

OXFORD

INTERNATIONAL
AQA EXAMINATIONS

GCSE

ENGLISH AS A SECOND LANGUAGE

9280

Teacher Guidance pack – READING

For teaching from September 2016 onwards

For GCSE exams in May/June 2018 onwards

INTRODUCTION

This document is designed to help you prepare students for the Reading paper of the OxfordAQA International GCSE English as a Second Language qualification.

It is broken down into four sections.

- **Teaching guidance**
Practical ideas for how you might approach teaching the Reading element of our ESL curriculum
- **Exam advice**
Guidance on preparing students for the Reading paper
- **Reading example responses**
Genuine student responses to past Reading exam questions, with commentaries written by a senior examiner, explaining the mark awarded
- **Assessment practice**
Some exam-style tasks you might want to try with your students to help them hone their exam technique

Hopefully this document will help you feel supported while preparing your students for the Reading paper, clear about how the mark scheme will be applied and confident in the accuracy of your own marking – as well as giving your students the opportunity to practise their skills.

You can find similar documents for the other three elements of the curriculum (Listening, Writing, Speaking) on the OxfordAQA website.

TEACHING GUIDANCE FOR THE READING PAPER

APPROACHING UNSEEN TEXTS

The Reading paper requires students to read and comprehend texts they haven't seen before. It is therefore vital that they feel fully prepared to engage with any text they may encounter. Students can struggle with words and phrases that are new to them, so reading exercises are an ideal way for them to expand their vocabulary and increase their confidence.

Reading texts aloud helps students engage with the language and hear new vocabulary in context. At the start of the course, you may choose to do most of the reading yourself but, as your students gain confidence, they can start to take over. Try to encourage everyone to use the right tone and emphasis, as this will aid understanding, particularly for weaker students. Where students don't understand something, they can raise their hands to ask a question.

To help students and they build their English vocabulary, you might want to consider these strategies:

- Repeat particular words, sentences or sections that students are finding difficult
- Use cognates (words in different languages that derive from the same source) and synonyms to explain unfamiliar words
- Create a vocabulary list of important or challenging words from reading texts used in class
- Use a range of reading sources to highlight and practice correct English grammar
- Get students to summarise texts in their own words to demonstrate full understanding – this can be done orally to help students with their spoken English or written down to help them prepare for the Writing paper
- Target specific types of word when reading a text:
 - Words critical for comprehending the text
 - High-frequency words that feature common prefixes, suffixes and root words
 - Multiple-meaning words
 - Idioms
 - Slang
 - Figurative language

It is also important that students have strategies for when they encounter a word they don't recognise in a text. In particular, students should practice using context clues to determine the meaning of unfamiliar words – then look up those words to check.

GENRE, PURPOSE AND AUDIENCE

It can also be helpful to discuss with students the genre, purpose and potential audience for a text before reading so that they can engage with it in context. Constructing questions about the reading for students to answer before they read the text for the first time enables students to make predictions about the text and encourages them to read critically.

- Where does the text come from? Is it an excerpt from a magazine, book or online journal and what can you derive from the text knowing where it came from?
- What can you determine from the title of the piece and what else has been written on this topic? What do you already know about this topic?
- Who is the intended audience of the piece and what tone of writing should you have?

TEACHING GRAMMAR

Teaching grammar in the context of reading can include taking students through several levels:

- The teacher reads aloud a text containing a repetitive grammatical structure.
- Students then complete a gap-fill exercise, inserting the correct grammar where required, based on the way the teacher read the text.
- Students then reads sentences or sections from the text which contain the target grammatical structure, using the examples to determine the grammar rule which applies.
- The teacher follows this task by giving students a written passage with errors in the grammar and they must find and correct the errors.
- Students utilise what they have learnt about a target grammatical structure to also produce writing and speaking examples that incorporate it.

IDENTIFYING PURPOSE AND INITIAL UNDERSTANDING OF A TEXT

After the first reading of a text, students need to gain an understanding of its main purpose and, from that, an initial working understanding of the text. After they have finished reading they can answer questions that connect the earlier steps of the reading process with their understanding of the text:

- Did any of your predictions about the text and its title turn out to be true?
- Did anything surprise you?
- What is the author's opinion about what they are writing about?
- What kinds of support does the author provide to make their case?
- What style does the writing have and is it effective? Why?

IDENTIFYING AUDIENCE

Give your students descriptions of books along with short biographies of fictional audiences. Students have to match the audiences to the books. You can replace book descriptions with job descriptions, passions, hobbies, etc.

PROVERBS AND IDIOMS

Proverbs and idioms can be studied together whilst encouraging students to find the matching proverbs and idioms in their own language. If a proverb or idiom has the same meaning but is explained by using different words, then encourage the student to translate this proverb or idiom into English therefore improving their comprehension.

DIFFERENTIATION

Most classrooms will have a mix of students, with a range of abilities. There are many ways in which you can differentiate in your class to ensure accessibility for all students.

You can set the same assignment for your class, but with different expectations. For instance, if you are asking your students to read a text, you may supply a version with simpler language (or definitions of more complex words) for weaker students. You could also consider how you deliver the content, talking slower or using gestures and visual cues.

You may also consider placing students in groups according to their reading ability during independent working.

EXAM ADVICE FOR THE READING PAPER

The best way for a student to prepare for the Reading exam is to read, and to read widely. In particular, students should read the kind of texts they will encounter in the exam:

- newspapers, opinion articles, and travel writing
- any reading based around the assessment themes
- advertisements and public information bulletins – anything which gives specific information to the reader
- text of a speech – both persuasive speeches and speeches which give out information or advice
- any non-fiction text which challenges the students to practice the skills listed in the Assessment Objectives.

Along with these texts, show your students texts that have been used in previous exam papers and the questions that accompanied them, so they can see the kind of tasks they will encounter in the exam.

MODELLING

Modelling an answer to exam question is a particularly effective way for students to understand exam technique. This can be done by you as a teacher writing an exam response in real time, talking through your thinking process as you go.

You can also ask students to look at an exemplar response, highlighting what the candidate did well and what mistakes they made.

Lastly, when students write an answer, encourage them to point out and highlight where in the text they found the evidence for their response and how they worked it out. This can – where relevant – include discussion of the context of the text, sentence-level understanding, cognates, grammar, negatives, etymology, prefixes, suffixes, tense indicators and conjugations.

DISTRACTORS

Some exam questions contain distractors or words that may change the meaning of a sentence. These questions may require inference skills to find the right answer, so encourage students to spot the distractors, and discuss the words that can trip them up. For example: never, neither, but, nor, whereas only, except, however and object pronouns. The word 'not' can be a particular stumbling block.

One strategy is to encourage students to circle or underline words like these so that they'll be less likely to escape their notice.

When practising multiple-choice questions in class, one technique is to get students to cover up the answer choices with a piece of paper as they read the question. When they have their initial answer, they can remove the paper to see if it is one of the options.

If students are unsure of the correct answer, they should start by eliminating all the answers which are definitely wrong. Even if students narrow it down to only two possible answers then this obviously has a better chance of success than one out of four or five answers.

INFERENCE

In more challenging questions, the answer may not be given directly in the text, instead students have to piece together hints from what is written.

For these questions, students should highlight the key words in the question that direct them towards the information they need to find. They can then scan the text looking for keywords, synonyms or transition words that match the words they have highlighted. For instance, if a question begins with a 'why' students should look for phrases or words such as 'because', 'for the reason that', 'so', 'as a result', etc. Teachers should familiarise students with their

knowledge of conjunctions, prepositions, and adverbs that express that what's about to come next (or what came just before):

- first, second, third, ..., then, next, after that, finally
- therefore, as a result, consequently
- although, however, but, while, even though
- additionally, furthermore, moreover
- if, as long as, unless, until.

One question type that many students find challenging is when they are asked: *In your own words explain what this phrase means?* For these questions, students should look at the key words within the text and come up with synonyms for those words. If they are struggling with a word means, they should use context clues from the surrounding text to help them.

FORMING A RESPONSE

The design and layout of the exam gives a good indication of how students should approach responding to each question.

- Use the number of marks available to inform how writing is expected
- If a question asks students to give a list, they may use key phrases from the text rather than full sentences.
- If they are asked to give evidence from the text to support an answer, use short quotations rather than copy out large chunks of text.

It is also important that students do not spend too much time on a particular passage or question. If they are finding something challenging, they can always move onto the next question/passage and come back later to the one they are stuck on.

Students should also be reminded that they should forget what they know about a topic and only focus on the information in the text they are given – the exam is testing their English ability, not how much they know about a particular topic. As such, when building exam technique, it can be useful to get students to highlight where in the text they are getting their response and write the question number next to their highlighting to make sure their answer is coming from the text, not their own knowledge of the subject matter. Students wouldn't necessarily have time to do this in the real exam but it gets them in the habit of ensuring their answer is relevant.

CHECKING

Students should always give their answers a final check before the end of an exam. One way is to read their answer 'aloud' in their head to make sure the English makes sense.

Remind students that they are marked for reading only, so they need not worry about their writing style as long as what they are intending to communicate makes sense and doesn't change their answer to a different meaning.

In practice papers, checking also gives students the opportunity to highlight and make note of new vocabulary, chunks of language and structures they have encountered. (Not only is this good practice for the Reading paper, students can also incorporate this new vocabulary into their preparation for the Speaking and Writing papers.)

READING EXAMPLE RESPONSES

Text 2 My Grandfather

Read Maz's account of her grandfather.

Answer questions 07 to 10.

My Grandfather, by Maz

- 1 Recently, I was asked by my teacher to give a talk to the class about my hero. I didn't have to think for very long at all before I chose someone. 'Who will you talk about?' asked my friends. 'My grandfather,' I replied. Some of them laughed a little. I think they thought I was going to mention a sports player or a writer. But I told my class that without doubt, the person I look up to most of all is my 86-year-old grandfather, a shopkeeper. He is a man who never let life beat him. This is what I told the class.
- 2 My grandfather was born in Mumbai in the last century and grew up in extreme poverty. When he was 13, he left home to find a better life. He lived for a while in a tent, but by the time he was 26 he'd started a business in the backstreets of Mumbai selling cheap fruit and vegetables. At 29, he'd fallen in love with my grandmother. All of this happened before he was 30.
- 3 But something even more dramatic happened in the years ahead. One day, as he crossed the street, he was struck by a car. Luckily, he survived. Unluckily, he lost his right leg. He could have given up on life, but he was, and still is, as strong as a bull. After he left hospital, he went back to work. Sometimes he used crutches, sometimes a wheelchair, but he continued working six days a week.

07 What job does Maz's grandfather do?

[1 mark]

a Shopkeeper

Mark awarded: 1

Correct response given. Note that, because this is the Reading paper, the response does not need to be in a full sentence or grammatically accurate, so long as the meaning is clear.

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07 What job does Maz's grandfather do?

[1 mark]

~~a Shopkeeper~~ shopkeeping

Mark awarded: 1

Please note that Exemplar 2 for Q7 is grammatically correct. We are awarding communication and clarity not writing skills so therefore Exemplar 1 still contained the key word and was awarded the mark.

0/8 Name two things Maz's grandfather did between the ages of 12 and 30. [2 marks]

Maz's grandfather left home to find a better life, and he lived for a while in a tent. At the age of 26, he had started a business in the backstreets of Mumbai.

Marks awarded: 2

The candidate gives three answers here and not the requested two. Therefore, the examiner will mark the first two included in the response. As leaving home and 'lived in a tent' were correct answers the candidate scored 2 marks.

0/8 Name two things Maz's grandfather did between the ages of 12 and 30. [2 marks]

He left home and he opened a business.

Marks awarded: 2

This candidate clearly writes less, yet the two 'things' are stated clearly so 2 marks were awarded.

1/2 In paragraph 5 the writer uses the phrase 'like a huge, dripping tree'. In your own words, explain what this phrase means. [2 marks]

~~This means that Maz describes her grandfather~~
This means that Maz's grandfather looks like a giant and tall. He is enormous and as tall as a tree.

Marks awarded: 1

This proved to be a challenging question for candidates. A small percentage of students managed to show an understanding of both ideas in the phrase 'like a huge, dripping tree' of the grandfather being both very big and that water was running off him.

1/2 In paragraph 5 the writer uses the phrase 'like a huge, dripping tree'. In your own words, explain what this phrase means. [2 marks]

She means that her grandfather was tall and giant, and he was dropping water from his body as he was swimming in the swimming pool before the photo was captured.

Marks awarded: 2

This candidate achieved full marks as they explain both ideas within the response.

2/1 He seemed upset
In paragraph 7, the writer suggests that Jez doesn't want to explain how he got involved with media work. Write down the phrase or sentence from the text that shows this. [1 mark]

but he gave little away

Marks awarded: 1

2	1	<p>In paragraph 7, the writer suggests that Jez doesn't want to explain how he got involved with media work.</p> <p>Write down the phrase or sentence from the text that shows this. [1 mark]</p> <p>I asked ^{him} how he got involved with media work but he gave little away.</p>
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Mark awarded: 1

Both candidates gained full marks. The examiner's report stated the question was well answered, though some students lost a mark by writing 'he gave a little away' instead of 'he gave little away' as this totally changed the meaning of the response.

READING ASSESSMENT PRACTICE

The following assessment task is designed to reflect the skills students will be expected to demonstrate in the Reading paper as well as the basic the format and structure of the real exam. The mark scheme is in line with the mark scheme used by the examiners for the real paper, presenting acceptable answers, indicative content and levels of response guidance.

READING PAPER GUIDANCE

This paper tests a range of skills through different question types, such as retrieval of single pieces of straightforward information, collation/identification of several pieces of implicit or explicit information, and explanation of phrases (including figurative language).

LOCATING INFORMATION

This type of question is used across the paper (eg Q1 and Q2). The multiple-choice questions include options that appear in the text, so one of the key skills is to work through the possible options and carefully read them in the context of the text. Careful reading of the text and the question is essential. For instance, in Q2 it would be easy for students to misread the question and assume the question is focused on Jun (rather than Lian). Also, be aware that some questions require some processing. For example, Q1 requires students to know that 'third' links to 'three' in the choices offered in the multiple-choice grid.

LOCATING INFORMATION

Some questions (eg Q8) require students to find more than one piece of information, either from one section or the whole text. These questions require an open response, with students writing their own answer in their own words in the space provided. One of the skills here is to track information across the text.

INFERENCE

Q8 also tests inference – the ability to 'work out' information from clues in the text. The question asks for evidence that the UK has a large music industry, so students have to infer this idea from statements such as the show 'has millions of viewers', 'global companies sponsor pop acts', 'ZX82 performed to thousands of people', etc.

MAIN POINT

Identifying the main point of a paragraph tests the skill of working out the dominant idea in a small section of writing. In Q3, options B and C contain information that appears in the paragraph, but the overriding content in the paragraph is best described by option A. As an activity with students, you might find it useful to look at each sentence in the paragraph and see how it relates to option A.

MAIN PURPOSE

Identifying the overall purpose of a text is a key skill and is the final question on each individual text. This is because once students have read the text fully and answered the other questions, they should be in a better position to identify the main purpose.

Each of the options in Q6 suggest two strands – 'to thank' and 'to tell' – with the challenge for students being to correctly identify the wider purpose. As with main point tasks, you will notice that each of the incorrect options (A and B) contain information found in the text. A useful follow-up activity with students is to go through the whole text and identify sections/sentences that relate to the three options, so that they can see how option C is the dominant idea.

EXPLAINING LANGUAGE

For many students, this is the most demanding question type in the Reading paper as it requires the ability to decipher meanings, some of which can be metaphorical. When students are unable to decipher particular words on their own, they can use the context of the sentence (and the surrounding sentences) to help them. For instance, Q11 asks students to explain what 'On the surface, it seems appealing' means. There are 2 marks available which means two ideas need to be explained – in this case 'on the surface' and 'seems appealing'. Looking at the sentences surrounding this phrase, they contrast the excitement of Chi-won's life with its intensity. This context can help students decipher the given phrase. Remind students that the number of marks allocated to the question (either 1, 2 or 3) indicates the number of ideas in the phrase they need to explain.

READING PAPER INSTRUCTIONS

- Answer all questions in English.
- Cross through any work you do not want to be marked.

Information

- The marks for questions are shown in brackets.
- You must not use a dictionary.

READING ASSESSMENT EXAMPLE QUESTIONS

Text 1 Email

Read the first part of this email from Jun to her former teacher.

Answer questions **01** to **03**.

1

Dear Mrs Yang

I hope you are well. I am now finishing my third year at university in Canada. Are you still teaching at my old school? I have happy memories of your lessons. You were very helpful when I was studying maths. Your teaching was responsible for my success. I am very grateful for everything you did.

2

Do you remember Lian? She was my best friend at school. She went to England to study biology, but we are still in touch on social media. At the end of the year, I am going to see her. She is staying in Canada after her studies. She is getting married and is hoping that lots of friends from home can come.

Write the correct letter in the box for questions **01** to **03**.

0 1

How many years has Jun been at university?

[1 mark]

A	one
B	two
C	three

0	2
---	---

What is Lian studying?

[1 mark]

A	Maths
B	Biology
C	English

0	3
---	---

What is the **main** point of **paragraph 2**?

[1 mark]

A	To inform Mrs Yang about what Lian has been doing.
B	To inform Mrs Yang about Lian's marriage.
C	To inform Mrs Yang about the use of social media.

Read the second part of the email.

Answer questions **04** to **06**.

- 3 This year will be very tough. I have lots of revision to do before my final exams. I have bought some books to help me and I am trying to find a tutor to help me study in the evenings. I find it easier to work when my house is quiet. Some of my friends listen to music when they study. I find that impossible!
- 4 In the future, I want to be a maths teacher in an American school. I love the subject and I want to help young people. I am hoping to complete my teacher training at the same Canadian university, but if that's not possible I will go to university in my home city.
- Thanks for all of your help.
- Jun

Write the correct letter in the box for questions **04** to **06**.

0 **4**

Read the following statements.

Which statement is correct?

[1 mark]

A	Jun has some books to help her study.
B	Jun has found a tutor to help her.
C	Jun listens to music while studying.

0 5

Where does Jun want to train to be a teacher?

[1 mark]

A	America
B	Canada
C	Her home city

☐

0 6

What is the **main** purpose of Jun's email?

[1 mark]

A	To thank Mrs Yang and tell her about different countries
B	To thank Mrs Yang and tell her about Lian's studies
C	To thank Mrs Yang and tell her about plans for the future

☐

Text 2 Make Me a Star

Read the first part of this article about a type of music.

Answer questions **07** to **10**.

- 1 Make Me A Star is one of the most well-known TV music shows in the UK. It started in 2018 and is very popular with teenagers and young adults, and has millions of viewers. But it's more than just a music show – it's a highly visual affair with stunning dance routines, bright clothing and features young people who are desperate for stardom. Unlike other music shows, it showcases many styles of music, including hip hop, jazz and rock.
- 2 Many young people in UK and beyond want to be famous. They want to appear on the show and be part of an industry that gives them opportunities to perform to thousands of people, just like the pop band ZX82 did at Wembley Arena in 2019. There are plenty of other rewards on offer, such as sponsorship by very well-known global companies, and the admiration of countless fans.
- 3 There are many talent agencies that train these would-be stars to audition for the show. But the training can be exhausting. First of all, they have to apply to an agency, and if they're chosen, they then undergo many months of training before they even apply to be on Make Me A Star. The agency gives them a place to live, provides with dance and rap classes and teaches them how handle interviews with journalists. They also have to attend college too. It's not easy.

0 7

Give **one** example of a genre of music featured on the TV show.

[1 mark]

0 8

Give **two** pieces of information that show how large the UK music industry is.

[2 marks]

1

2

0 9

How long is the training process?

[1 mark]

1 0

Which of these statements best describes the **main** point of **paragraph 3**?

Write the correct letter in the box.

[1 mark]

A	To explain how tough the training process is
B	To give advice about becoming a music star
C	To describe the different agencies involved

Read the second part of the article.

Answer questions **11** to **14**.

- 4 Omar is an aspiring pop singer. He's 17 and is an incredibly busy young man. On the surface, it seems appealing. But on closer inspection, his life seems very intense. On weekdays, he spends six hours after college taking rap and guitar lessons. On weekends and every holiday, his daily practice begins at 9am and continues until 11pm at night. Although it is physically and mentally draining, Omar cannot afford to stop; he knows how hard it will be to achieve his dream of music stardom. He knows there are at least ten thousand other would-be music stars in the UK.
- 5 Many parents are reluctant to encourage their children to be stars. They know how hard it is and also that it is unlikely their kids will achieve their dreams. Omar says his parents are supportive, but would like him to get a stable job. 'One day,' he says, 'I will be a great success and I will repay my parents a thousand times over.' I asked him how much the training costs, but he wasn't quite sure. I have since found out it costs the equivalent of almost 1000 dollars per month. But the dream is addictive and I, for one, hope Omar makes it.

1 1

In **paragraph 4** the writer says, 'On the surface, it seems appealing'.

Explain in your own words what this sentence means.

[2 marks]

1 2

Read **paragraph 4**.

Which **two** statements are correct?

Write the correct letters in the boxes.

[2 marks]

A	Omar practises for seven hours every day
B	There are lots of aspiring music stars in the UK
C	Omar is learning how to play guitar
D	On a Sunday, Omar spends time relaxing

1 3

Read **paragraph 5**.

Which **two** statements are correct?

Write the correct letters in the boxes.

[2 marks]

A	Omar is grateful for the support of his parents
B	Omar tells the writer how much training costs
C	Omar's parents would prefer him to be a teacher
D	Omar is confident that he will succeed as a star

1 4

What is the **main** purpose of the text?

Write the correct letter in the box.

[1 mark]

A	To persuade readers to train as music stars
B	To describe the training process of being a star
C	To explain the feelings of Omar's parents

Text 3 Seeking refuge

Read the first part of the article.

Answer questions **15** to **19**.

- 1** Nobody would want to be a refugee. They are the people who have to leave their homeland because of things beyond their control. The United Nations estimates that there are 26 million refugees worldwide. 10 million of those are children. Surprisingly, Venezuela is the country where the second largest amount of refugees emanate from. In my role as a journalist, I spent a year listening to the stories of refugees to understand their lives. I also talked to various people about what could be done to help.
- 2** One account that I will remember as long as I live was given by Farid. There are many reasons why people are forced to leave their homes, including persecution, human rights abuses, violence and conflict. In Farid's case, it was war. Farid, his wife and his four children left Syria in 2013. They are lucky to be alive. They have witnessed awful things, but are grateful to be living in a small, one room apartment in Turkey. Farid and his family were shot at. He shows me the scars where the bullets grazed him. He was lucky.
- 3** Many of the refugees I talked to said the same thing: that they were willing to take the risk of crossing the sea because they had no choice. One woman, Jamalita, said she couldn't return to her home in Syria because there was no home – the family house and business had been destroyed, leaving nothing behind. 'Our options had run out', she told me. So with her parents and brother, she travelled across the Mediterranean on a small boat. If she stayed, she might have died. But it was also possible that she might have died crossing the sea.

1 5

Read **paragraph 1**.

Which statement is correct?

Write the correct letter in the box.

[1 mark]

A	The majority of refugees around the world are from Venezuela.
B	Very few refugees are children.
C	The United Nations has roughly calculated the number of refugees.

1 6

What is the **main** point of **paragraph 2**?

Write the correct letter in the box.

[1 mark]

A	To describe life in Syria
B	To describe Farid's new apartment
C	To describe the experiences of Farid and his family

1 7

From **paragraph 2**, list **three** things that cause people to become refugees.

[3 marks]

1 _____

2 _____

3 _____

1 8

Read **paragraph 3**.

Which statement is correct?

[1 mark]

A	Jamalia lived in Syria.
B	Jamalia travelled across the sea on her own.
C	Jamalia's school was destroyed.

1 9

In **paragraph 3**, Jamalia uses the phrase, 'Our options had run out'.

Explain in your own words what this phrase means.

[2 marks]

Read the second part of the article.

Answer questions **20** to **24**.

- 4 But should developed countries help refugees? People have a range of opinions on the matter. I spoke to Aaron from a leading aid charity and he explained that some people think that developed countries suffer from the influx of refugees. It is certainly true that countries like France and Germany suffer from housing shortages, but they still welcome displaced people. Many countries do welcome refugees – they see it as a basic humanitarian act and provide shelter, food and medical care. Turkey is the country that has welcomed most refugees, followed by Columbia, then Pakistan.
- 5 Accepting refugees does not help solve the initial problem however. And it may make things worse. The journey to a new land is a major risk, and for some, their new life isn't as they imagined it. Refugees can often find themselves living in refugee camps with basic facilities where disease spreads easily and there are limited food supplies. Talking to refugees and seeing some of their living conditions made me realise that nobody would willingly take such a risk. In this game of chance, no one wins.

2 0

In **paragraph 4**, the article describes attitudes towards refugees.

Which **four** things does the writer mention?

Write the correct letters in the boxes.

[4 marks]

A	France is less welcoming of refugees.
B	Some people in England have a negative view of refugees.
C	Some people think refugees cause problems for developed countries.
D	All refugees need urgent medical care.
E	There are not enough houses in France and Germany.
F	Many people leave Pakistan to seek refuge.
G	Turkey accepts the most refugees of all developed countries.
H	Many countries provide medical care to refugees.

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2 1

In **paragraph 5**, the writer says their new life 'isn't as they imagined it'.

Explain in your own words what this phrase means.

[1 mark]

2 2

In **paragraph 5**, list **two** problems associated with living in a refugee camp.

[2 marks]

1 _____

2 _____

2 3

In **paragraph 5**, the writer says, 'In this game of chance, no one wins'.

Explain in your own words what this sentence means.

[2 marks]

2 4

Which statement best describes the whole article?

Write the correct letter in the box.

[1 mark]

A	It describes the problems faced by refugees
B	It argues that countries shouldn't accept refugees
C	It explains the best ways to help refugees

Text 4 Returning to Latvia

In this article, Andris Jansons describes returning home to Latvia.

Read the first part of the article.

Answer questions **25** and **26**.

1 As the plane landed, I realised that my two-year solo adventure had ended and a new one – possibly – was about to begin. Being a solitary traveller is rewarding, but also isolating. Before I set off on my adventure, I was nervous and unsure of myself, but I can honestly say that travelling has given me confidence. When you only have yourself to rely on, you find out just how much you can do. I'd say as well as discovering the world, I discovered a lot about myself, and I'm much more capable than I thought I was.

2 For two years I have journeyed around the world and seen many sights. I've watched whales in Greenland and spent the night in the rainforest in Borneo. They were priceless moments. The experiences I enjoyed most were in capital cities. There you can feel the scale of the world. Paris is beautiful and Moscow is place of deep mystery. I do regret not visiting Rome. But now I am returning home to Latvia. And it feels like a very, very long time since I've been home.

2 **5**

In **paragraph 1**, the writer says 'Being a solitary traveller is rewarding, but also isolating.'

[3 marks]

Explain in your own words what this sentence means.

2	6
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In **paragraph 2**, where does the writer say he has visited on his travels?

List **four** places.

[4 marks]

1 _____

2 _____

3 _____

4 _____

Read the second part of the article.

Answer questions **27** to **31**.

3 The plane arrived at Riga and I was suddenly aware I had landed in the land of my birth. I'd never thought of Latvia in that way before. I had to hire a car to make the long drive home. It felt strange to be inside a car again, even more to be driving it. The light was different and the scenery seemed odd – as if it wasn't real. I as drove away from the airport a bizarre nervousness crept over me.

4 In many ways, it seemed like decades since I left home, said goodbye to my mother, and set off on my adventure. Yet in some ways, it seemed like yesterday. We had agreed to stay in contact by letter, which seems very old-fashioned, but I knew communicating by phone would be unreliable, and I knew how much my mother distrusted phones. She loves writing letters and would send them to various post offices in capital cities for me to collect. I was always a thrill to receive a letter. They were pretty dull in some ways – just accounts of what was happening at home - but I loved them.

2 7

In **paragraph 3**, the writer landed 'in the land of my birth.'

[2 marks]

Explain in your own words what this phrase means.

2 8

In **paragraph 3**, the writer describes things he found strange.

List **three** things he found strange.

[3 marks]

1

2

3

2 9

What is the **main** point of **paragraph 4**?

Write the correct letter in the box.

[1 mark]

A	To give advice about different ways to stay in touch.
B	To describe the contact he had with his mother.
C	To explain how he received her letters

3 0

In **paragraph 4**, the writer says his mother 'distrusted phones'.

Explain in your own words what this phrase means.

[1 mark]

3 1

Read **paragraphs 3 and 4**.

Which **two** statements are correct?

Write the correct letters in the boxes.

[2 marks]

A	He didn't enjoying reading his mother's letters.
B	The writer drives his own car home.
C	It is a long journey from the airport to his home.
D	His mother sends her letters to different post offices.

3 2

Read the third part of the article.

Answer questions **32** to **35**.

- 5 I'd travelled many miles on my adventures, but the journey home seemed to take an age. As the car made its way along the motorway, I listened to songs from my childhood on the radio. A surge of joy came over me. I sang along and found myself feeling happier than I'd been for a long time. I looked out of the window at the beauty of green scenery and marvelled at the deep blue of the lakes. I was struck for the first time how pretty Latvia was. I hadn't really thought of it that way before.
- 6 Home is a small village called Laudona. It was as quiet as I remembered it. I parked the car and walked up the short path to my old house. The leaves on our apple tree were lush and green, and a curl of smoke escaped from the chimney. I stood for a moment and looked at the old wooden door. It needed painting. I could do that tomorrow. And then the door opened. 'Welcome home, son,' said my mother.

In **paragraph 5**, the writer says, 'A surge of joy came over me'.

What does this phrase mean?

Write the correct letter in the box.

[1 mark]

A	He felt an overwhelming sense of happiness.
B	He felt a mixture of sadness and happiness.
C	He felt happy, but knew it wouldn't last.

3 3

From **paragraph 5**, list **four** things he did as he drove home.

[4 marks]

- 1 _____
- 2 _____
- 3 _____
- 4 _____

3 4

From **paragraph 6**, list **two** things he noticed outside his house.

[2 marks]

1 _____

2 _____

3 5

Which statement best describes the whole article? Write the correct letter in the box.

[1 mark]

A	It suggests that being at home is better than travelling the world.
B	It suggests that travelling the world is better than being at home.
C	It suggests travelling and being at home are both rewarding.