

Teaching Pack

Developing ideas in a text

Cambridge IGCSE™ / IGCSE (9–1)

First Language English






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Contents

Introduction: Developing ideas in a text.....	4
Lesson plan 1: Close reading and development of ideas	5
Lesson 1 teacher's notes	7
Lesson plan 2: Inferring, predicting and deducing ideas.....	8
Lesson 2 teacher's notes	10
Lesson plan 3: Extending viewpoint	11
Lesson 3 teacher's notes	13
Lesson resources.....	14

Icons used in this pack:	
	Lesson plan
	Teacher's notes
	Lesson resources

Introduction: Developing ideas in a text

This *Teaching Pack* focuses on supporting learners to demonstrate understanding of ideas in texts – both explicit and implicit – by using and developing those ideas within an extended written response.

The lessons presented here are designed for learners who are already aware of the need to select, modify and use ideas from the text and can respond in a range of written forms. Each lesson can be presented individually, extended or split into two or three shorter sessions to accommodate different timetable requirements.

These lessons can be used to develop learners' understanding of how to select implicit and explicit ideas and details in texts and develop them, adding details to extend a specific viewpoint. Learners should also understand a wide range of perspectives and be able to adapt their writing to express themselves from different perspectives. Learners should understand the key terms: **audience**, **purpose** and **form** and should be able to adapt their style appropriately.

Lesson plan 1: Close reading and development of ideas



Resources

- **Starter Images**
- **Worksheet 1:** *Overcoming fear*
- **Worksheet 2:** Checklist *Overcoming fear*
- Post-its

Learning objectives

By the end of the lesson learners will be able to:

- recognise that ideas can be extended and developed to show close reading of details in the text
- understand that development can include relevant thoughts, feelings and reasons from the perspective of a character involved in the text
- offer some relevant development of ideas (explicit and/or implicit) in a text

Timings

Activity



Flipped learning task: Before the lesson, learners search for articles, podcasts and videos online describing what it is like to go skydiving for the first time. Learners post suggestions of vocabulary people might use to describe their experience of skydiving for the first time to the class/group Padlet wall. If there is no access to a Padlet site then learners should bring a list of suitable and effective vocabulary to their next lesson.

Starter / Introduction

Task: Select an image and display this on the board. You could use one of the images from the **Starter Images** worksheet or select an appropriate image of your own. Learners must select five details from the image that they can see. Explain to learners that they do not need to analyse anything at this stage but that they should simply find explicit details from the image to report back what they can see.

Learners can share their ideas with the class which you record on the board around the image. As a class, learners could now begin to develop these ideas to consider what these details imply or show. Remind learners to use their skills of inference to analyse the image.





Extension task: Learners return to the class vocabulary list to consider words they might want to add to their list to describe the feelings of someone participating in skydiving for the first time – before, during and after the jump. Remind learners that accurately describing the feelings of characters involved in a text can be one way to develop ideas and demonstrate close reading.



Main lesson

Distribute **Worksheet 1**, and read this with the learners. Depending on your class, you may wish to read the text to your learners, select individuals to read aloud or have learners read this independently. While reading, learners should select and identify evidence which shows that this is a different skydiving experience. They can do this by highlighting or underlining their work or could use the annotation key they created as part of the *Responding to ideas and opinions in a text Teaching Pack*

Timings	Activity
	<p>Split the class into three groups, or, if your class is larger, split learners into groups of 3–4 and assign these smaller groups a bullet point from below (either 1, 2 or 3). Distribute Worksheet 2 and explain the task to learners (learners will only need to use some of the bullet points on Worksheet 2). Learners imagine that:</p> <p><i>You are the jumpmaster You have been asked to deliver a talk to a new group of skydiving students to prepare them for their first jump.</i></p> <ol style="list-style-type: none"> 1. What can you see, feel and hear when you are doing a jump? 2. What safety and security measures do you have to take and why are they important? 3. What reasons do people give for doing a skydive and why do you think people enjoy skydiving? <p>Before learners begin writing, they should first identify the form, audience and purpose of this task, thinking about how this might affect their writing and the language choices they make.</p> <p>Depending on their number, learners re-read Worksheet 1 to find details for their bullet point. Using details from the worksheet, learners imagine that they are the jumpmaster. Learners now skim read the text to select explicit details that are relevant to their bullet point that they could use in their talk. Using Worksheet 2 learners record these details and then develop the details to become what the jumpmaster would say in his talk. This worksheet requires learners to select explicit details and then use inference to record the implicit ideas they can understand from these details.</p> <p>Now assign learners one paragraph of their speech to write, paying attention to the audience, purpose and form of the task. Learners should also pay attention to their spelling, punctuation and grammar. Remind learners at this point that they can use their vocabulary lists from their homework to help them develop their ideas.</p> <p>Mini plenary: Facilitate a class discussion for learners to consider and discuss:</p> <ul style="list-style-type: none"> • How easy/difficult was it to find explicit details? • How easy/difficult was it to develop the details in the text? • What details could you have included that would have made your answer better? • What would you change about your answer? • Which vocabulary could be changed and developed to improve the quality of the writing? • What about the structure of the writing? How could you make this piece more cohesive?
	<p>Plenary</p> <p>Distribute post-its to learners and ask them to write down a question a new skydiver might have about what exactly happens at each stage of the jump. Learners should post these questions around the room or on the board.</p> <p>When each learner has posted a question, learners take a question that was not theirs and write an answer to this question using their skills of inference and deduction. Remind learners that this is not about giving the ‘correct’ answer, but an answer that uses inference and deduction skills to give a sensible answer.</p> <p>Homework</p> <p>Task: Learners find other details from the text for the other two bullet points and complete Worksheet 2 to select and develop relevant ideas.</p>

Lesson 1 Teacher's notes



Key words / concepts you could highlight during the lesson, or have pre-taught before the lesson:

- Form – the text type that a writer has used. Different forms of writing may be laid out or structured differently.
- Audience – who a text is written for. This can be general, e.g. 'women' or can be specific, 'women in their 20s who like rock-climbing'.
- Purpose – the reason, goal or aim of a piece of writing. This could be to describe, narrate, entertain, persuade, etc.
- Skimming – when you read quickly through a text to get an overview of the main ideas. .
- Scanning – when you read through a text to find details. For example, names or dates or locations.

Flipped learning

Flipped learning activities allow learners the opportunity to prepare material before the lesson. This can be beneficial for learners to develop independence and can be useful for some learners to have an opportunity to think about their potential responses before the lesson. You can use flipped learning in a range of contexts or with a range of texts or videos to introduce new topics, ideas or vocabulary in your classroom.

Starter

In the starter activity, we have selected a range of images that you could use to show your class. However, if you feel that you would like to use a different image or set of images that would better suit your class, then you can of course do this. For this activity, encourage learners to firstly focus on the **explicit** details of the images before then analysing the implied meanings behind the images.

Main lesson

Worksheet 1 describes a first skydiving experience. This text has been selected to reflect the style of text that learners may face in the examination, as have the bullet points. By giving learners one bullet point to focus on you are encouraging them to read for purpose and to be selective. Each learner will need a copy of Worksheet 2, but learners only need to complete this in relation to their bullet point so they will have some gaps initially. The homework offers an opportunity for learners to find other details in the text but this activity is intended to develop learners' skills of reading for purpose.

Lesson plan 2: Inferring, predicting and deducing ideas



Resources

- **Worksheet 3:** *Fishing with Royer*
- **Worksheet 4:** *Bear hunt*
- **Worksheet 5:** De Bono's hats – *Fishing with Royer*
- **Worksheet 6:** De Bono's hats – *Bear hunt*
- **Worksheet 7:** Exam Questions

Learning objectives

By the end of the lesson learners will be able to:

- identify significant details in a text
- infer, predict and deduce ideas, using details from the text to justify their points
- write using a specific perspective or viewpoint

Timings

Activity



Starter / Introduction

Task: Display or write the title, '*It was obvious that we were never going to work*' on the board and invite learners to predict what the text will be about. Learners must justify their answers, giving reasons for why they have made those choices.

Next, show learners the short text below:

A month has passed and I'm still here. It was obvious that we were never going to work. You shook me with intrigue, thinking I could be a) a laptop b) a tablet, but I ended up being c) a real disappointment. I felt it in your voice when you said, "Oh. A board game." Just give me a chance – they added almost 500 new questions last year. All I have ever desired was to make you feel like a winner – like me, Best Trivia Game 1996. [Sighs] Look at me now ... still wrapped in plastic.

Using details from the text learners consider the following questions:



- Who is speaking?
- What has happened? What is the purpose of the text?
- When has this happened?
- Where is this person/object?
- Why is this effective?
- How does this person/object feel?



Main lesson

Task: Put learners into groups of six and give each group a copy of either **Worksheet 3** *Fishing with Royer* or **Worksheet 4** *Bear hunt*. Each group uses the relevant **De Bono's hats worksheets** to answer each colour's questions, finding appropriate evidence to support these ideas.

- 2–3 groups should look at the *Fishing with Royer* text
- 2–3 groups should look at the *Bear Hunt* text

Timings	Activity
	<p>Now give learners the exam-style questions relating to their text (Worksheet 7) and ask them to group their thoughts, opinions and evidence to match the three bullet points. Learners consider which of their evidence could be used to match which bullet point.</p> <p>Extension task: As a group, learners write an answer that covers all three bullet points, using the evidence they have taken from the text and their own inferences.</p>
	<p>Plenary</p> <p>Task: Give learners three different coloured highlighters and ask them as a group to find places in the text where they've selected evidence and used inference to address each bullet point.</p> <p>If learners find that they have covered one bullet point more thoroughly than another then they could spend some time addressing this by adding in further details.</p> <p>Homework</p> <p>Allocate (or allow learners to choose) one of the other bullet points. Using their planning sheet (Worksheet 7) to plan a response, they write another paragraph to answer that bullet point, using evidence from the text.</p>



Lesson 2 Teacher's notes

Key words / concepts you could highlight during the lesson, or have pre-taught before the lesson:

- **Inference:** an interpretation that goes beyond the literal information given.
- **Deduction:** an understanding based on the evidence given in the text.

Starter

The transcript used in the starter activity is from an advert for a company that encourages people to donate their old or unwanted gifts to others. This activity allows learners to practise the skills of prediction, inference and deduction, using details from the text. The questions used here can be reused to match any other text or video that you may wish to show learners to get them to select key details.

Texts

Fishing with Royer is a first person narrative in which the narrator goes on a trip with his old friend Royer. The two men have not seen each other for a long time and have decided to go on a fishing trip. Things do not go smoothly for the two men as Royer arrives to collect the narrator in a soft-top convertible, an unsuitable car for the rough terrain. The men set off on their journey but do not seem very prepared for their journey and the conditions that they face. The track that they choose is quite steep and precarious and it seems that Royer has a fear of heights which only makes the journey even more uncomfortable. In the end the men spend a miserable and hungry night in the car.

Bear hunt is a first person narrative about two men named Leo and Damien who are searching for a bear in a Russian forest. They track the bear's prints in the snow but don't seem able to find him. By the end of the day, with night closing in, they decide to spend the night in the forest. In the morning when Leo awakes, he thinks he sees the bear.



Lesson plan 3: Extending viewpoint

Resources

- **Worksheet 8:** *Harrold Sparrow* exposition
- **Worksheet 9:** *Harrold Sparrow* full text
- **Worksheet 10:** Character analysis frame

Learning objectives

By the end of the lesson learners will be able to:

- identify significant details in a text
- analyse details to make inferences and judgements about characters
- synthesise textual details to extend viewpoint and write in character

Timings

Activity



Flipped learning

Before the lesson learners should read the opening of **Worksheet 8** '*Harold Sparrow* exposition' to identify the main character and infer details about them. Learners write down five facts that they can find out from the text with relevant textual detail and five adjectives to describe this character. They must justify their adjectives with details from the text.

Starter / Introduction

Task: Distribute the rest of the text to learners (**Worksheet 9**) and give each learner a copy of **Worksheet 10**, the character analysis frame. In pairs, learners read the text and select details from it to complete this worksheet. Learners identify and record details such as:

- Personality traits – what kind of a person are they?
- Character's role in the story – are they the hero? Are they causing a problem?
- Character's actions – what do they do?
- Character's words – what kind of things do they say?
- Character's thoughts and feelings – what emotions does the character feel? Do their emotions change?
- Other characters' thoughts, words and actions towards the character – what do other people say about the main character? Do other people seem to like the main character? How do other people behave towards them and does this change? If so, why and how?
- Problems/challenges – does the main character face any issues or have anything worrying happen to them?
- Major accomplishments – what is their greatest achievement in the story? Do they reach a goal or overcome a challenge?





Main lesson

Using their work from **Worksheet 8** learners imagine that they are the main character from their text. Using the exam-style questions below, learners write a response.

Imagine that you are Harrold. You have been offered a job as a manager in the bird section of one of the new pet shops. You decide to write a letter to a friend.

In your letter you should:

- describe your feelings about the various events at home over the past few months

Timings	Activity
	<ul style="list-style-type: none"> • <i>explain recent changes and events at work and how you feel about them</i> • <i>discuss the options you are now considering regarding the proposed position and ask for their advice on what you should do next.</i> <p>Remind learners that although they can use details from the text, they should re-write this so that it is in their own words.</p> <p>Extension task: If learners complete their writing they self-assess their work to evaluate whether they have used a range of textual details and where they have extended this viewpoint. Give learners two highlighters or allow learners to devise an annotation key. Using their highlighters, learners highlight where they have used explicit textual details and where they have developed these points. Learners could then annotate their work to explain why they have developed their ideas in this way.</p>
	<p>Plenary</p> <p>Learners choose a different character from the text and write a tweet (280 characters) from their perspective to explain their feelings about another character or an event in the story.</p> <p>Next steps / Homework</p> <p>We have included a further three texts, each with two questions for you to use with your learners. These could either be used as homework tasks or you could use them in class as exam practice with any of the activities from this pack.</p>

Lesson 3 Teacher's notes



Key words / concepts you could highlight during the lesson, or have pre-taught before the lesson:

- **extending viewpoint** – what a character might say/think/feel
- **extending viewpoint** – what others might say about a character

Flipped learning

Flipped learning activities allow learners the opportunity to prepare material before the lesson. This can be beneficial for learners to develop independence and can be useful for some learners to have an opportunity to think about their potential responses before the lesson. You can use flipped learning in a range of contexts or with a range of texts or videos to introduce new topics, ideas or vocabulary in your classroom. Here learners should read **Worksheet 7** and consider their first impressions of the character using inference and deduction to make valid suggestions.

Character analysis frame

The character analysis frame is designed to break down the story so that learners can actively analyse a character from a range of perspectives. This can be useful for learners when thinking about extending viewpoint or developing ideas and details.

Next steps

In this pack we have included a further three texts which you could use with your learners. Each text has two exam-style questions that you could use in the classroom or as a homework activity. These texts are designed to reflect the level of challenge that learners might face in an exam situation.



Lesson resources

Starter Images

Worksheet 1: *Overcoming fear*

Worksheet 2: Checklist *Overcoming fear*

Worksheet 3: *Fishing with Royer*

Worksheet 4: *Bear hunt*

Worksheet 5: De Bono's hats – *Fishing with Royer*

Worksheet 6: De Bono's hats – *Bear hunt*

Worksheet 7: Exam Questions

Worksheet 7: Harrold Sparrow exposition

Worksheet 8: Harrold Sparrow full text

Worksheet 9: Character analysis frame

Starter images





Worksheet 1: Overcoming fear

The first jump from an aeroplane is a jittery nightmare of fear. More than likely, the act of jumping out of a perfectly good aeroplane with a heavy parachute on one's back generates more real fear than anything, short of armed combat.

The teaching method in fashion when I made my first jump, almost ten years ago, involved crawling out of an open door of an aircraft and hanging from the wingstrut. The jumpmaster calculated the force of the wind against an airspeed of over a hundred kilometres an hour, and added in a nine-hundred metre drop. He shouted at the student to let go of the strut at the point where all these variables might combine to deposit him or her in the centre of the drop zone.

On that first jump I was the second student out of the plane. A young woman went first, and when she reluctantly let go, I saw her body hurtle down through empty space like a sack of cement. When she let go of the strut, gravity tilted her over into an exaggerated belly flop – arms straight out and slightly above the head, legs held just above the back – spread-eagled like a frog. She was already a tiny speck before the static line attached to the plane pulled the parachute open for her. From far above it looked like one of those flowers blooming in time-lapse photography in a nature documentary.

The plane circled around, and it was my turn to confront the fear of falling. The jumpmaster had stressed the importance of holding my back arched. When the jumpmaster judged that I was in the proper position he shouted 'Go!'. This was a command I obeyed with extreme reluctance. The plane disappeared overhead. I held position from the waist up, but my legs were moving at a flat-out pace. I think, looking back on it, that my fear, ignoring the hard facts of physics, was screaming, 'Run or you'll die!'

Nevertheless, I didn't go into much of a spin. The chute opened splendidly, and I floated slowly to earth in an utter silence punctuated only by the bass drumbeat of my heart. It didn't matter that I'd failed to hold position. The point of the first jump is simply doing it. The niceties come later, if the student decides there is going to be a later. Jumping once is about defeating fear rather than demonstrating skill, boldly breaking through the bars and escaping the confines we set for ourselves. Afterwards, my skydiving classmates and I were giddy and ecstatic, like a group of children getting off a roller coaster, with an excitement fuelled by a sense of accomplishment.

Some of my classmates who went on to further jumps might have been looking to recapture that first incredible adrenaline rush – as I know I was – but this is a process of diminishing returns. As the novice becomes accustomed to the fear, the thought process changes gradually. During the first jump you think – 'I know thousands have done it before, but this time it's me, and I'm going to die.' This gives way to a more casual attitude – 'Okay, some people have been injured, some have even been killed, but I'm careful, and that'll never happen to me.'

My experience suggests that the novice skydiver discovers, over the next few jumps, that one can never feel again that first thrill of pure and primal fear. He or she also learns to appreciate the skill involved in skydiving, and begins to understand that the mechanics of flying are pleasurable in themselves. This is the reason some people become hooked on the sport. The woman I watched fall off the strut that day nearly a decade ago has now logged over a thousand jumps.

Worksheet 2: Checklist *Overcoming fear*



1. Read the checklist of ideas in column 1 – these are the main points from the text covering **what students will need to do on their first jump**.
2. **Tick** in column 2 to show you have included the ideas that are relevant to your bullet points.
3. In column 3, list **detail(s)** you could use **from the text** to support each main point. This could be a quote or a paraphrase of the language used.
4. In column 4, based on the evidence in the text, **suggest** what the jumpmaster **might say** as further explanation to extend or develop each idea.

Idea / information about	Used	Detail(s) from text	Your suggested development:
carrying parachute			
timing / sequence			
move out of airplane			
wing strut			
command from jumpmaster			
position			
freefall			
opening of parachute			
fear			

positive feelings about jumping			
learning			
skydiving more than once			

Worksheet 3: Fishing with Royer



The narrator and his friend Royer are going on their first fishing trip together in years. The two men have not seen each other since university, and have both married and had families in the meantime. Their proposed destination is White Cap River – the setting of Royer's favourite childhood adventure story and somewhere neither has visited before.

People spend hours packing to go fishing, engaged in a kind of military manoeuvre, gear piled strategically and checklists in hand. On the eve of our campaign, I just made sure I'd packed a rod and reel, confident that comrade Royer would have invested heavily in a car-boot full of flashy state-of-the-art equipment as always. On the morning of our departure, Royer, a little rounder than I remembered, pulled up at my house in a bottom-of-the-range soft-top sports car he'd borrowed for our trip. Surprised to find ample space for my gear, I unearthed a faded atlas from the car boot, innocently imagining the pleasures of the long drive ahead.

The sky, unseasonably cloudless and omen-less when we set out, stretched out beyond the suburbs and responsibilities, moving into farming country and onto the highway. The camera lens of life was opening before my eyes, delivering more space and light, exposing an astounding panorama ahead. We coasted through rolling hills, past fragrant wild grasses surfed by the breeze. The car, echoing with tinny music, transported us back in time. 'What a fine planet!' I thought.

Unexpectedly, the road turned upward, clinging to the sides of a mountain. A series of hairpin bends afforded some impressive views of the valley below. Royer, now in the passenger seat, looked suddenly uncomfortable. He fidgeted and glanced the other way, emitting a strange yipping noise, until we descended in the afternoon back into the National Forest.

After a leisurely late lunch, we checked out a local fishing-tackle shop. The lonely clerk appeared to be surprised by the sight of potential customers, but eventually freed himself from his chair. When I asked how far White Cap River was he looked quizzical, answering, 'About 15 minutes from here to the old road into the canyon.' He assured us that the fish there were likely to be in excellent shape.

'And from there?'

'Another hour.'

'That can't be right,' disputed Royer, searching for his spectacles. 'The canyon road's only eight kilometres on my map.'

'You got a four-wheel drive vehicle?' asked the clerk.

'Not exactly,' I told him, glancing outside when he did.

'Well, you'll probably make it.'

We found the canyon road without trouble – fifteen minutes as the clerk predicted.

The road had trickled down to a ribbon of cement-hard dirt, rutted and rough on the tyres. It wormed its way through forest land, slithering between the tall trees, obscuring our view. Royer, at the wheel, seemed utterly miserable, inching forwards cautiously, until we rounded one last bend, the trees fell away, and we were confronted by the magnificent pit of the great canyon below. Way at the bottom of this geological miracle, glittering like the tiniest trace of quicksilver, was the river.



Worksheet 3: Fishing with Royer – *continued*

An hour away? More like six hours at the rate Royer was driving and yipping. He was sweating now. His face drained of blood.

His yipping got louder as the crumbling road downwards narrowed still further. In minutes, it was scarcely wide enough for one car, much less two should anybody come driving up from below – if anyone ever had survived the drive down. The cliffs were sheer. The phrase ‘margin for error’ was meaningless. In the end it was too much for him. He froze.

‘You drive,’ he said, breathing hard.

I replaced him. What else could I do? When you’ve known a man for 30 years you’d figure you’d be aware of his phobias, but I certainly never knew. I released the brake and moved forwards but Royer trembled so violently as the incline steepened, I caught his phobia like flu and almost yipped myself.

‘You want to turn around?’ I asked, redundantly.

‘Might be good,’ he said.

Instead, we spent our waning daylight hours and remaining fuel searching for a less dangerous route to the water, finding eventually an unmarked roadway winding downwards at an almost reasonable tilt. It stopped just in sight of the river, which we now saw was foaming with whitecaps so big that we’d need a serious boat to fish it. The sky was almost dark too.

We surrendered sheepishly to a miserable night in the car without blankets or proper food, wondering if we could possibly be those same bold fellows of our youth – back then nothing had seemed daunting.

In the morning, our failure didn’t sit well with us. Despite greying clouds overhead, once more we felt ourselves filling up with the oxygen of blind faith. Royer inflated our second-hand dingy ...



Worksheet 4: Bear hunt

Leo goes on a bear hunt in Russia. He is accompanied by an experienced bear hunter called Damian. Damian believes that taking a bear by surprise is important in a bear hunt.

The air was frosty and sharp. Our snowshoes sank up to six inches into the soft, deep forest snow. The bear's tracks were visible ahead, and we could see how sometimes he too would sink up to his belly and plough up the snow as he went. At first, under the protection of large trees, we kept his tracks in sight, but when they turned into a thicket of firs, Damian stopped.

'Leo, we must leave the trail now,' he said. 'He is resting somewhere in there. You can see by the snow that he's been squatting down here. Let's leave the trail and go quickly and quietly around this thicket. Don't shout or cough, or we could alert him.'

Leaving the tracks, we turned off to the left. But, about five hundred yards on, we saw the bear's footprints again – right in front of us. This time we followed them, and they brought us out onto the road. We stopped to examine its surface. Here and there we could see prints of his paw, claws and all, as well as the marks of local people's shoes. The bear had evidently headed towards the village.

As we started in that direction, Damian looked thoughtful. 'He won't have gone all the way. We only need to watch out – left or right – for when the marks go into the verges.'

We walked along the road for nearly a mile, and then saw, ahead of us, the bear's footprints on the side of the road. Quickly, we examined the markings and I stood back in amazement. The toes were pointing out from the forest and towards the road. They were pointing towards us!

'This must be another bear!' I declared.

Damian looked at the footprints and considered for a moment. 'No, Leo. It's the same one. He's been playing tricks. He left the road by...walking backwards!'

We followed the reversed tracks for some ten steps to just beyond a fir tree. Damian stopped, and I looked ahead with him. In the thick belt of snow, we could see that the footprints made a half-circle then proceeded straight ahead. I was incredulous.

Damian was decisive. 'Now we need to get round the other side of him to take him by surprise. There is a marsh ahead of us, and he will have settled down there. Let's go this way around it.'

We began to make our way round the marsh and entered a stern-looking thicket of fir trees. I was too exhausted even to consider my surroundings. My legs crumpled as their snowshoes pushed against remorseless wedges of banked snow. At one point, where the snow flattened into treacherous ice patches, I found myself gliding helplessly into the black, inhospitably barbed arms of a skulking juniper shrub. One snowshoe slipped off and became wedged in the shrub's mighty, invisible depths. Drenched with perspiration, I dropped my fur cloak to retrieve it.

All the time, Damian sped ahead of me, indefatigable, gliding along as if in a boat, his snowshoes moving of their own volition, never catching against anything nor falling off. He even came back to me at one point, collected up my fur and slung it over his shoulder. Still, he kept urging me on.

As the evening glow showed red through the forest, we eventually came to a stop. We removed our snowshoes, made seats of them in the snow and began to eat, first snow and then bread with salt. The bread tasted so good that I thought I had never consumed anything like it in my life. As weariness enveloped my body, I watched how, with a deft movement, Damian cocked his hunting rifle before sitting, his back propped against the rigid form of a fir tree, in preparation for a vigil.



Worksheet 4: Bear hunt – *continued*

I slept so soundly that when I woke I didn't know where I was. How wonderful! I was in some sort of huge edifice, all glittering and white with gleaming pillars, and when I looked up I saw, through delicate white tracery, a vault, raven-black and studded with coloured lights. I remembered then that we were actually only in a forest where there were trees covered in wet snow and grey hoarfrost.

Suddenly, to my left, but at some distance, I heard heavy movements on the snow. I peered out carefully between the tall fir trees, and saw, some fifty paces away, something big and black. My stomach turned.



Worksheet 5: De Bono's hats – *Fishing with Royer*

Hat and focus	Group questions to discuss	Group's findings and thoughts
Blue – Manager of the thinking process / group	<ul style="list-style-type: none"> • Who should talk first? Who should talk next? • Have we collected enough evidence to back up our ideas? • Has everyone written down the group's findings for each hat? • What are our conclusions about the men in the text? 	
Red – Emotions and feelings	<ul style="list-style-type: none"> • How do we feel about the men in the text? • How do we feel about what the men are doing? • How do we feel about how the story ends? 	
White – Facts	<ul style="list-style-type: none"> • What happens in the text? • Who are the people in the story? • Where is the text set? • What are the dramatic moments of the text? • How is the passage written? • What is the atmosphere of the text? 	



Worksheet 5: De Bono's hats – *Fishing with Royer* continued

Hat and focus	Group questions to discuss	Group's findings and thoughts
Green – Ideas	<ul style="list-style-type: none"> • What are our thoughts about Royer's fear of heights? • What are our thoughts about how the men could have changed the outcome of the day or made the trip better? 	
Purple – Problems	<ul style="list-style-type: none"> • What major problems did the men have? • What, in your opinion, was the biggest problem for the men? • What could be improved about the language or literary devices in this text to make it better? 	
Yellow – Benefits and positives	<ul style="list-style-type: none"> • What three things could the men learn from their experiences? • What good things happened to the men in the story? • What did you like about the story? 	



Worksheet 6: De Bono's hats – *Bear hunt*

Hat and focus	Group questions to discuss	Group's findings and thoughts
Blue – Manager of the thinking process / group	<ul style="list-style-type: none"> Who should talk first? Who should talk next? Have we collected enough evidence to back up our ideas? Has everyone written down the group's findings for each hat? What are our conclusions about the men in the text? 	
Red – Emotions and feelings	<ul style="list-style-type: none"> How do we feel about the men in the text? How do we feel about Royer's choice of car? How do we feel about the choice of a fishing trip? How do we feel about how the story ends? 	
White – Facts	<ul style="list-style-type: none"> What happens in the text? Who are the people in the story? Where is the text set? What are the dramatic moments of the text? How is the passage written? What is the atmosphere of the text? 	

Worksheet 6: De Bono's hats – *Bear hunt* continued



Hat and focus	Group questions to discuss	Group's findings and thoughts
Green – Ideas	<ul style="list-style-type: none"> • What are our thoughts about Leo and Damien's different behaviour and actions? • What are our thoughts about how the men could have changed the outcome of the day or made the trip better? • What are our thoughts about the games the bear was playing? 	
Purple – Problems	<ul style="list-style-type: none"> • What problems or challenges did the men face when trying to find the bear? • What could be improved about the language or literary devices in this text to make it better? • What could be improved about the ending of the text? 	
Yellow – Benefits and positives	<ul style="list-style-type: none"> • What three things could Leo learn from his experiences? • What good things happened to Leo in the story? • What did you like about the story? 	

Worksheet 7: De Bono's hats – *Bear hunt* continued



Question 1

Imagine you are Damian, the experienced guide and hunter in the story.

Re-read: *The Bear Hunt*

You decide to write a letter to your friend, explaining how your bear hunt with Leo is going.

Write the letter.

In your letter you should cover the following points:

- what happened on this bear hunt
- how Leo has coped with the weather conditions
- persuade your friend to join you on your next hunt.

Base your interview on what you have read in Passage A, but be careful to use your own words.
Address each of the three bullet points

Write about 250 to 350 words. Up to 15 marks are available for the content of your answer, and up to 5 marks for the quality of your writing.

Question 2

Imagine that you are Royer, one of the men in the story.

Re-read: *Fishing with Royer*

You are being interviewed by a newspaper to describe your experiences.

Write the words of the interview.

In your interview you should cover the following points:

- what happened on the trip
- what you found frightening or challenging about the trip
- how you would advise other people to prepare for this trip.

Base your interview on what you have read in Passage A, but be careful to use your own words.
Address each of the three bullet points

Write about 250 to 350 words. Up to 15 marks are available for the content of your answer, and up to 5 marks for the quality of your writing.

Worksheet 8: *Harrold Sparrow* exposition



Harrold Sparrow has worked in the same pet shop for years. A new company has taken over the shop and is making changes. All staff have been invited to re-apply for their jobs. Harrold arrives at work early as usual and begins his morning routine of checking the animals...

If it hadn't been for the situation at home, Harrold wouldn't have considered reapplying for his own job. The offer of a generous severance payment was tempting, but alone again in his newly empty flat, what would he find to do now?

Pet shops had changed, morphed by the marketing magicians into digitalised emporiums for pampered poppets and their well-meaning owners. He tutted softly, expertly stroking and soothing a young rabbit he was monitoring. The writing had been on the wall, so to speak, for a long time – and now on the windows, doors and shelving he thought wryly, wincing at the latest excruciating batch of promotional stickers splatter-gunned around the shop. H is for Happy Hamsters, read one sign more reminiscent of a children's illustrated alphabet. F is for Fun-loving Ferrets. Harrold raised an eyebrow.

Soon, newly installed speakers would pipe today's offers between endless loops of animal-related song titles. What was wrong with leaving people to ask if they were interested? Harrold sighed.

He was a good listener, equally happy to offer advice on the best seed mix for rodents or the most efficient way to clean filters in fish tanks. Careful to match person to pet, talking through their requirements, Harrold was invariably honest. Not everyone was the pet type. It was sometimes a case of politely helping people realise that or, for more persistent parents with demanding children, closing early as they came up the street.

1. List *five* facts about Harrold Sparrow.

Fact	Evidence

2. List *five* adjectives that you would use to describe Harrold Sparrow

1.
2.
3.
4.
5.



Worksheet 9: Harrold Sparrow – full text

Harrold Sparrow has worked in the same pet shop for years. A new company has taken over the shop and is making changes. All staff have been invited to re-apply for their jobs. Harrold arrives at work early as usual and begins his morning routine of checking the animals...

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The new rota for working lunch-hours at least saved him the misery of 'eating' alone again today. It didn't look like Beryl was coming back; he was no more unhappy to stay in the shop. Let those still with families have an extra half-hour.

Initial interviews were held at Head Office the next evening after work. Events were well underway by the time Harrold had finished checking cages. He arrived late at the venue to raucous applause and whooping as a bespectacled youth clicked the last slide of a presentation and asked if anyone had questions.

Harrold hesitated only a moment too long to avoid Lisa, the new Saturday girl, pressing a t-shirt and neon marker pen into his hand. She whispered instructions to decorate the t-shirt with his name & U.S.P., 'You know, your Unique Selling Point, your motto, that sort of thing.'

Increasingly animated presentations followed from a series of loud t-shirts – each adorned with their own crudely-penned catchphrase. Harrold noted with mild surprise that he'd been working alongside 'Lisa-the-LIZARD-lady' for weeks without realising (possibly as she'd been 'scaling great heights to help customers'). Still captive, Harrold wrote 'SPARROW' on his t-shirt, resisting the impulse to add a number as a protest.

His own presentation went down surprisingly well. Questions rolled in about the species of parrot he was most fond of (yellow-headed Amazon)... nearly poached to extinction... smartest creatures on Earth... an affinity for learning song. Each, he explained, has their own personality and makes a loving member of a human family flock... He'd never seen yellow-heads outside captivity, he confirmed wistfully, though no bird is ever truly domesticated... call of the wild... doors left open accidentally...

He changed the subject. Parrots are great talkers, can be very affectionate, if inclined to be a little temperamental, a bit like...



Worksheet 9: Harrold Sparrow – *continued*

'*Harrold SPARROW, Bird Nerd?*' asked the bespectacled youth with expert comic timing.

Harrold didn't think it was meant unkindly and even smiled over the hoots of laughter as Lisa mischievously added his new pet name to the back of his t-shirt with her pen.

The television he'd left on greeted him when he got home. In some small way, he thought familiar things might help to bring Beryl back. When she'd lived downstairs, before old Mrs F passed away last month and she'd come to live with him, Beryl had grown used to the soaps on TV. From time to time, she'd still whistle theme tunes. The adverts were on now – DIY toolkits, tropical breaks, win-a-million lotteries – dreams of better things. Unaware he'd done it again, Harrold sighed. A chill reminded him he'd left the window open, just in case. He tutted out of habit and the reply took him unawares.

Outside the window was Beryl, with not so much as a ruffled feather, eyes brighter than he'd seen in a while. Harold spoke gently; Beryl hopped from the branch, across the window ledge and onto his hand.

Relieved, he began to pull the window shut, then paused, and left it ajar – just in case.



Worksheet 10: Character analysis frame

	Personality traits	Character's role	
Major accomplishments			Character's actions
	Character name:		
Problems/challenges			Character's words
	Other character's thoughts, words and actions towards the character	Character's thoughts and feelings	



Text 1: A Small Fortune

Harris misses his daughter, Alia, who refuses to visit him. This passage describes how Harris is taken in by his extended family.

Harris was on his way to post another letter to Alia when it began: tight chest, breathlessness, symptoms familiar to someone who never practised keep-fit and saw no merit in it, but this time he felt truly terrified. His heartbeat fluttered and a hot, prickling sensation crawled up his body, swiftly followed by icy chills. No one noticed.

'On my last legs,' he'd written earlier.

The doctor was brisk as she examined him later, finding nothing. She fixed him with a beady look. 'Are you depressed? Lonely?' she demanded.

Afterwards, Harris stayed indoors for three days; fearful exertion might trigger another attack, perhaps fatal. His distant cousin, Nawaz, offered to fetch his daily newspaper.

Day four, he phoned Nawaz. 'Cousin ...' his voice croaked, breaking off into a strangled silence. The normally immovable Nawaz dropped everything. Within minutes, he burst through Harris's door to find him lying on the couch.

'It's the final curtain,' Harris murmured.

Nawaz gave him a hug. 'No, you just think so because you're all alone in this huge place. You're coming straight home with me. Stay for a few days this time, until you're better.' In a matter of minutes, Harris was whisked up and transported to the small flat where Nawaz and his growing family lived, conveniently situated above a takeaway pizza place.

As Harris entered the lounge, he was greeted by a vision of noisy domestic chaos that was oddly comforting. Against the backdrop of the blaring TV, the younger kids saluted him like a returning hero, bouncing into his arms. The aroma of rice, just cooked, greeted his senses. Safeena finished feeding the baby in the kitchen and produced a cup of stewed sweet tea and slices of sponge cake for him.

He took up his spot on the sofa and readied his lap for a tray of kebabs that appeared as if by magic, followed by his favourite pudding.

'Anything you need, just tell us,' said Nawaz.

'Cousin, you're too kind.' Harris's eyes filled up.

'Family's family, isn't it?' said Safeena from the sink.

'Forget it,' Nawaz said gruffly.

Within days Harris was on the mend. He nestled open-beaked like an overgrown cuckoo in the midst of Nawaz's family, watching telly, dangling and dancing the baby over his head until she required changing, then handing her back to Safeena who produced a constant stream of delicious meals. There was no need for him to cook any more. Harris understood. He was a guest in their household and accepted his role graciously. He shared his extensive knowledge on an impressive range of subjects, from religion to DIY, from the education system to politics. They welcomed politely his rearrangement of the lounge furniture. Safeena's passing friends were riveted by his ideas.

He was forbidden by Safeena from attempting the simplest chore. If his eyes so much as swivelled kitchen-wards, Safeena would materialise from nowhere, intercepting him before he'd even switched the kettle on. He didn't fight it: crossing the lounge was a hazardous run, booby-trapped with the boys' electric toys and sharp outcrops of plastic play-bricks. It was safer to stay moored on the sofa. The children adored him. He showered them with pocket money for treats when their parents weren't looking.

'You're spoiling them,' Nawaz grumbled.

'Just a little something to keep them happy, that's all.'

'What would we do without you?' said Safeena.

What indeed? Harris glowed inside. It was a delicious feeling. He began to wonder what else he could do to help the family. He ordered online cut-price books for Jameela, a proper cricket bat and ball for the boys and boxes of chocolate and crisps, all delivered more cheaply to the business address downstairs, he beamed.



Text 1: A Small Fortune – *continued*

Some weeks later, unable to sleep, Harris overheard raised voices from the box room – Nawaz's deep bearish growl interjected with Safeena's squeaky indignation. Curious to discover the nature of their altercation, Harris listened in. As Safeena's voice grew louder he caught the odd word, 'more salt in my cooking ... eating us out of house and home! Electricity bill ... on all day ... You mean, costing us a small fortune ...'

Nawaz responded with a low growl.

Harris was shocked it was this bad, but not surprised. Nawaz really should be more considerate and probably did eat too much for a man of his build. As for salt, well he'd found that a pinch slipped in the pot was all it needed. He tactfully coughed to offer a distraction, then rolled over to sleep.

Harris misses his daughter, Alia, who refuses to visit him. This passage describes how Harris is taken in by his extended family.

Re-read *A Small Fortune*.

Imagine that you are Harris. On the first night of your stay with Nawaz's family you write a letter to your daughter.

In your letter you should:

- describe your feelings about what has happened since you last wrote
- explain how day one of your stay has been and how you feel about being at Nawaz's.
- try to persuade her to visit.

Re-read *A Small Fortune*.

Imagine that you are Safeena and you are talking to one of your friends about your new houseguest, Harris.

Write the conversation.

In your conversation you should include:

- how and why Harris came to be staying with you and how you felt about it initially
- the effects Harris's stay has had on your life and relationships
- the different ways in which the situation might now be improved for everybody.

Begin your conversation: *'I need your advice ... things surely cannot get much worse ...'*



Text 2: My First Job

The narrator is reflecting on his experiences as a 16-year-old student used to spending his school holidays watching cricket on television. Instead, he is about to begin six weeks of work experience in different sections of an electrical company.

Waking at 7:00 am was unpleasant. On the car journey, I was feeling too sorry for myself for conversation.

The first few days I'd be working with the 'grunts' (officially called 'apprentices'). Most were just months older than me, but judged immediately I'd no skill of any use to them. It turned out the factory owner had only agreed as a favour to Dad. Other guys who'd asked for their kids to work there during school holidays had been refused.

Dad ensured I was kitted out in fetching, lightest-blue overalls. Escorting me, he skirted the factory floor to avoid dirtying his suit, but chatted and seemed to get on with everyone from the grunts to the surliest darkest-blue-overall-clad supervisor.

Initially, I'd be helping in the coil-winding department – by not getting in the way and fetching coffee from the machine. I guessed they chatted more freely when I was on a coffee-fetching run, but I did learn there was discontent amongst the workforce, even talk of strike action. The morning dragged by. Eventually, Dad turned up announcing lunchtime. Usually he took a packed lunch, but our respective lethargy and stress that morning meant the sandwiches were still on the kitchen table at home.

At the canteen, workers, already packed in like sardines, formed an overall sea of blue. Dad navigated our way to the brown foodstuffs on offer. What would be my 'something' to accompany my chips?

Wittily, I requested salad. Dad's shoulders sank. The canteen staff chuckled. Baked beans were duly slopped onto my plate.

As we ate, I gazed round, vowing silently never to work in industry. It wasn't that I thought myself above them, I just didn't fit in yet.

After only 20 minutes, Dad said, 'Andrew, we'd better get your card.' Nodding dumbly, I trailed blindly after him through a maze of corridors. Finally, we reached the holiest place in the entire company, the Accounts Department, occupied by The One with Absolute Power (the clerk who put together the pay packets). Sufficiently important in the company, Dad was granted an audience. I was told to not say anything stupid as we entered the sanctum. The One issued my number, chiding me for not visiting her immediately after I'd arrived and warning of perilous doom awaiting mortals who failed to clock in on time.

Dad took me to the clocking-in machine to get my card stamped. Boards either side of the machine, for 'in' and for 'out', allowed the powers-that-be to tell which of their valued employees were not 'in' at any time and calculate their pay accordingly. I asked Dad where his card was amongst the hundreds there: he muttered almost inaudibly about not needing one.

Thankfully next day, despite differing opinions, it transpired we weren't that late arriving. I even had my sandwiches with me, I pointed out. Through gritted teeth, Dad said he'd a meeting to get to. I went to clock in and looked on the 'out' board – my card wasn't there. Great, I'd annoyed Dad; now I'd have to face the unbridled wrath of The One for losing my card. I glanced forlornly at the 'in' board.

Incredibly there was my card, time-stamped at 8:28 that morning, along with all the others from my section. Each said 8:28. These were punctual guys; all of them had checked in at 8:28 yesterday too.

I survived the morning. After lunch, I asked an older man about the time-stamp curiosity. He looked at me quizzically, asking me to explain what I meant. I told him about the identical times on the cards, including mine. He said not to worry, asking if I'd mind going to get the coffees. Off I went. Seconds later, I heard the older man tearing into someone – peering round the coffee machine I saw it was the tallest grunt. He was almost in tears, surrounded by others angry he'd messed up his turn, petrified I'd tell Dad, sure their scheme for dodging lateness penalties had been discovered. Tallest grunt had picked up my card accidentally with the rest. I ambled back, giving them time to compose themselves, and even got a 'thanks' as I delivered the coffee-brown sludge.



Text 2: My First Job – *continued*

Unease remained all afternoon, intensifying as a junior clerk braved the factory floor and smugly invited me to follow him, saying my help was needed.

My comrades panicked: I was a spy, they'd be sacked. Had they realised I was 'needed' to shift a delivery of tinned baked beans – Dad's revenge no doubt – they'd have relaxed sooner.

The narrator is reflecting on his experiences as a 16-year-old student used to spending his school holidays watching cricket on television. Instead, he is about to begin six weeks of work experience in different sections of an electrical company.

Re-read *My First Job*.

Imagine you are Andrew. You have been told by school to keep a work experience journal.

On the first night of your work experience you fill out your journal for school outlining your progress so far.

Write the journal entry.

In your journal you should:

- explain the details of your work experience placement and how it was arranged
- explain how day one has been
- try to persuade your school teachers you are doing well.

Re-read *My First Job*.

Imagine that you are Andrew's Dad and that you are talking to your boss (who is also your friend) after Andrew's first week in the job.

Write the words of the conversation.

In your conversation you should include:

- the challenges faced by Andrew and what you hoped he would gain from his six weeks at the factory
- how different staff members treated Andrew
- what you have learned about the thoughts and feelings of the people who work at the company.

Begin your conversation: 'You wanted to know whether summer work experience was a good idea. Well, in my opinion...'



Text 3: Honey Hotel

Al, the owner of the Honey Hotel, wants to attract new business to his hotel and hopes that his competition winner will help him.

Al waited at the airport – unusual for a hotel owner. He wanted to impress these guests. Besides, they might have difficulty persuading a taxi to drive out as far as his place. Honey Hotel's remoteness meant a two-hour, suspension-challenging drive each way.

Last month, Al had advertised online: images of classical architecture, legendary landscapes and his newly-extended dining room would entice tourists in more profitable numbers, he felt sure. Struggling to describe his hidden paradise, he'd hit on the idea of offering the chance to stay for free to anyone booking who successfully completed in less than 100 words, 'Why I want to visit...' There'd been a handful of entries amongst the dozen or so enquiries he'd received.

'Mostly mediocre,' his wife had observed. 'This one's amazing though,' she'd said, passing him the name of the winner. 'Really understands the spirit of the place.'

He agreed. Reading the winning entry, he'd been entranced by the sensitivity with which its gifted writer staged scenes of ancient civilisations and romantic journeys along half-forgotten sandy roads – conjuring a charming mirage of white-washed walls, embroidered gowns and orange trees laced with sunlight.

Al had been immediately anxious to meet the winner: M. R. Head. Correcting the poor punctuation, he'd moved Mr Head (and his wife) to the best suite, sighing over the half-full booking list. Perhaps Mr Head could be persuaded to write a glowing review for the website? The week's itinerary had been carefully planned to encourage this.

On the second morning, Al sourced ingredients fresh from the market as usual – doubling up on everything – an unnecessary expense, but he didn't want popular dishes to run out again tonight. Laden with the rainbow of produce he'd procured, Al worked his way back through the beehive that was the Old Town. Mr Head had seemed unimpressed during their tour here yesterday, complaining loudly to his wife of 'straggling market stalls, tatty trinkets and bits of cloth'. He'd refused even to visit the animal sanctuary or 'that pile of rubble on the hilltop'. At dinner, he scoffed at 'boring' plans for the next day, bullying Al into including him in a planned excursion for a group of white-water rafters who came back year after year. Other guests said they'd also enjoy a trip on the water, so finally a small coach was hired. 'Stay on flat water if you like,' Mr Head goaded as guests piled onto the vehicle after breakfast. 'I'm with the white-water boys.'

Only later did Al realise Mrs Head had not gone too. She sat with a notebook under the palms on the hotel terrace. Al worried what to offer her. The coach party had decimated the breakfast banquet like a hoard of locusts. He had only mint tea for his own elevenses he explained; she was welcome to that. She accepted gratefully, remaining for nearly an hour sipping the tea and idly fussing a stray cat playing around her feet.

Still later, he noticed her talking with the gardener about his bees – curious to know more about the health benefits of their honey, saddened they were threatened by farmers guarding precious crops against other less friendly insects.

Al expressed concern that the 'pain in her neck' she'd given as her reason for not joining the others might have been caused by the pillows. He offered to change them for others less soft.

'No,' she smiled. 'The pillows are perfect. The pain has gone now. Please, call me Maria.'

That evening Al was busy, so wasn't paying full attention when the coach party returned. He caught only snippets of sniggered conversation as guests re-entered the lobby dispersing to their rooms. 'Told him... should've listened... good job the others knew what they were doing.' He noticed Maria listening to one of the rafters in the corner, nodding softly, stopping only to raise her eyebrows and smile apologetically.

The word 'hospital' caught his attention. Al strained anxiously to hear more: 'Nothing serious – a few bruises, hurt pride. Told us he knew what he was doing...' finished the rafter.

'Sorry to trouble you,' Maria began, approaching the desk. 'It looks like my husband will need collecting.'

Could we stop off on Friday on the way back to the airport perhaps? I'll sign any forms you require now – it wasn't anyone else's fault. He won't be putting in any kind of complaint, I promise.'

Relieved, Al received the incident form dated and signed: Maria Rose Head.



Text 3: Honey Hotel – *continued*

'M. R. Head,' he noted. Now he understood.

Al, the owner of the Honey Hotel, wants to attract new business to his hotel and hopes that his competition winner will help him.

Re-read: *Honey Hotel*.

Imagine you are Al. The day before the Heads arrive at the hotel your wife has to go away to visit a relative.

On the first night of the Heads' stay at your hotel you write a letter to your wife explaining how things are going.

Write the letter.

In your letter you should:

- explain what has happened since your wife left
- explain how day one of the Heads' stay has been
- try to persuade your wife that your competition idea was a good one.

Re-read: *Honey Hotel*.

Imagine you are Maria. When you return home you meet a friend to discuss your recent holiday.

Write the text of your conversation.

In your conversation you should cover:

- your impressions of the hotel and its staff
- your thoughts and feelings about your husband's attitude and behaviour on the holiday
- your plans for the remaining days of your holiday.

Begin your conversation – *The place was everything I imagined but things didn't quite go as planned.*

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