

2004 English

Intermediate 2 – Close Reading

Finalised Marking Instructions

English - Intermediate 2
Close Reading

1. Explain how the context of the first paragraph helps you to understand what the writer means by " ... everybody has been at this place." (line 1).

He gives examples (1) of terrifying moments. (1)

OR

Reference to an example from the text (1) and appropriate explanation. (1)

2U

2. Look again at lines 6-12.

- (a) How does the punctuation help to convey how worried and unprepared the writer feels?

Reference to the use of either the dash OR the colon introducing the idea that the writer lacks training/knowledge

1A

- (b) How does the writer establish a conversational tone?

Reference to any ONE of "That's right"/"dear reader"/"your fridge"/"I'm"

1A

- (c) How does the writer's contrasting word-choice in the sentence beginning "Now I am going to lead ..." (line 8-9) convey the difficulty of his task?

Answers should explain that the writer's job is to change a dull reality into something glamorous (1) and provide appropriate reference, eg "brown (world)/(of) dry vegetation" becoming "colourful/(and) exciting" OR "(nervous,) secretive animals" becoming "(an exciting) abundance (of biological complexity)." (1)

2A

3. Show how the sentence "That's not what I'm worried about". (line 21) is a successful link between paragraphs 3 and 4.

Answers must explain how "That's" refers to the latter part of the previous paragraph (about the possibility of being attacked) (1), while the whole sentence introduces the writer's real concerns which are the subject of paragraph 4. (1)

2A

4. Look again at lines 21-32.

What are the writer's two main concerns?

The clients will not be told that he is a trainee (1) and he feels desperately lacking in knowledge/information/training. (1)

2U

5. Comment on the effectiveness of the structure of the final two sentences in lines 38-39.
- Reference to balance/repetition of "One by one" (1) suggesting the names are endless/it's hopeless trying to remember them all OR to introduce a humorous tone (1)*
Reference to brevity (1) emphasising despair OR to introduce a humorous tone (1) 2A
6. In what **two** ways did the writer think the antlion's performance provided him with " ... a brief moment of triumph ..." (line 40)?
- It performed as required (1) and enabled him to demonstrate his knowledge. (1) [Accept also reference to being a good example of violence in the bush (1) and/or being something to look at when there's nothing more interesting. (1)]* 2U
7. "From then on, however, a more familiar pattern reasserts itself." (line 51).
 Why does the writer describe the pattern in this way?
- His earlier fear that things would go wrong (1) has been realised. (1)*
 OR
His previous lack of confidence (1) has returned. (1) 2U
8. Which expression from lines 51-54 shows that the writer lacks enthusiasm for this part of his task?
- "(I) dutifully (say my piece)" (1)* 1U
9. (a) Look again at lines 55-60.
 Identify by example any **two techniques** the writer uses to convey his stupidity, and comment on their effectiveness.
- Any two from:*
- | | | |
|----------------------------------|---|----|
| <i>Sentence structure -</i> | <i>short (1) creating impact of realisation/conveying the thinking process (1)</i> | |
| <i>Repetition -</i> | <i>"breasted ... breast"/"never, ever" (1) to emphasise how basic his error was (1)</i>
OR
<i>"never, ever" (1) to create a childish tone (1)</i> | |
| <i>Comparison/illustration -</i> | <i>blackbird/robin (1) which highlights his mistake (1)</i> | 4E |
- (b) Why does the writer feel a "huge wash of relief" when he sees a "brilliantly-coloured bird" (lines 55-56)?
- He had run out of things to say/he had found something to talk about/he thought he knew about this bird. Any one (1)* 1U

10. Explain clearly why the writer feels "It gets worse". (line 61).
- Not only did he mistake the bird (1) he hadn't noticed/it was his clients who'd noticed the giraffes (1)/ he had scared off the giraffes. (1)*
- Any two* **2U**
11. What image does the writer use in the second last paragraph (lines 70-74) to show that he felt the safari had been an ordeal, and how does it do so?
- He refers to a "hurdle (of embarrassment)" (1) suggesting a challenge/series of obstacles. (1)*
- 2A**
12. Explain how the short final paragraph (line 75) achieves its impact.
- It is a sentence on its own/it is a question (1) which emphasises the unexpectedness of its content/the reader's surprise/that it is an unusual way to end (1)*
- 2A**
13. In what ways might "Playing at Guide and Seek" be considered a particularly appropriate title for this article?
- Answers should deal with the relevance/effectiveness of "Playing at" (eg he was only pretending to be a guide) (1)*
- AND*
- with the play on words (Guide and Seek/hide and seek) (1).*
- 2E**

Total (30)

[END OF MARKING INSTRUCTIONS]