are a genius.'

When I went home I told my mother, 'That essay I write today, I get ten out of twelve for it.'

My mother said, 'How you so bold-face to lie brave brave so in front of my face? You want me give you a slap to turn your face?'

In the end I convinced her.

She melted at once. She sat down in the hammock and said, 'Come and sit down by me, son.'

Just then the crazy fit came on me.

I got very angry for no reason at all and I said, 'No. I not going to sit by you.'

She laughed and coaxed.

And the angrier she made me.

Slowly the friendliness died away. It had become a struggle between two wills. I was prepared to drown rather than dishonour myself by obeying.

'I ask you to come and sit down here.'

'I not sitting down.'

'Take off your belt.'

I took it off and gave it to her. She belted me soundly, and my nose bled, but still I didn't sit in the hammock.

At times like these I used to cry, without meaning it, 'If my father was alive you wouldn't be behaving like this.'

When you answer Questions 1 to 6 you need only write down the letter **A**, **B**, **C** or **D** on your answer paper to indicate the most appropriate answer.

- 1** Why did Naipaul's mother keep him off school one day?

  - A** He could not dress himself properly.
  - B** He did not have any shoes.
  - C** She did not approve of the school.
  - D** The school was on holiday. [1]
- 2** Naipaul was not as stupid as his mother thought because he avoided having to

  - A** earn money.
  - B** paint the house.
  - C** peel an orange.
  - D** tie his shoelaces. [1]
- 3** What was surprising about the episode of the tumbler?

  - A** He dropped the tumbler and it broke.
  - B** His mother did not beat him for dropping it.
  - C** His mother told him to drink out of the tumbler.
  - D** The tumbler was extremely smooth. [1]
- 4** What evidence is there that Naipaul was not always well behaved?

  - A** He always refused to do what he was told.
  - B** He sometimes misbehaved when his mother was kind.
  - C** He often refused to take his Epsom Salts.
  - D** He used to drop tumblers on purpose. [1]
- 5** What was special about Naipaul's essay?

  - A** It was a made-up story about being drowned.
  - B** It was about enjoying a day by the seaside.
  - C** It was an account of exceptional bravery.
  - D** It was unlike any pupil's essay the schoolmaster had read. [1]
- 6** Why did Naipaul's mother beat him after he told her about the essay?

  - A** He was foolish to risk being drowned.
  - B** He would not let his mother get the better of him.
  - C** She did not believe that the teacher had praised it.
  - D** She did not like it when he proved her wrong. [1]
- 7** Explain IN YOUR OWN WORDS how Naipaul avoided having to tie his own shoelaces. [3]
- 8** The schoolteacher said, 'I think you are a genius'. What did he mean? [2]
- 9** Describe how Naipaul was treated by his mother. What was she hoping to achieve? [4]
- 10** What have you learned from the passage about Naipaul when he was a small boy? Give evidence from the passage. [5]

## Part 2

Read the following carefully; then answer the questions.

Parvati lives in Bombay. This article, from *The City, Our Stepmother* by Jeremy Seabrook, describes her lifestyle.

Everywhere in the world dawn is grey, as the women who greet it know. The beginnings of day always reveal landscape drained of colour.

Many women in this part of Bombay are up long before then – standing in line with their metal vessels and plastic pails to capture the trickle of water that comes through the municipal supply before it dries up by 5.30 a.m.

Parvati sets out in the early morning, her sandals kicking up a small cloud of dust as her steps join the noiseless tread of the poor. The bus halts only briefly as though reluctant to take on people: it is already overcrowded in its descent from Film City on the way to Goregao station.

At the station Parvati gets into the women's compartment in the chocolate-brown suburban train, already full if it is coming from the end of the line, still with space to sit on the hard wooden seats if it started at Borivali. Although free from harassment, there is no escaping the pushing and shoving. Every day she finds a bruise inflicted by someone's elbow, a scratch caused by a stranger's umbrella, a tear in her sari from a vendor's basket.

Past the buffalo-sheds at Jogeshwari and the stench of the sleek black animals which provide milk to the privileged of the city; past the airport where the planes come in from the Gulf with their cargo of labour, miraculously missing the high-tension cables above the slums; down to Bandra, where the old colonial bungalows are being sold off for the construction of ten-storey luxury flats and where the waters of the Arabian Sea glint, a mixture of clear morning light and industrial poisons.

All these things Parvati notices and does not notice. She has seen them every day for ten years. She leaves the station and climbs into a battered red-painted double-decker bus, which takes her past the Victorian architecture of the Raj, the Law Courts and University, down to Colaba. The bus drops her outside the extensive apartment block of a housing society where she works.

Her duties among her elderly employers are repetitive. She can do them without thinking: cleaning floors, washing vessels, shopping for the old woman who can no longer go out. Her mind runs on her anxieties for her family and on the tasks that wait for her at home. She wonders whether she will get a seat in the train back to Goregao, or if she will fall asleep standing up, rocked by the movement of the tightly packed compartment.

Parvati works two hours a day in each of four houses, and earns 200 rupees a month at each house. The train fare costs 100 rupees a month and the bus half as much again. An hour-and-a-half each way, sometimes two hours – time erased from life. Over a period of ten years, that represents several months in a train or bus, day and night.

After work, she may visit her husband. He is now living with his brother in Colaba, looked after by his brother's wife. He was an electrician, but can no longer work. One day, drilling a wall for some wiring, he fell from the ladder. He lost consciousness and it has never entirely returned to him.

**11 a** Write a summary of all the things that are unpleasant about Parvati's journeys to and from work.

You will need to write between 80 and 110 words.

**b** Write a summary of all the reasons why Parvati's life is hard.

You will need to write between 80 and 110 words.

DO NOT COPY WHOLE PHRASES AND SENTENCES FROM THE TEXT. [20]

**12** Write about Parvati's thoughts as she travels home on one particular day. You may write as Parvati if you wish.

MAKE SURE THAT WHAT YOU WRITE IS BASED ON THE INFORMATION YOU HAVE READ. [20]

# PAPER 2

## ■ Reading and Directed Writing

### Part 1: Passage A

In this story, called *The Enemy*, V. S. Naipaul describes his early life with his mother in the West Indies. Read it carefully.

My mother made a great thing at first about keeping me in my place and knocking out all the nonsense my father had taught me. I don't know why she didn't try harder, but the fact is that she soon lost interest in me, and she let me run about the street, only rushing down to beat me from time to time.

Occasionally, though, she would take the old firm line.

One day she kept me home. She said, 'No school for you today. I just sick of tying your shoe-laces for you. Today you go have to learn that!'

I didn't think she was being fair. After all, in the country none of us wore shoes and I wasn't used to them.

That day she beat me and beat me and made me tie knot after knot and in the end I still couldn't tie my shoe-laces. For years afterwards it was a great shame to me that I couldn't do a simple thing like that, just as how I couldn't peel an orange. But about the shoes I made up a little trick. I never made my mother buy shoes the correct size. I pretended that those shoes hurt, and I made her get me shoes a size or two bigger. Once the attendant had tied the laces up for me, I never undid them, and merely slipped my feet in and out of the shoes. To keep them on my feet, I stuck paper in the toes.

To hear my mother talk, you would think I was peculiar. Nearly every little boy she knew was better and more intelligent. There was one boy she knew who helped his mother paint her house. There was another boy who could mend his own shoes. There was still another boy who at the age of thirteen was earning a good twenty dollars a month, while I was just idling and living off her blood.

Still, there were surprising glimpses of kindness.

There was the time, for instance, when I was cleaning some tumblers for her one Saturday morning. I dropped a tumbler and it broke. Before I could do anything about it my mother saw what had happened.

She said, 'How you break it?'

I said, 'It just slip off. It smooth smooth.'

She said, 'Is a lot of nonsense drinking from glass. They break up so easy.'

And that was all. I got worried about my mother's health.

She was never worried about mine.



She thought that there was no illness in the world a stiff dose of hot Epsom Salts couldn't cure. That was a penance I had to endure once a month. It completely ruined my weekend. And if there was something she couldn't understand, she sent me to the Health Officer in Tragarete Road. That was an awful place. You waited and waited and waited before you went in to see the nurse.

But you mustn't get the impression that I was a saint all the time. I wasn't. I used to have odd fits where I just couldn't take an order from anybody, particularly my mother. I used to feel that I would dishonour myself for life if I took anybody's orders. And life is a funny thing, really. I sometimes got these fits just when my mother was anxious to be nice to me.

The day after Hat rescued me from drowning at Docksite I wrote an essay for my schoolmaster on the subject, 'A Day at the Seaside'. I don't think any schoolmaster ever got an essay like that. I talked about how I was nearly drowned and how calmly I was facing death, with my mind absolutely calm, thinking, 'Well, boy, this is the end.' The teacher was so pleased he gave me ten marks out of twelve.

He said, 'I think you are a genius.'

When I went home I told my mother, 'That essay I write today, I get ten out of twelve for it.'

My mother said, 'How you so bold-face to lie brave brave so in front of my face? You want me give you a slap to turn your face?'

In the end I convinced her.

She melted at once. She sat down in the hammock and said, 'Come and sit down by me, son.'

Just then the crazy fit came on me.

I got very angry for no reason at all and I said, 'No. I not going to sit by you.'

She laughed and coaxed.

And the angrier she made me.

Slowly the friendliness died away. It had become a struggle between two wills. I was prepared to drown rather than dishonour myself by obeying.

'I ask you to come and sit down here.'

'I not sitting down.'

'Take off your belt.'

I took it off and gave it to her. She belted me soundly, and my nose bled, but still I didn't sit in the hammock.

At times like these I used to cry, without meaning it, 'If my father was alive you wouldn't be behaving like this.'

## Passage B

In this article by Sue Fox, *Relative Values – Fergal Keane and his mother Maura O’Shea*, Fergal Keane, who has travelled all over the world as a reporter, describes his mother.

One of my earliest memories of my mother is going with her to the court in Kilmainham, Dublin, because the rent hadn’t been paid. My hand was on the wooden door which had a glass panel. I wanted to see through the glass, but it was high up and I was much too small. The judge must have been quite kind to her because when we got home we just did what we always did, and listened to the radio. I remember the two of us singing along to The Beatles’ *Strawberry Fields Forever*, which was very popular then. I don’t know what she said to the judge, but my mother’s not frightened of speaking out. Because she’s so totally against corporal punishment, she once took me out of a school in Dublin when one of the children in my class was slapped because he’d forgotten his bus fare. She couldn’t bear the thought that it might happen to one of us when we had already been so badly hurt in our personal lives.

Life has thrown a great deal at my mother, but these days she’s much less headstrong, much less impulsive than when she was younger. In the mid-1950s, when she took off to France and found a job and hitchhiked, it was a pretty unusual thing for an Irishwoman to do.

There was a time when, if she had an idea in her head, it was almost impossible to talk her out of it. I call it the ‘Jaws Club’ whenever my mother gets together with her sister and her friend, Breda – they can talk till five in the morning. You need a strategic plan to get a word in edgeways.

Like my grandmother and Breda, my mother is one of those strong independent women of Ireland. They have an incredible will and the capacity to keep going, despite terrible setbacks. She’s been working virtually all of my life. When we lived in Finglas, which is a rough area of Dublin, she’d have to leave home in the cold and dark every morning and trek off to school, leaving us with Breda.

My mother loves teaching, and I think the children in her class are very fortunate because she cares so much about each child. It’s probably due to her own experience that she has become a very empathic person, who can pick up on whether a child is in pain.

My wife and my mother are very good friends, which is much more to do with them being two women who get on extremely well than because of my role in the relationship. I’m proud to introduce my mother to anyone. Despite everything, she has always had a great capacity to bounce back. She’s a romantic, exotic woman who loves life and has always reminded me of a line in the book *The Great Gatsby*: ‘She has a romantic readiness and an extraordinary gift for hope.’

- 1** Summarise everything you can find out about the characters of Naipaul’s mother **and** Fergal Keane’s mother, including their contrasting attitudes to their own and to other children.

■ Use your own words as far as possible.

■ Write about a side to a side and a half, allowing for the size of your handwriting.

[20]

- 2** Imagine that Fergal Keane and V. S. Naipaul meet on a radio programme to discuss their childhood.

There is also a presenter who asks several questions, including these:

■ When you were little, what did you think of your mothers?

■ Have your views changed now that you are grown up?

Write the words of the broadcast.

Write about one and a half to two sides, allowing for the size of your handwriting.

[20]

## Part 2

- 3** The St. John Ambulance organisation provides ambulances and medical aid at public events. It is run by volunteers who have been expertly trained in first aid. Read the following extract from a diary written by James Mitchell who gives all his spare time to the organisation.

Select from the information in the diary to write a newspaper article with this heading:

**PUBLIC SERVICE AWARD FOR AMBULANCE MAN WHO GIVES UP ALL HIS SPARE TIME**

- Report on the different sorts of work he does
- Include his answers to the reporter's questions about his attitude to his work and to the importance of the organisation.

[20]

*Monday*

*An early start to the week – the calls asking for attendance at events started at 8 a.m., even though we're booked up months in advance!*

*At 9 a.m., went to work, finished at 5.00. My regular work pattern.*

*6 p.m., dropped car off at division, changed into uniform and took ambulance to collect five physically handicapped youngsters and take them to their local club. Home at 11.30 p.m.*

*Tuesday*

*Collected members of the Rheumatoid Arthritis Club at 6.30 p.m. and took them to their weekly meeting. Stayed to help at the club and then dropped everyone off at home.*

*Made a note to book ambulance in for service (it's 10 years old now).*

*Wednesday*

*Attended Divisional Meeting after work, discussed duty rosters and urgent need for new ambulance and equipment.*

*Back to base: checked storeroom supplies for the weekend's cover. 7.30–9 p.m. on Cycle Track Duty: 2 of us in the ambulance, three others in the first aid room. A badly grazed knee and sprained ankles kept us busy.*

*Thursday*

*Organised events cover as well as speakers and trainers for the Cadets Evenings; work commitments hindered progress.*

*On duty at a large military parade at 4.00 p.m. No casualties.*

*Friday*

*Shopping with one of our handicapped friends from the residential home down the road at 8.30 a.m., missing the rush.*

*Meeting at the office dragged on.*

*7 p.m. – back to base, restocked ambulance and then on ice-rink duty. Nasty gash on the leg needed immediate dressing.*

*Saturday*

*Early start for a military ceremony. Briefed Mobile First Aid Unit on duties for the day.*

*Emergency treatment for man complaining of 'indigestion' at 11 a.m. – grey in the face and blue around the mouth. Had to be very quick – as suspected it was a heart attack. Organised transportation of casualty to hospital.*

*Young diabetic man asked if he could take his insulin injection in the privacy of the mobile first aid unit. Showed him in and offered help if it was needed.*

*Summoned by an emergency call on the radio to check for injured spectators after a horse reared. No casualties thank goodness.*

*Sunday*

*1 p.m. – swimming club for the physically handicapped. Helped them change and get in and out of water – got very wet from all the splashing!*

*3 p.m. – my turn for duty at a motorcycle scramble. Set up emergency field tent and made sure ambulance had access to key areas of the track. Very hot day – a few sunburned spectators and heat exhaustion. One rider taken to hospital with suspected broken leg after first aid treatment.*

*7.30 – back to base. Washed and re-stocked ambulance. Checked all equipment for coming week.*

*Casualties treated – 32. Miles driven – 212.*

*Hours of voluntary duty – 45.*

*All in a week's work for a St. John Ambulance volunteer.*

With permission St. John Ambulance, 2001

# PAPER 3

## Continuous Writing

Write a composition on **one** of the following topics. You should write between 350 and 500 words. You should pay particular attention to punctuation, spelling and handwriting.

- 1 'For the travellers the greatest challenge had arrived.' Write a story based on this sentence.
- 2 If someone from another planet visited your country, what would surprise him or her the most, and why?
- 3 Write about a day in the week when most people in your country do not have to work.
- 4 The Shadow of the Dome of Pleasure  
Floated midway on the wave  
Where was heard the mingled Measure  
From the Fountain and the Cave.  
It was a miracle of rare Device.  
A sunny Pleasure-Dome with Caves of Ice.  
  
Write in any way you like in response to these lines of poetry.
- 5 You have a holiday job as an assistant organiser of activities and entertainment for a group of very young children. Describe what happens on one of the days you are there.
- 6 'It is better to be fat and jolly than thin and miserable.' What are your views on this statement?
- 7 What do you think are some of the joys and sorrows of teaching?
- 8 Describe an important event you attended and give your thoughts and feelings about what happened.
- 9 Make the people shown in the picture the main characters in your writing.



# PAPER 5

## Speaking/Listening

Part One of the test will be a role play based on the situation outlined below. You should study the situation for five minutes and then be prepared to act the role assigned to you and respond to the part played by your teacher.

The role play should last about five minutes.

Part Two of this Oral test will be a conversation with your teacher on a subject chosen by you in advance. The conversation should last about five minutes.

### Role play A

**Candidate: In charge of a guided tour of an old, half-ruined building**

**Teacher: A lively tourist**

You are on the ground, looking up at the ruined, high walls from the inside.

**The following suggestions may help, but you are free to develop the conversation in any way you wish. The teacher will speak first.**

- 1 Explain that the building is only partly a ruin and tell the story of what happened on a dreadful night of destruction.
- 2 Explain the safety arrangements and point out some of the dangers of the ruined walls.
- 3 As the party climbs up the staircase, describe the beautiful view that awaits them when they reach the old hall and look through the ruined windows.
- 4 Say a little about the people who used to live in the building and explain the evidence that they were very rich.
- 5 Give directions to the eating place at the exit point of the building and explain that the tour will reach it in about half an hour.

### Role play B

**Candidate: Person about to go away from home for a while**

**Teacher: Animal lover**

You need someone to look after your animals daily while you are away from home. You have invited an interested person to call round.

**The following suggestions may help, but you are free to develop the conversation in any way you wish. The teacher will speak first.**

- 1 Explain that you are going away, say for how long and give an outline of what the responsibilities in looking after the animals would be.
- 2 List the animals you own and give details about feeding times, exercising and other tasks. Give an idea of how long the work would take each day.
- 3 Agree that one animal does behave oddly, but only with strangers, you claim. Suggest ways in which you can ensure that the animal will remain docile.
- 4 Explain any health problems with the animals and what to do if any one is ill.
- 5 Make an offer to reward or pay the animal lover for the work.

## Role play C

**Candidate: Self**

**Teacher: Parent**

You were allowed to have a few friends at your home last night while your parents were away.

**The following suggestions may help, but you are free to develop the conversation in any way you wish. The teacher will speak first.**

- 1 Apologise and explain how the small party finished up as an extremely large one. It was, you think, just one of those things.
- 2 Try to explain how the room got into such a mess, in particular the examples just given by your parent.
- 3 Try to remember when the music stopped and admit that the neighbours would have been disturbed when people went home. Say why.
- 4 Explain how the small fire broke out in the kitchen.
- 5 Say what you and your friends intend to do to make the house look as clean as new.

## Role play D

**Candidate: Self**

**Teacher: Parent**

You need the money for a trip abroad. Once you are there, your friend will give you free accommodation.

**The following suggestions may help, but you are free to develop the conversation in any way you wish. The teacher will speak first.**

- 1 Explain the holiday you have planned and that all you need is the money for the air fare.
- 2 Explain that the friend you are staying with has found you a job while you are there – describe it.
- 3 Explain the value of visiting another country, the culture and the language – and say how you will go about learning the language.
- 4 Enthuse about the beautiful towns and countryside near where your friend lives.
- 5 Thank your parent and – foolishly – suggest a scheme for paying some of the money back.

## Role play E

**Candidate: Self**

**Teacher: Self**

You would like to organise a day trip from school.

**The following suggestions may help, but you are free to develop the conversation in any way you wish. The teacher will speak first.**

- 1** Introduce idea for a day trip – when and where.
- 2** Explain why the younger children deserve a treat and show how they would benefit from it.
- 3** Outline a plan for the day.
- 4** Explain some ways of solving the problem of the two children with the reputation for bad behaviour, without stopping them from going.
- 5** Explain how you intend to raise money for the trip.



# Teacher's Notes

**VETTED BY CIE FOR USE WITH THE 0500 SYLLABUS AND  
RECOMMENDED ON THE CIE SYLLABUS RESOURCES LIST**

**IGCSE English** Student's Book ISBN 0 7195 7033 6

**IGCSE English** Teacher's Notes ISBN 0 7195 7034 4

**John Murray**