Answering Comprehension passages:

1. For questions testing **literal comprehension**, answers can be lifted from the text as long as they answer the question precisely. However, you should focus on the precise question being asked and should be careful not to copy a long section of the passage in the hope that examiners will do all the work to pick out the relevant answer.

What rather frightening prospect made Emma unwilling to get into her mother's car? [1]

Answer:

Simple lift of lines 1–2 (She was on the brink…..starting a new school')

2. Testing **inferential comprehension** requires the meaning to be extracted from (or, as the mark scheme often says, 'distill' the information from) the text.

Explain **in your own words** what misgivings the family and their friends already had about
their 'promises to write and visit'. [2]

Answer:

'promises to write and visit'

Note that this is an OWN WORDS question.
Do not insist on synonyms for idea of keeping / breaking promises, but there must be some
link to writing/ visiting/promising, however vague.

3. For the **vocabulary question**, you to show the understanding of the word *in the context of the passage*, not simply in direct synonyms, of five words or expressions from a choice of eight. You are therefore advised to examine the word from the passage in context before suggesting a synonym.

Choose **five** of the following words. For each of them give **one** word or short phrase (of not more
than **seven** words) which has the same meaning that the word has in the passage.

1. meandering (line 21)
2. multiplicity (line 26)
3. enthralled (line 27)
4. devoted (line 50)
5. procedures (line 51)
6. casually (line 56)
7. focused (line 69)
8. imminent (line 80)

[5]

Answer:

1. meandering
(line 21)
twisting / turning / winding / weaving /
wandering / zigzagging / bending /
(going in a) haphazard (way) / right and
left / here and there / this way and that /
in all directions / threading / wending /

looping / snaking / curving / in an S shape / serpentine / sinuous

2. multiplicity
(line 26)
multitude / large numbers / many / a lot / plenty / abundance / plethora /profusion / loads of / myriad / numerous / proliferation

3. enthralled
(line 27)
fascinated / enchanted / bewitched / captivated / spellbound / entranced / charmed / mesmerised / hypnotized / enraptured / beguiled

4. devoted
(line 50)
given (to) / dedicated (to) / allocated (to) / concentrated (on) / focused (on) / assigned to / reserved for / set aside for / kept for

5. procedures
(line 51)
methods / ways / conventions / modes / approaches / routines / processes / steps / rules / regulations / customs / formalities / systems / practices

6. casually
(line 56)
without a fuss / informally / off-hand (way) / unceremoniously / relaxed / naturally / nonchalantly / easy-going / ordinary / normally / laid back

7. focused
(line 69)
concentrated / centred / fix / zero in / was all / mostly about / devoted to / was based on targeted / gave full / more attention / homed in

8. imminent
(line 80)
impending / about to happen / around

the corner / soon / shortly / approaching /
looming / about to be / coming up /
forthcoming / near / oncoming / close / in
prospect / at hand / on the horizon

Tips:

1. Attempt only those FIVE words which you are perfectly sure about.
2. If more than FIVE are offered, the excess are cancelled.
3. Only the first answer is marked when more than one answer is offered. A comma or the word 'or' indicates a second attempt.
4. For two answers joined by 'and', one correct answer is allowed if the other answer is not wholly wrong
but neutral, e.g. 'twisting and moving' for 'meandering'.
5. For a short phrase answer, the first seven words are marked only. A correct element
within this limit is credited only.
6. Mis-spelling is ignored if the word is phonetically recognisable.
7. Errors of tense and grammatical form are ignored, but only if the meaning is clearly understood.

5. The **summary question** has 15 marks for Content and 10 marks for Style (Own Words and Use of English). You have to summarize the required points in the given passage concisely and accurately – not to use your own ideas. Style is assessed according to how well you are able to use your own words and the extent to which you are able to write error-free, continuous prose, using a variety of sentence structures.

Emma is very worried about starting her new school, and at first her fears seem justified. **Using**
your own words as far as possible, write a summary of the actions and events which by the end
of the day made her feel much happier.

USE ONLY THE MATERIAL FROM LINE 46 TO LINE 88.
Your summary, which must be in continuous writing (not note form) must not be longer than 160
words, including the 10 words below.
Begin your summary as follows:
After the school secretary introduced Emma to her class teacher ... [25]

1 The teacher / she smiled (warmly) at her // she received a (warm) smile (from the teacher).
2 The teacher / she introduced her to class(mates) / everyone // asked class to make her welcome
// she was introduced to class.
3 The teacher explained to Emma individually the routine // explained the routine in detail / carefully
to Emma. (Accept passive).

4 The teacher's joke about there being two new girls (made Emma feel less alone) // the teacher
was (also) new.
5 A student / a girl / Tanya (volunteered to) show her the recreation / outdoor area.
6 Tanya seemed (genuinely) interested in Emma (and her family) // asked / talked about Emma /
her family / previous school.
7 The science teacher's enthusiasm (made her less nervous).
8 Emma interested in / enjoyed lesson on global warming // global warming was / the science
lesson was on favourite / known topic.
8A Emma forgot her anxiety (about being new) Need context of science class
9 At lunch-time her classmates included her // she sat / was with her classmates.
They talked / chatted / asked her questions (about her holidays) // seemed / were interested in
her holidays.
10 The drama teacher introduced her to the (class) activity / subject / role-play (gently).
11 She enjoyed / was good at imagining herself in various situations / reacting appropriately/ roleplay
(drama / acting = 0).
12 She enjoyed / was good at imagining herself in various situations / reacting appropriately/ roleplay
(drama / acting = 0).
13 She was distracted from her problems / forgot she was a newcomer) Need context of drama class
14 She enjoyed / was interested in / was intrigued by the poetry (about tigers in English).
15 She was able to contribute to / start the discussion (about the poetry / tigers) // she talked about
tigers.
16 She became the centre of the discussion / of attention.
17 (She told herself she was starting to belong) Need context of discussion
18 The (school) secretary was friendly / beamed at her / asked about her day.