



# Higher English

Close Reading

Homework Booklet 1





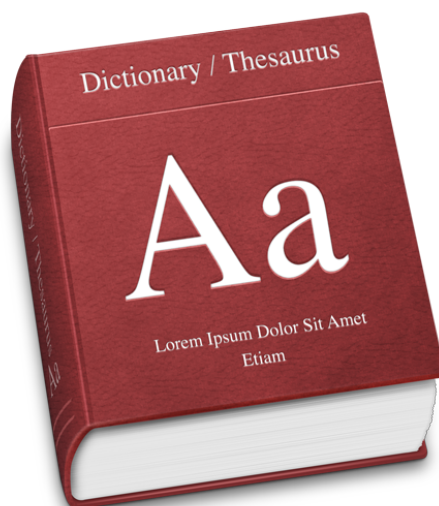
This booklet contains 7 articles drawn from sources of quality journalism.

You will be required to complete one passage every two weeks. It is imperative you complete it on time and remember to bring it as you will be peer-marking your answers in class.


The activities associated with each passage are designed to:

- Expand your vocabulary
- Familiarise you with the styles and structures of quality journalism
- Improve your ability to summarise and paraphrase (put into your own words) a writer's argument
- Familiarise you with close reading formulae

It would be useful to have access to a quality dictionary at home to complete the vocabulary builder tasks, however, you could also use [www.dictionary.com](http://www.dictionary.com)



# Close Reading Formulae

<p> <b>UNDERSTANDING QUESTIONS</b></p> <p>This type of question is designed to check you understand the meaning, language and ideas of the passage. Understanding questions are marked with a (U) code.</p>	<p><b>Own Words (U)</b></p> <ul style="list-style-type: none"><li>• Find the correct lines.</li><li>• Check number of marks.</li><li>• Re-write in your own words.</li><li>• Check you haven't copied key words from the passage.</li></ul>
<p><b>"Quote"</b> (word/phrase/expression) (U)</p> <ul style="list-style-type: none"><li>• Find the correct lines.</li><li>• Check whether the question asks for a word or phrase.</li><li>• Write down exactly as it is in passage.</li></ul>	<p><b>Context (U)</b></p> <ul style="list-style-type: none"><li>• Find 2 words or phrases from the surrounding sentence(s) that clarify the meaning.</li><li>• Explain what 'clues' they give you about the word's meaning.</li><li>• Write down the word's meaning</li></ul>
<p><b>Link (U)</b></p> <ul style="list-style-type: none"><li>• Summarise what the previous section is about.</li><li>• Quote words from the link sentence which refer back to this.</li><li>• Summarise what is being said in the section following the link sentence.</li><li>• Quote a word or phrase from the link sentence which introduces the next section.</li></ul>	<p><b>Summarise (U)</b></p> <ul style="list-style-type: none"><li>• Identify the key points / issues from the relevant section.</li><li>• Change these points into your own words.</li><li>• Bullet point if appropriate.</li><li>• Check the marks available as a guide to how many points you are required to summarise.</li></ul>



## ANALYSIS QUESTIONS

This type of question is designed to check you can identify specific literary techniques being used. You must also analyse them (break them down) and evaluate how they add to the reader's understanding of the passage's meaning.

## Word Choice (A)

- Quote the word and give its basic meaning
- Give the word's connotations (associated ideas)
- Explain how the word's connotations develop the reader's understanding of the passage

## Imagery(A) (Simile, Metaphor, Personification)

- Identify the type of image
- Quote it
- Say what is compared to what
- Use "just as... so too..."
- Say what the comparison adds to the reader's understanding of the passage.

## Contrast (A) (2 opposing ideas, words, images...)

- Pick out one side of the contrast and summarise it. Support with a quote.
- Pick out the other side of the contrast and summarise it. Support with a quote.



## Sentence Structure:

You may be asked to comment on:

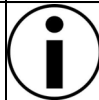
- Punctuation
- Sentence length
- Sentence types
- Sentence patterns

## Sentence Structure (A)

- Identify the feature of structure being used.
- Comment on the effect of the structure on the reader's understanding of the passage.

## Tone (A)

- Identify the tone.
- Quote words or phrases that create this tone
- Analyse how those words/phrases create the tone.



## Tone Bank

Informal; Humorous; Light Hearted; Whimsical; Gently Mocking

Sarcastic; Mocking; Ironic

Formal; Questioning; Outraged; Angry; Critical; Sinister

Nostalgic; Reverential; Reflective; Awed

Disappointed; Uncertain; Doubtful



## EVALUATION QUESTIONS

This type of question can ask you to consider:

- How well a paragraph or line acts as an introduction or conclusion.
- How a title relates to the passage.
- How an anecdote, image, illustration or other technique helps convey the writer's overall argument or attitude.

There is also a final question on both passages worth 5 marks.

## Evaluation (E)

The key to answering these questions is to identify an appropriate feature or technique and show how it relates to the writer's purpose, attitude or overall line of argument.

### Question on Both Passages

[Write your answer as 'developed bullet points'.]

- Check if the question is about areas of *agreement* or *disagreement*.
- Identify at least 3 overall areas on which the passages agree/disagree.
- Bullet point these areas, then add further explanation to each bullet point by identifying specific *ideas, images, anecdotes, illustrations, statistics or analogies* which support these areas of agreement/ disagreement.  
When developing your bullet point, you may quote or paraphrase from the passages.

# Order of the Articles

- The articles are arranged in ascending order of difficulty.
- After marking each passage in class check where you lost marks. Seek out support, extra practice or advice on those question types you have most trouble with.

Article Order
The Biggest Loser ( <i>Exemplar</i> )
1) A dog is for life, not just Crufts
2) Nightclubs Are Hell
3) If Chickens Are So Smart...
4) Well Grrroomed
5) McDonalds – I'm Not Lovin' It!
6) No Passes?
7) Being There - Edinburgh

## How to tackle the articles:

1. Read the passage through. Focus on understanding the main topic of the passage and the key points made.
2. Using a dictionary if necessary, complete the Vocabulary Challenge. You should also look up the meanings of any other words you don't know. This will help you answer the close reading questions which follow (and improve your overall vocabulary!)
3. Identify each question's *type* – is it an own words question, a context question, a link question, an imagery question...?
4. Use the appropriate formula to answer each question. Refer back to the passage using line references where given.

# The Biggest Loser

*ITV's new weight-loss gameshow has to be cruel to be kind but does it really need a fitness instructor who'd gladly hold a gun to our squashy heads?*

**Grace Dent, *guardianonline*, 8 Jan 2011**

"Don't give Paddy sympathy! He's had it all his life, that's why he's here!" fitness instructor Angie yells on weight-loss gameshow *The Biggest Loser* (Mon, 9pm, ITV1). Paddy, 21 stone, clings to the gym wall snivelling hot tears down his plump cheeks, flapping his hand to signal  
5 that an oxygen mask might be needed. Paddy was ordered to cycle 13 miles on a exercise bike to burn off some of the fat which will eventually kill him; however now he's just weeping, thinking this means he'll be free to leave. Sadly, Angie doesn't buy it. Paddy's heart may be encased in an inch-thick layer of puff pastry, but Angie's heart is a stone-cold lump of granite.

10 "Back on the bike!" Angie screams. If ITV1 permitted Angie to carry a gun she would probably have peppered the running machine with bullets before placing it to Paddy's squashy forehead to augment her point. Paddy decides to get back on the bike. In the ongoing war of Angie versus the big lazy people, it's hard to decide whose side you're on. In the following seven days, Paddy and the other 13 contestants will lose more weight than  
15 they could ever possibly have imagined. Their lives transformed. Eighteen-stone Zandela can't take her five-year-old to the park as she's knackered simply by standing up. Janet the police officer is 17 stone, she likes her job but would have trouble catching and arresting a tortoise. Mark weighs 31 stone. Doctors scan him and tell him gravely that his heart now actually sits in the wrong place having "slipped round a corner in his chest". *The Biggest*  
20 *Loser's* methodology may be harsh, we think, but at least it gets results. But then Angie appears squawking at the gang to log every mouthful of food on her computer so she can peer and sneer at it.

Angie seems convinced that her charges are basically overly theatrical, skilled with a lifetime's experience of wriggling out of exercise. She may have a point. "I can't drag you to  
25 the gym," she scowls as 19-stone Joanne lies in her room pointing at her poorly foot. Angie would clearly love to "drag" Joanne to the gym, but legal boundaries prevent her grabbing

contestants by the ears or ramming them with a fork-lift truck. Later Joanne and her 24-  
stone husband Paul hobble into the gym mid-session clearly expecting this might be the big  
"whole team run for a group hug to celebrate overcoming adversity, in slow-mo with  
30 backing track You Raise Me Up by Josh Groban" moment. Instead, Angie mouths to camera:  
"Oh you got out of bed, wow." Later the inmates admit that Angie drags an energy from  
them they have never experienced before. Cheekbones begin to emerge from under cheeks.  
People shrink within the episode.

At the weigh-in, Davina McCall is the perfect antidote to Angie's poison. What most people  
35 miss about Davina is she's got that pixie-dust Oprah quality with everyday people. "Let me  
hold your hand," Davina says, hopping off her podium and wandering over to the scales,  
enveloping the fingers of Laura, an 18-stone teenager. "I feel like I'm suffocating under all of  
this fat," Laura says. Her teen years have been spent hiding. I planned not to watch reality  
TV in 2011; however, *The Biggest Loser* is a bit like a tube of Thai sweet chilli Pringles. Now  
40 I've broken the seal and had one, I may as well snaffle the entire packet.



# Questions

## 1. Vocabulary Challenge!

Find the word in the passage which matches these definitions. Write it in the table.

You have been given a paragraph reference to help.

DICTIONARY DEFINITION
<b>Verb:</b> to whine tearfully (paragraph 1)
<b>Verb:</b> (past tense) to sprinkle liberally (paragraph 2)
<b>Adverb:</b> seriously; solemnly (paragraph 2)
<b>Noun:</b> a system of methods and principles (paragraph 2)
<b>Verb:</b> a scornful or contemptuous look of disgust (paragraph 2)
<b>Noun:</b> people or things committed to someone's care (paragraph 3)
<b>Noun:</b> distress, hardship (paragraph 3)
<b>Noun:</b> something that counteracts the effects of a poison (paragraph 4)
<b>Noun:</b> a small raised platform (paragraph 4)
<b>Verb:</b> steal or take for yourself (paragraph 4)

2. **In your own words**, summarise the four main points the author makes in the article. (4 U)
  
3. “Paddy, 21 stone, clings to the gym wall snivelling hot tears down his plump cheeks, flapping his hand to signal that an oxygen mask might be needed” (lines 3-5). Commenting on word choice and sentence structure, how does the writer create sympathy for Paddy? (4 A)
  
4. “Angie’s heart is a stone-cold lump of granite” (line 8-9). How effective is this as an **image** or metaphor? (2 A)
  
5. **In your own words**, explain why “In the ongoing war of Angie versus the big lazy people, it’s hard to decide whose side your on.” (lines 12-14). (2 U)
  
6. Look again at lines 20-22. With close reference to the text, comment on the writer’s use of **word choice** in building an effective picture of Angie’s character. (3 U)
  
7. “Angie seems convinced that her charges are basically overly theatrical, skilled with a lifetime's experience of wriggling out of exercise.” (Lines 23-24). How does this sentence act as a **link** between paragraphs 2 and 3? (2 U)
  
8. “At the weigh in, Davina McCall is the perfect antidote to Angie’s poison” (line 34). **Using your own words**, explain how Davina and Angie differ? (1 U)
  
9. **In your own words**, explain why “the Biggest Loser is a bit like a tube of Thai sweet chilli Pringles” (line 39). (2 U)

**TOTAL – 30 marks**

# A dog is for life, not just Crufts

Edward Collier, [guardian.co.uk](http://guardian.co.uk), Saturday 12 March 2011

The joke goes like this. How do you tell which loves you, your partner or your dog? Answer – lock them both in the boot of your car for an hour and see which is pleased to see you.

This weekend, Britain's annual canine love-in begins. Crufts, which bills itself as "the greatest dog show on Earth", runs over four days at Birmingham's NEC. Apparently this is  
5 watercooler stuff, and not just for breeders of pedigree pooches.

Although I grew up with dogs and cats, I always instinctively thought of myself as a "dog" person. Cats are fine, don't get me wrong, but they don't really give much. If I'm shelling out for finest offal in cold jelly, I want some bang for my buck. When they're not out terrorising the local bird population, most cats are either sleeping or digging their claws into your  
10 gonads. Despite their occasional tendency to bite, dogs boast loyalty, affection and retrieving dead game prominently on their CVs.

It wasn't until I was in middle age that I actually thought of acquiring my own hound. My siblings have several – my younger brother seems to have a new one every time I see him. My parents-in-law are enthusiastic Newfoundland owners, which is fine for my father-in-law  
15 who is six foot two; a different matter to see my mother-in-law, a diminutive figure, with two elephantine newfies straining at the leash. I do sometimes wonder whether she shouldn't have a skateboard.

Three years ago my wife and I started discussing getting a dog. The initial catalyst was regularly seeing a dog with which my wife became smitten. I do recall being just as  
20 enthusiastic as she; not difficult, really, when I would be at work during that part of the day when the dog would mostly be awake. Finally we settled on a make – sorry, a breed – and no sooner settled than we were a proper nuclear family (two children and a dog).

For all that Lolly is a lovely animal to look at, one of her downsides was detectable early: it emanated from the end opposite her face. In two words – house training. At the time we  
25 had the builders in, so the occasional mistake was fine, since it was inevitably on a floor that would shortly be making friends with a skip. But when the builders had packed up and gone home, the noxious leavings remained, and it took at least a year to bring these under

control. She's now pretty good, but I will never forget coming downstairs to find that Lolly had gone on a dirty protest, using her terrier digging skills to spatter the walls in a smelly pebbledash.

Another early argument for shipping her off to the glue factory was her predilection for chewing expensive electrical items. Like good owners, we gave her doggy chews, all contemptuously ignored in favour of the TV remote, several telephones and the iron. Yes, the iron.

Dogs need walking, and Lolly is no exception. Her daily perambulation has brought her into contact with a group of dogs with which she cavorts, and it's also provided a support group for my wife. She and the other dog walkers meet in the field behind the park, swapping horror stories of canine atrocities – the food stolen, the food hoicked up on the carpet, the shoes/clothes/books/cushions chewed and discarded, the vet's bills. Last year a friend in the village, blissfully dogless, made inquiries about the desirability of joining the club. "Don't do it!" they all cried. Good friend is now rueful owner of serially bonkers spaniel, the latest member of what other villagers call "The Hooligans".

I know dogs can and should be trained, and in truth Lolly is well-behaved – as long as you don't count eating and later regurgitating horse excrement. She's very affectionate with a sweet nature, doesn't bark, puts up with our youngest son's brand of tough love, and doesn't cost much to run. However, she does have one abiding attribute which I, for one, cannot get beyond. She smells. Reeks. Honks. Like a sack of rotting badgers, she alerts you to her presence minutes before her incessant shaking and scratching. We've tried everything – daily baths, never bathing (not us, her), and every dietary combination apart from starvation.

The English are a nation of dog lovers, and I would count myself one. It's just that I find that I rather prefer other people's; like grandchildren, you can hand them back when they get tiresome. A dog is, as they say, for life, and sometimes life really means life.

# Questions

## 1. Vocabulary challenge!

Find the word in the passage which matches these definitions.

You have been given a paragraph reference to help.

DICTIONARY DEFINITION
<b>Adjective:</b> to do with dogs (paragraph 2)
<b>Noun:</b> the internal organs of an animal used as food (paragraph 3)
<b>Adjective:</b> very small (paragraph 4)
<b>Adjective:</b> huge or clumsy (paragraph 4)
<b>Noun:</b> a person or thing that causes something to happen (paragraph 5)
<b>Verb:</b> (past tense) to come from a source (paragraph 6)
<b>Noun:</b> a special liking for something (paragraph 7)
<b>Noun:</b> a walk or a stroll (paragraph 8)
<b>Noun:</b> something extremely bad or wicked (paragraph 8)
<b>Verb:</b> bring swallowed food up again to the mouth. (paragraph 9)

2. **In your own words**, summarise the main points the author makes in the article. (4U)
3. Looking at line 8, explain how the writer's **word choice** helps us understand his attitude towards cats. (2 A)
4. **In your own words**, explain why the author's mother finds it difficult to walk her Newfoundland dogs. (2 U)
5. From paragraph 5, **quote** the word that tells us the author's wife was besotted with the dog the family regularly saw. (1 U)
6. Show how the **context** helps you understand the meaning of the word '*noxious*' (line 27) . (2 U)
7. "Another early argument for shipping her off to the glue factory was her predilection for chewing expensive electrical items." Show how this line (line 31) acts as a **link** between paragraphs 6 and 7. (2 U)
8. **In your own words**, explain the reasons the dog owners told their friend not to get a dog (lines 37-41) (4 U).
9. In line 45, the writer says his dog "*puts up with our youngest son's brand of tough love*". In your own words, explain how the writer's son treats the dog. (1 U)
10. Look at line 47. How effective do you find the author's use of **imagery** in describing how awful Lolly smells? (2 A)

**TOTAL – 30 marks**

# Nightclubs are hell. What's cool or fun about a thumping, sweaty dungeon full of posing idiots?

[Charlie Brooker](#), [The Guardian](#), Monday 13 August 2007

5 I went to a fashionable London nightclub on Saturday. Not the sort of sentence I get to write very often, because I enjoy nightclubs less than I enjoy eating wool. But a glamorous friend of mine was there to "do a PA", and she'd invited me and some curious friends along because we wanted to see precisely what "doing a PA" consists of. Turns out doing a public appearance largely entails sitting around drinking free champagne and generally just "being there".

Obviously, at 36, I was more than a decade older than almost everyone else, and subsequently may as well have been smeared head to toe with pus. People regarded me with a combination of pity and disgust. To complete the circuit, I spent the night wearing the expression of a man waking up to Christmas in a prison cell.

10 "I'm too old to enjoy this," I thought. And then remembered I've always felt this way about clubs. And I mean all clubs - from the cheesiest downmarket sickbucket to the coolest cutting-edge hark-at-us establishment. I hated them when I was 19 and I hate them today. I just don't have to pretend any more.

15 I'm convinced no one actually likes clubs. It's a conspiracy. We've been told they're cool and fun; that only "saddoes" dislike them. And no one in our pathetic little pre-apocalyptic timebubble wants to be labeled "sad" - it's like being officially declared worthless by the state. So we muster a grin and go out on the town in our millions.

Clubs are despicable. Cramped, overpriced furnaces with sticky walls and the latest idiot theme tunes thumping through the humid air so loud you can't hold a conversation, just bellow inanities at megaphone-level. And since the smoking ban, the masking aroma of cigarette smoke has been replaced by the overbearing stench of sweat and hair wax.

20 Why bother with clubs? "Because you might pull," is the usual response. Really? If that's the only way you can find a partner - preening and jigging about like a desperate animal - you shouldn't be attempting to breed in the first place. What's your next trick? Inventing fire? People like you are going to spin civilisation into reverse. You're a moron, and so is that haircut you're trying to impress. Why not just stay at home punching yourself in the face? Invite a few friends round and make a night of it. It'll be more fun than a club.

- 25 Anyway, back to Saturday night, and apart from the age gap, two other things struck me. Firstly, everyone had clearly spent far too long perfecting their appearance. I used to feel intimidated by people like this; now I see them as walking insecurity beacons, slaves to the perceived judgment of others, trapped within a self-perpetuating circle of crushing status anxiety. I'd still secretly like to be them, of course, but at least these days I can temporarily erect a veneer of defensive, sneering superiority. I've progressed that far.
- 30 The second thing that struck me was frightening. They were all photographing themselves. In fact, that's all they seemed to be doing. Standing around in expensive clothes, snapping away with phones and cameras. One pose after another, as though they needed to prove their own existence, right there, in the moment. Crucially, this seemed to be the reason they were there in the first place. There was very little dancing. Just pouting and flashbulbs.
- 35 Surely this is a new development. Clubs have always been vapid and awful and boring and blah - but I can't remember clubbers documenting their every moment before. Not to this demented extent. It's not enough to pretend you're having fun in the club any more - you've got to pretend you're having fun in your Flickr gallery, and your friends' Flickr galleries. An unending exhibition in which a million terrified, try-too-hard imbeciles attempt to out-cool each other.
- 40 Mind you, since in about 20 years' time these same people will be standing waist-deep in skeletons, in an arid post-nuclear wasteland, clubbing each other to death in a fight for the last remaining glass of water, perhaps they're wise to enjoy these carefree moments while they last. Even if they're only pretending.



# Questions

## 1. Vocabulary challenge!

Find the word in the passage which matches these definitions.

You have been given a paragraph reference to help.

DICTIONARY DEFINITION
<b>Adjective:</b> happening later or after (paragraph 2)
<b>Adjective:</b> just before disaster and total destruction (paragraph 4)
<b>Noun:</b> unimportant or trivial words or ideas; silliness. (paragraph 5)
<b>Noun</b> - an odour arising from spices, plants, cooking, etc., especially an agreeable odour; fragrance. (paragraph 5)
<b>Noun:</b> a guiding or warning signal, as a light or fire. (paragraph 7)
<b>Adjective:</b> something that can make itself go on indefinitely. (paragraph 7)
<b>Noun:</b> a thin layer used to cover or disguise (paragraph 7)
<b>Adjective:</b> lacking or having lost life, sharpness, or flavour. (paragraph 9)
<b>Adjective:</b> crazy; insane; mad (paragraph 9)
<b>Adjective:</b> being without moisture; extremely dry; parched. (paragraph 10)

2. **In your own words**, summarise the four main points the author makes in the article. **(4 U)**
  
3. Look at lines 12-14. How does the **context** help you to work out the meaning of the word 'conspiracy'? **(3 U)**
  
4. Look again at lines 16-19. **In your own words**, explain the reasons the writer hates clubs. **(3 U)**
  
5. What is unusual about the writer's **use of the word** 'aroma' to describe the smell of cigarette smoke (Line 18)? **(2 A)**
  
6. Look again at lines 20 -24. How does the writer create this aggressive, sarcastic **tone**? **(2 A)**
  
7. Look again at line 21. How does the author's use of **sentence structure** help us understand more about his feelings about clubbers? **(2 A)**
  
8. *"Anyway, back to Saturday night, and apart from the age gap, two other things stuck me."* How does this line (line 25) act as a **link** between paragraphs 6 and 7? **(2 U)**
  
9. **Quote** the word from lines 25-28 that tells us the writer felt inferior to clubbers in the past. **(1 U)**
  
10. **Write down the word** from lines 35-39 that tells us the clubbers are actually not having a good time. **(1 U)**

**TOTAL - 30 marks**

# If Chickens Are So Smart, Why Aren't They Eating Us?



William Grimes, The New York Times, January 12, 2003

The wrath of PETA, the animal rights group, has now been turned on KFC, the fried-chicken chain. After two years of failed negotiations aimed at forcing KFC to introduce more humane practices into the raising and slaughtering of chickens, PETA announced last week that it was stepping-up the fight by launching an aggressive, 5 hard-hitting, worldwide "Kentucky Fried Cruelty" campaign, distributing posters, stickers and leaflets that feature a cartoon Colonel Sanders grinning wickedly as he slices open a live bird.

PETA - or People for the Ethical Treatment of Animals - wants KFC among other things to kill its chickens using gas rather than slitting their throats, to increase their 10 living space and to provide perches and shelters for the birds. "KFC has short-changed the chickens, leaving us no choice but to turn up the heat," said Bruce Friedrich, PETA's director of vegan outreach. "McDonald's, Burger King and Wendy's responded to consumer pressure; KFC would do well to follow their lead." YUM Brands, the parent company of KFC, insisted that its animal welfare program had 15 brought about improvements in the way its suppliers raised and killed their chickens.

One claim in the PETA campaign is sure to catch the attention of anyone who has ever had close dealings with a chicken. "Chickens are inquisitive and interesting animals," the campaign's press release begins, "and are thought to be at least as intelligent as dogs or cats."

20 Chickens, with or without the 11 secret herbs and spices, may have splendid qualities, but not many people would put intelligence high on the list. My own experience, a brief but intense relationship with a large Black Australorp that took up residence one day in my backyard in Astoria, Queens, inclines me to take a sunny view of chickens. My hen, whose activities I chronicled in *'My Fine Feathered Friend'*

25 impressed me as a self-starter, go-getter, early riser, eternal optimist and all-around good sport. She had a certain wily intelligence, always managing to keep me at arm's length without actually breaking into a full, panic-stricken run.

She also seemed to have a sense of fun, as well as a dark (dare I say brooding?) side. In a playful mood, she would sneak up on the most nervous cat in the yard and  
30 cackle unexpectedly, propelling the victim into a three-foot vertical leap. A chicken cannot rub its hands together in glee, but this one gave every sign of wanting to. At other times I would catch it staring at the glass of my basement window, pondering the strange creature gawping back at her. Staring open-mouthed does not count as genius, I decided.

35 "I've spent all my life around chickens, and I've seen no instance of anything I'd call intelligence," said Edwin Jemison, who sells chemicals to chicken producers. "All a chicken wants is to be the same every day, to eat his fill and be comfortable. I think that's a sign of low intelligence." However, this honour is not limited to chickens; Mr. Jemison did admit that, when it comes to stupidity, it is the domestic turkey who is  
40 unsurpassed. While chickens can survive a rainstorm outside, turkeys will look skyward and drown as their throats fill with water.

While this evidence may seem to suggest that all types of fowl lack any real savvy, scientists take a brighter view of the chicken. Chris Evans, who studies animal behaviour and communication at Macquarie University in Australia, rejects the  
45 usefulness of cross-species comparisons, and indeed, of intelligence as a useful concept when dealing with animals. But he can make a strong case for the chicken as a bird deserving respect. Chickens exist in stable social groups. They can recognize each other by their facial features. They have 24 distinct cries that communicate a wealth of information to one other, including separate alarm calls depending on  
50 whether a predator is travelling by land or sea. They are good at solving problems. "As a trick at conferences I sometimes list these attributes, without mentioning chickens, and people think I'm talking about monkeys," Mr. Evans said.

Perhaps most persuasive is the chicken's intriguing ability to understand that an object, when taken away and hidden, nevertheless continues to exist. This is beyond

55 the capacity of small children. Even so, Mr. Evans conceded, "I don't think an argument based on chicken intelligence is going to go anywhere."

Mr. Friedrich of PETA insists that social relations among chickens are more developed than those among cats, and nearly as developed as those among dogs.

60 "For example," he says, "when Jesus was looking for a way to express God's love for man, he used the example of a hen's love for her brood: '*How often have I desired to gather your children together as a hen gathers her brood under her wings*' (Luke 13:34)"

Still, the Mensa chicken might be a hard sell. Sam Rudy, a Broadway press agent who grew up collecting eggs on the family farm in Pennsylvania, grants that chickens have  
65 an undeniable craftiness. But after years spent in daily struggle with hens who pecked his hands, he remains skeptical about the brain of the average chicken. "I don't think there's a University scholar among them," he said. "My daughter summed it up beautifully the other day. I was trying to explain how chickens are actually smarter than we give them credit for. She listened patiently to all my  
70 arguments and evidence before responding in the most uniquely, brilliantly, cutting-right-to-the-heart-of-the-matter, child-like way: 'Well, if chickens are so smart, why aren't *they* eating *us*?'"

# Questions

## 1. Vocabulary challenge!

Find the word in the passage which matches these definitions.

You have been given a paragraph reference to help.

DICTIONARY DEFINITION
<b>Noun:</b> Anger , often violent or extreme (paragraph 1)
<b>Adjective:</b> showing kindness, mercy or compassion (paragraph 1)
<b>Adjective:</b> curious, questioning (paragraph 3)
<b>Verb:</b> wrote about, recorded (paragraph 4)
<b>Adjective:</b> cunning, sly or crafty (paragraph 4)
<b>Adjective:</b> the best, without rival (paragraph 6)
<b>Noun:</b> intelligence or understanding (paragraph 7)
<b>Noun:</b> Qualities, characteristics or features (paragraph 7)
<b>Adjective:</b> curious or interesting (paragraph 9)
<b>Adjective:</b> Unconvinced, doubtful. (paragraph 10)

2. In your own words, summarise the main points of the article. (4U)
3. a) Explain **in your own words** what PETA want KFC to change about their business. (1U)
  - b) Quote **two** words or phrases from the first paragraph which emphasise how hostile PETA is towards KFC and/or which suggest that they are 'attacking' KFC in a forceful way. (2A)
4. a) Name the feature of **sentence structure** used in first line of paragraph two. (1A)
  - b) Explain why this feature has been used. (1A)
  - c) Quote another example of this sentence structure feature being used for the same reason later in paragraph two. (1A)
5. a) In line 24, why is 'My Feathered Friend' in inverted commas? (1U)
  - b) Quote another example of alliteration from the same paragraph. (1U)
6. a) Read paragraphs 4 and 5.
  - Explain **in your own words** any one thing the writer noticed which might suggest chickens are intelligent. (1U)
  - b) Explain **in your own words** any one thing the writer noticed which might suggest chickens are not intelligent. (1U)
7. *"While this evidence may seem to suggest that all types of fowl lack any real savvy, scientists take a brighter view of the chicken."* (line 42-43)  
 Show how this sentence acts as a **link** between the previous paragraphs and those that follow. (2A)
8. In paragraph 9, the writer paraphrases Mr. Friedrich's comparison of chickens, dogs and cats. Put these three animals in order of intelligence starting with the most intelligent. (1U)
9. Why is a colon used in line 60? (1A)
10. Why is the final paragraph an effective conclusion to the whole article?  
 Choose 2 answers. (2E)

A	It lists the main points of the article
B	It ends on a serious note
C	It ends on a humorous note
D	It refers back to the title
E	It answers the question asked in the first paragraph

**TOTAL - 30 marks**

# Well Grrroomed

Will Smith, *Intelligent Life*, Spring 2011



*Tackling his latest challenge, British comedian Will Smith tries dog grooming.*

I am rubbing a blueberry and vanilla facial scrub into a beard. Not a human beard – I steer clear of ramblers, wizards and geography teachers – but the beard of a shih tzu called Gizmo. The only reason this doesn't strike me as odd is that, as a dog groomer at a luxury "pet spa" in London, I've already given an Irish setter a blow-dry.

5 Human spas have never had much appeal for me. Spend £50 on an aromatherapy massage? I'd rather roll about on some marbles sniffing an air freshener. Yet the staff and animals at Harrods' new salon seem so happy that I'm actually having a good time.

10 People tend to sneer at dog grooming. But we'd be outraged if someone said "I don't wash my child's hair. There's no shampoo in the wild." Dogs are covered in hair, which gets matted with food, eye gunk, mucus and dirt. So they need to be groomed. Like-wise, you may find the idea of a canine fresh-breath treatment unnecessary. But only if you've never had a dog breathe on you. Their mouths are like landfill sites.

15 My first task was helping get Alfie, the Irish setter, into a large metal trough. Which of his ends should I hold? I have two fears connected to dog grooming: being bitten and being urinated on. Since I've been given an apron, I opt for his stern. My fears prove unfounded. Alfie may look like a film star, with a barnet as glossy as Angelina Jolie's, but he has a much less demanding temperament. Plus, he belongs  
20 to the spa's manager, Stephanie, so he is used to weekly grooming. What's not to like? Instead of being bathed like an emperor, he could be pointlessly chasing a stick round a damp field.

I soak him down with a shower attachment, then use a scrunchie to run in a shampoo selected to bring out the red in his coat. You might think that once rinsed,  
25 he'd just be left to shake himself dry, but in fact drying is a four-stage process. A brush with a seemingly magical "water magnet" towel draws off the excess, followed by a rub with a traditional towel. Then comes "The Blaster". A twinge of disappointment that this is not named after Han Solo's favourite sidearm is soon seen off by the sensation of aiming a powerful jet of air at a wet dog.



30 After whooshing a mist of water from his coat, we carry Alfie to a special  
table. Its height can be adjusted to suit all customers, from guinea pigs to those, like  
Alfie, who'd make decent mounts for a hobbit. He is happy to sit in the warm  
currents from two large mobile hairdryers while I comb the remaining damp out of  
him. He puts an occasional paw on my shoulder, but I feel he's expressing kind  
35 thoughts: "Thank you, trusted groomer," rather than "Run, or be eaten!"

Shoppers coo and ahh on the other side of the spa's viewing window while I  
dry the outside of Alfie's great floppy ears. Then I lift them up to clean the insides.  
An Irish setter has an ear like the face of The Predator: there are some bits similar to  
a human's, but they're all back to front. Eventually I work out which fold leads to the  
40 actual earhole and start to delve, wiping around the insides with moistened cotton  
wool. It comes out thick with stygian smears of earwax. I decide not to ruin the  
magic by brandishing these at the glass. Would Angelina Jolie's beauty therapist  
display the stubbly wax strips from her client's newly silken legs, waving them in the  
face of anyone near by?

45 I'm then asked to give the French bulldog puppy's nails a manicure. With pink  
nail varnish. I'm not so sure about this. What advantage could it possibly give him? If  
I were in prison, I'd avoid a man with pink nails more than a man with tattoos; he'd  
have to be seriously tough to carry it off. Crazy even. So perhaps pink nails will give  
this little creature a rep – "Mad Dog" McPuppy? – which will see him safely through  
50 the mean streets of London. Either way, it's not difficult applying the varnish. The  
main stress is wondering if, once he's grown to full strength, he will remember my  
face and hunt me down in vengeance.

My final task is the shih tzu facial. Gizmo turns his face up in delight as I work  
the scrub mix into his long silky beard. He looks so comical that I can't get annoyed  
55 when he shakes himself off and soaks my un-aproned face and shoes. Both dog and  
owner seem thrilled with the results. Why wouldn't they be? A shih tzu has a beard,  
and beards need washing. If you don't believe me, take a look at the nearest  
rambler, wizard, or geography teacher.

# Questions

## 1. Vocabulary challenge!

Find the word in the passage which matches these definitions.

You have been given a paragraph reference to help.

DICTIONARY DEFINITION
<b>Noun:</b> hillwalkers (paragraph 1)
<b>Noun:</b> attraction, interest (paragraph 2)
<b>Verb:</b> to curl your lip and look on something negatively (paragraph 3)
<b>Noun:</b> the rear end of a ship (paragraph 4)
<b>Noun:</b> mood or personality (paragraph 4)
<b>Adjective:</b> without reason, not based on fact (paragraph 4)
<b>Noun:</b> a sudden sharp twitch, pain or pang (paragraph 5)
<b>Adjective:</b> smooth (paragraph 7)
<b>Noun:</b> the seeking of justice through inflicting injury, harm or humiliation, revenge (paragraph 8)
<b>Adjective:</b> humorous, amusing, funny. (paragraph 9)

2. **In your own words**, summarise the main points the author makes in the article. (4U)
3. Which word in the article's subtitle indicates that the author has tried other unusual jobs *before* this one? (1U)
4. Parenthesis can be used *either* to add extra factual detail *or* to include an amusing comment from the author. Why has parenthesis been used in the first paragraph? (1A)
5. Look at paragraph 3.
- a) Quote the simile used.
  - b) How does this simile support the point the writer is making in this paragraph? (2A)
6. Why does the writer use a colon in paragraph 4? (1A)
7. In paragraph 4, the writer makes a comparison between the dog and a film star such as Angelina Jolie.
- a) What type of imagery / figure of speech does he use to make this comparison? (1A)
  - b) In your own words as far as possible, explain in what way the dog is similar to a film star such as Angelina Jolie. (1A)
  - c) In your own words as far as possible, explain in what way the dog is dissimilar to a film start such as Angelina Jolie. (1A)
9. Why are the words "The Blaster" in inverted commas? (1U)
10. Why does the writer use a colon in paragraph 6? (1A)
11. Look at paragraph 7.
- a) Which word suggests that the dog's ear hole is large and deep? (1A)
  - b) Quote any word that suggests cleaning the dog's ear is unpleasant. (1A)
  - c) Explain how the context helps you work out the meaning of the word 'brandishing' used in line 42. (2U)

12. Think about the passage as a whole.

a) Which **one** of these best describes the purpose of the article:

<b>A</b>	<b>To persuade</b> the reader that pet grooming is important.
<b>B</b>	<b>To entertain &amp; amuse</b> the reader.
<b>C</b>	<b>To criticise</b> pet grooming services.
<b>D</b>	<b>To promote &amp; advertise</b> pet grooming services.
<b>E</b>	<b>To instruct</b> the reader how to groom a dog.

(1E)

13. Thinking about the passage as a whole, give one reason why 'Well Grrroomed' is an effective title.

(1E)

**TOTAL – 30 marks**



# McDonald's tasty treats for yummy mummies? Sorry, I'm not lovin' it.



Jan Moir, [dailymail.co.uk](http://dailymail.co.uk), 22nd February 2010

Let's start off with a Little Tasters Tikka Snack Wrap with spicy chicken and shredded lettuce in a soft flour tortilla. Open at one end, this mini-sandwich looks, how can I put it, like a severed big toe wrapped in a tiny bath towel. Complete with salad garnish. Is there a woolly tomato in there, buried alongside the nail bed? Oh, I do  
5 hope not. The taste experience? As expected. Let me put it another way. We are in a London branch of McDonald's, not dining at the Ritz, so let's just get on with it.

The Snack Wrap has that traditional McDonald's savoury squelch: the unmistakable fast food mouthful when soft meat protein and chemical dressing hits the pappy bread buffers. Yet it has something else, too - a new sparkly, powdery chemical  
10 undertow, as if tikka-spiced Magic Dust had been sprinkled over the pale, white chicken.

Though you might have better luck than me at actually getting your hands on one. 'You want a salad?' asked my server, as if I had just requested a grilled dodo burger with unicorn ribs on the side. Yes, please. 'You mean a bowl of salad?' Yes. 'We've  
15 run out.'

The Snack Wraps, healthier breakfast offerings (porridge, low-fat blueberry muffins, fruit bags) and a bigger range of chicken items were all introduced last year. Sales never really recovered following the outbreaks of mad cow disease in the Nineties. John Gummer, the then Agriculture Minister, publicly force-feeding burgers to his  
20 daughter to assure us beef was safe was not helpful. And public sentiment in Britain had also been turned against the chain by the long-running 'McLibel' trial, in which the firm spent £10 million suing the activists Dave Morris and Helen Steel for what it said were defamatory claims made in leaflets the couple produced about McDonald's. Elsewhere, negativity among British consumers was enhanced by Super  
25 Size Me, Morgan Spurlock's 2004 film that documented the drastic effect an exclusively McDonald's diet had on his physical and psychological well-being. In short, we remain unconvinced.

So what was to be done? First, the Mickey D marketing machine sought to reassure middle-class consumers that, for example, the 81 million eggs used in its Egg

30 McMuffins and elsewhere come from happy, free-range hens. And in promotional literature and on its website, McDonald's also urges its picky new consumers to inquire about traceability and sourcing in the fashionable foodie way ('Ask where your lettuce comes from'). There is even a kindly attempt at homespun hospitality: 'If you want more lettuce, then please just ask!' What if your want more burger? It doesn't say. Is that fig leaf organic? It doesn't say that either.

Yet it is going to take more than the introduction of semi-skimmed organic milk and carrot sticks to convince the Yummy Mummies to flock to their local branches. Well, McDonald's has thought of that, too. More half of its 1,200 British outlets have been spruced up as part of a 'Re-Imaging' programme. The wipe-clean, primary-coloured plastic of old has been replaced by moody hues and softer lines. Consumers can tuck  
40 into their Little Tasters and Big Tastys in a clean, bright Wi-Fi-enabled interior, a space dotted with waxy-leafed pot plants, pea-green paint and abstract wall art that looks, from my view, like giant neon thumbprints. There are pink room dividers, fashionable giant white lampshades and subtle lighting. Even the traditional fibre-  
45 glass seats, famously bolted to the floor in a manner that suggested visiting time on death row, have gone. They have been replaced by mock-leather pseudo footstools and replica Arne Jacobsen egg chairs. There are even vases dotted around, each containing a single white rose.

Nutritionally speaking, it might be more advantageous to toss your Big Tasty into the  
50 nearest bin and eat the rose instead, but you can't say that McDonald's isn't trying. Looking around while dunking a bag of potato wedges into a plastic coffin of sour cream and chive 'dip', it feels as if I have been transported to the set of a 1982 Wham! video. This feeling of displaced unreality is heightened by another bizarre and pointless McDonald's claim. 'We can trace all our potatoes back to their source,'  
55 it boasts. I think that means it has got a spade.

Yet is Middle Britain ready to be convinced by the boasts, fancy seats and healthy eating claims of this notorious consumer giant? For no matter how many coats of paint it applies, McDonald's will never be able to rid itself of the giveaway smell of salty, frying grease that emanates from every outlet. And while I could never  
60 recommend the new Chicken Toasted Deli Sandwich - that bread! It's like eating a savoury plimsoll - there will always be something weirdly alluring in the bouncy charms of the Filet-o-Fish. Made with oh- so sustainable hoki, half a slice of

processed cheese and a smear of tartare sauce, it seems somehow - like everything I tasted - to practically throb with sugar.

65 Here is the truly terrifying thing. Previous to my trip to McDonald's this week, I had not set foot inside one of its establishments for six or seven years. Yet the next day, I had a sudden, piercing desire for another trip to McDonald's. What on earth does it put in its stuff to make consumers, young and old, feel this way?

Ooo-oo, I'm still not lovin' it. But sometimes they make it hard.

# Questions

## 1. Vocabulary challenge!

Find the word in the passage which matches these definitions.

You have been given a paragraph reference to help.

DICTIONARY DEFINITION
<b>Noun:</b> decoration to accompany food (paragraph 1)
<b>Noun:</b> overall feeling, attitude (paragraph 4)
<b>Adjective:</b> negative, critical or slanderous (paragraph 4)
<b>Adjective:</b> simple, homely and familiar (paragraph 5)
<b>Noun:</b> colours, shades (paragraph 6)
<b>Adjective:</b> fake, false (paragraph 6)
<b>Verb:</b> made greater, increased (paragraph 7)
<b>Adjective:</b> well known for negative reasons (paragraph 8)
<b>Verb:</b> comes from a source (paragraph 8)
<b>Adjective:</b> attractive, enticing. (paragraph 8)



2. **In your own words** summarise the four main points the author makes in the article. (4U)
3. Identify the simile used in the first paragraph and explain how it helps you understand the author's attitude towards the Tikka Snack Wrap (2A)
4. From paragraph 2 quote two words and explain how their connotations make the Snack Wrap sound unpleasant. (2A)
5. Summarise briefly the three factors, mentioned in lines 16-27, which have had a negative impact on the popularity of McDonald's. You may use the words of the passage. (3U)
6. In lines 38-48, the author describes McDonald's 'Re-imaging programme' which updated the interior decoration in its restaurants. Quote two words or expressions from these lines which show the contrast between McDonald's interior design before and after the changes. (2A)
7. How does the writer convey her dislike of eating in McDonald's in lines 51-53? You may comment on the use of metaphor **or** punctuation. (2A)
8. Identify the image used in lines 59-62 and show how it helps you understand why the author finds the bread used in the Chicken Toaster Deli Sandwich unpleasant.(2A)
9. "*Here is the truly terrifying thing.*" (line 65). By reading to the end of the passage, explain in your own words what it is that the writer finds "truly terrifying". (2U)
10. Which of these words best describes the author's overall tone in this article:

A	Positive
B	Critical
C	Nostalgic
D	Sympathetic

(1E)

**TOTAL – 30 marks**

# No Passes?

Brian Cathcart, 'Intelligent Life' Magazine, Summer 2009

*General knowledge, from capital cities to key dates, has long been a marker of an educated mind. But what happens when facts can be Googled? Brian Cathcart confers with educationalists in a bid to find the answer.*

One day last year a daughter of Earl Spencer (who is therefore a niece of Princess Diana) called a taxi to take her and a friend from her family home at Althorp in Northamptonshire to see Chelsea play Arsenal at football; she told the driver "Stamford Bridge", the name of Chelsea's stadium, but he delivered them instead to  
5 the village of Stamford Bridge in Yorkshire, nearly 150 miles in the opposite direction. They missed the game.

Such stories are becoming commonplace. A coach-load of English schoolchildren bound for the historic royal palace at Hampton Court wasted an entire day battling through congested central London as their sat-nav led them  
10 stubbornly to a narrow back street of the same name in Islington. A Syrian lorry driver aiming for Gibraltar, at the southern tip of Spain, turned up 1,600 miles away in the English east-coast town of Skegness, which has a Gibraltar Point nearby.

Two complimentary things are happening in these stories. One is that people are displaying a woeful ignorance of geography. In the case of Stamford Bridge, one  
15 driver and two passengers spent well over two hours in a car without noticing that instead of passing Northampton and swiftly entering the built-up sprawl of London, their view continued to be largely of fields and forests, and they were seeing signs for Nottingham, Doncaster and the North. They should have known.

The other is more subtle. Everybody involved in these stories has consciously  
20 handed over responsibility for knowing geography to a machine. With the sat-nav on board, they believed that they did not need to know about north or south, Spain or England, leafy Surrey or gridlocked Islington. That was the machine's job. Like an insurance company with its call centre, or a local council with its bin collections, they confidently outsourced the job of knowing this stuff, or of finding it out, to that little  
25 computer on the dashboard.

Here is another story. A former winner of the BBC quiz show "Mastermind" recently took part in a pub quiz which came down to a tiebreaker between his team and a group of young people who were relying on BlackBerrys. Anyone familiar with

quizzes these days knows that this can happen, whether it is under the table or  
30 outside in the smokers' zone; the combination of wireless internet access and  
Google is simply too powerful for some to resist. In this case, happily, virtue  
triumphed and the team led by the Mastermind champion won. Then afterwards a  
young woman from the losing side came over and asked in baffled tones: "How did  
you get that?" So attuned was she to the idea that answering quiz questions was a  
35 task to be outsourced to the internet that she seemed not to understand the idea of  
general knowledge that was kept in the head.

Is this where we are heading? A Google search, once you have keyed in the  
words, takes a broadband user less than a second, and the process will only get  
quicker. As for those laborious keystrokes, voice-recognition technology will enable  
40 us to bypass them. And soon pretty well everybody, from schoolchildren to drinkers  
in pubs, will be online pretty much all of the time. In that context, perhaps there is  
no longer any point in keeping facts in our heads. If you want to know who wrote  
'Skellig', or whether Norway is a member of the European Union, or what Cary  
Grant's real name was, you ask your laptop or your phone.

45 Not only has the web led to moments of outrageous ignorance, but almost to  
the death of general knowledge itself. And we may be powerless to stop it, for no  
amount of pious complaining will make a difference, any more than the  
governments of the 1960s could stop the tide of pop radio, or the parliaments of  
today can stop the epidemic of children's computer games. But before we despair,  
50 perhaps we should ask ourselves: are things really as bad as they seem?

Here is a question: should schoolchildren be taught the capital of Columbia? You  
may well be saying yes, but David Fann, who chairs the primary schools committee  
of the National Association of Headteachers (NAHT), is quite sure the answer is no.  
55 "They just don't need to learn off the capital cities of the world," he says. "The  
capital of France, yes, but not the capital of Columbia. They will be much better off  
learning to use atlases as a skill." This is an educational version of the old saying  
about development aid: give a man a fish and he can eat for a day; teach a man to  
fish and he can eat for a lifetime. Teach children to use an atlas, or some other  
60 resource, and they won't just be able to find the capital of Colombia; they can find  
the capitals of Vanuatu and Greenland too, and anywhere else besides.

So facts are in retreat in our education system. I could find no-one to dispute  
the idea that young people generally learn fewer of them at school than their

parents did. Take, for example, a 15-year old boy I met who lamented the  
65 narrowness of the history curriculum – “it’s all Tudors and Hitler. It’s a shame we  
don’t get to cover more of history” – and who provided vivid proof by suggesting  
that the famous event that occurred in 1066 was the Great Fire of London. (I  
suppose he had three out of four digits...!)

From this example, it may seem like the technology age has led to a wide-  
70 spread ‘dumbing down’, but in fact, if you look elsewhere, you will find that general  
knowledge is in much better shape than you might imagine: *Who Wants to Be a  
Millionaire* and *The Weakest Link* are two of the most watched shows on television.  
*University Challenge*, still going strong more than a decade after it was revived by  
the BBC, is in rude health, and *Mastermind* is also still doing well. Hundreds of  
75 quizzes and quiz-based puzzles pop up daily in newspapers; there is an abundance of  
online quizzing websites; pub quizzes lure hundreds of thousands of people into  
competitions up and down the country every single week, and the board game  
Trivial Pursuit has sold millions. Indeed, despite the declining presence of factual  
information in our education system, the extraordinary popularity of the quiz  
80 suggests that general knowledge – a pool of information shared within a culture and  
a time – is potent enough to survive anything the age of mass-communication can  
throw at it.

# Questions

## 1. Vocabulary challenge!

Find the word in the passage which matches these definitions.

You have been given a paragraph reference to help.

DICTIONARY DEFINITION
<b>Adjective:</b> frequent, regular (paragraph 2)
<b>Adjective:</b> poor, dreadful, shameful (paragraph 3)
<b>Adjective:</b> less obvious, understated, more complex to understand (paragraph 4)
<b>Verb:</b> contract out work to another organisation (paragraph 4)
<b>Adjective:</b> confused, puzzled (paragraph 5)
<b>Adjective:</b> requiring considerable time or effort (paragraph 6)
<b>Adjective:</b> falsely sincere or earnest, moral (paragraph 7)
<b>Adjective:</b> argue against, challenge (paragraph 9)
<b>Noun:</b> a great many, a large number (paragraph 10)
<b>Adjective:</b> powerful, strong (paragraph 10)

2. In your own words, summarise the main points of the article. (4U)
3. Show how the sentence “*Such stories are becoming commonplace*” (line 7) acts as a link between paragraphs 1 and 2. (2A)
4. Quote the expression which shows the writer believed the Mastermind champion’s team deserved to win. (1U)
5. In this paragraph, the writer suggests that the rise of the internet is unstoppable and will lead to the death of general knowledge.
- Quote **one** of the two metaphors used in lines 46-50 and explain how it helps you understand the writer’s point. (2A)
6. a) In this paragraph, David Fann argues that there is a difference between *facts* and *skills*. Which does he think is most important? (1U)
- b) Summarise, in your own words, David Fann’s argument about the difference between ‘*knowledge*’ and ‘*skills*’ (1U)
7. Explain what the word “*lamented*” means, and show how the context helped you arrive at its meaning. (2U)
8. Why are the words ‘*dumbing down*’ (line 70) in inverted commas? (1A)
9. a) What does the phrase “*in rude health*” (line 73) mean? (1U)
- b) Quote a phrase from the same sentence which helps you work out its meaning. (1U)
10. The writer claims quizzes are currently experiencing “*extraordinarily popularity*”. How does the sentence structure of lines 74-78 emphasise the popularity of quizzes. (2A)
11. Think about the passage as a whole. The writer uses paragraphs to structure his article. However, he also uses a paragraph break (a blank line or gap) to make a stronger division between paragraphs 7 and 8. Thinking about the **main topic** of each half, suggest why he decided to split the article at this point. (2E)

**TOTAL - 30 marks**

# Being There: Edinburgh

Jackie Hunter, *Intelligent Life Magazine*, Summer 2009

*To the outside world, it's a festival, a castle, a university, a tin of shortbread and a drone of bagpipes. To Jackie Hunter, it's home, and it's more about coping with the weather.*

On the short, steeply curving street where I live, the neighbourhood shops offer an unexpectedly sophisticated and varied display of goods: between my front door and the pub on the corner it's possible to buy Yohji Yamamoto's artfully cut menswear, cherry-red rubber shoes by Vivienne Westwood, Tom Dixon armchairs and Ingo Maurer lights, Gothic tattoos, a pierced nipple (or two), quirky Scandinavian kitchenware and even a tubby-bellied wood-burning stove, one of which would nicely warm my crow's-nest flat, where on windy nights the sash windows rattle like a box of cutlery as easterly gales blast in off the North Sea.

It is certainly not the clichéd image of an Edinburgh thoroughfare – Robert Burns's portrait on a shortbread tin, buskers and their deathless droning bagpipes, tiny shops peddling kilts, haggis, souvenir fudge, saltire fridge magnets, ceramic Scottie Dogs, tartan scarves woven in China and lifeless prints of vast Highland glens. No – to find all that, I must walk past the pub and round the corner on to the Royal Mile. This is a city where the twee meets the rugged, where ancient sits benignly next to modern, and where Georgian elegance grandly rises above the lingering whiff of Medieval squalour.

Adapting your personal sense of style to Edinburgh's many idiosyncrasies and paradoxes is no easy task. Once, in the early days, I complained to a colleague about the difficulty of dressing appropriately for the Edinburgh weather. She said nothing, but pulled open the bottom drawer of her desk. Inside was stashed a telescopic umbrella, tights of varying thickness, a shawl, walking shoes, a white t-shirt, sunglasses, hiking socks, a cagoule, a hat and a hairdryer. These days, my own desk is similarly stocked and as meticulously checked as a hotel-room mini-bar.

Since moving to Edinburgh after 16 years in London I have resorted to some questionable outfits when caught out by the capricious maritime climate: a shabby green wax jacket worn with high-heeled sandals, a winter coat over a summer dress, gloves in June. The weather patterns change fast and without warning. Even in summer, slate-grey cloud can cloak a cerulean sky in a matter of minutes and send forth icy blades of wind or an eerie sea mist (known locally as the haar) that sticks to the skin. On such foggy days I come to expect chills, high humidity and wind-whipped hair, all at once. There's nothing to be done but consult the desk drawer.

It was three and a half years ago that I arrived on a flat Sunday in Advent. After a 400-mile drive from the start of the A1 to its bitter-cold end, my back was stiff and my mind was dull with pessimism, most of it planted by others: “It’ll be cold and dark ... the weather will get you down ... the Scots are terrible drinkers ... its such a small city – you’ll really miss London.” The Edinburgh I already knew, from summertime visits to the Edinburgh Fringe Festival in my 20s, was surreally resplendent, thrumming with life, noise, colour, excitement and magnified personalities. I was familiar with its looming monuments to writers and philanthropists, its superb architectural facades and the dramatic countryside looming around it, but what I was missing was any comprehension of the Edinburghers and their everyday life. What’s it like when the carnival isn’t in town?

You might look to the works of Edinburgh’s most famous novelists for clues: are there echoes of Muriel Spark’s pert schoolgirls and proud spinsters, Alexander McCall Smith’s haplessly genteel New Towners, Ian Rankin’s dour-faced loners on both side of the law, or Irvine Welsh’s cynical addicts, articulating the ironies of modern life in Leith’s council blocks?

Although these stereotypes are certainly to be found in the Morningside cafes and elegant Georgian streets, or crossing town on a bus, Edinburgh is actually modern in a way that has not yet been properly chronicled. What you’ll find in Leith, for instance, bears little resemblance to the shabby, crime-riddled ghetto of the early 1990s, where the middle classes feared to tread. Today, Leith’s shorefront is a magnet for Edinburgh’s growing community of well-heeled foodies: it has three different Michelin-starred restaurants. Its grimeiest drinking-holes have been given new life as funky bars and gastropubs by confident young entrepreneurs.

These changes have only added to the success of Edinburgh’s biggest money-spinner: tourism. Edinburgh’s population of half a million doubles in the August festival period. Visitors find the experience inclusive – if also a little expensive. As the Fringe has grown more slick and commercial, ticket prices have risen and the temporary bars and food stalls charge exorbitant sums for soggy falafels on paper plates and warm beer in plastic glasses. Taxi drivers cheer up because they make a killing, with events going on throughout the city day and night for a month, during which biblical rainfall is virtually guaranteed – meaning that those who arrive unprepared seek out their yellow lights in the throng of traffic as a sudden greyness descends over Arthur’s Seat to the east.



# Questions

## 1. Vocabulary challenge!

Find the word in the passage which matches these definitions. Write it in the table.

You have been given a paragraph reference to help.

DICTIONARY DEFINITION
<b>Adjective:</b> unusual, odd (paragraph 1)
<b>Adjective:</b> Very predictable, unoriginal, used over and over again. (paragraph 2)
<b>Noun:</b> features or characteristics which are unique to their owner (paragraph 3)
<b>Adjective:</b> unpredictable, volatile, changeable (paragraph 4)
<b>Adjective:</b> deep blue (paragraph 4)
<b>Adjective:</b> attractive, colourful, impressive, sumptuous (paragraph 5)
<b>Adjective:</b> polite, gentle, refined, well mannered (paragraph 6)
<b>Noun:</b> poor, segregated part of a city. a slum occupied by a repressed minority (paragraph 7)
<b>Noun:</b> a person who sets up and runs their own business (paragraph 8)
<b>Verb:</b> a large, densely packed crowd or group. (paragraph 9)

2. In your own words, summarise the main points of the article. (4U)
3. What does the writer find surprising about the goods she can buy on her street? (1U)
4. How does the writer's use of imagery help you imagine what her flat is like? (2A)
5. Quote two contrasting words which illustrate the two sides of Edinburgh? (2A)
6. Why does the writer use a colon in line 25? (1A)
7. Explain **in your own words** what the 'haar' is. (1U)
8. When she was younger, the writer had visited Edinburgh to attend the Festival.
- a) Based on her visits to the festival in her 20s, what was her attitude toward the city? (1U)
- b) Quote a word or phrase from lines 37-41 which supports your answer to part a). (1U)
9. a) Leith's shorefront '*is a magnet*' (line 53) What type of imagery is this an example of? (1A)
- b) Explain why this is an effective image. (2A)
10. Explain **in your own words** what has happened to Leith's pubs. (1U)
11. Show how the context of the paragraph helps you work out the meaning of the word "*exorbitant*" (line 61) (2U)
12. Think about the passage as a whole. Which **one** of these best describes Jackie Hunter's purpose in writing this article?
- |          |  |
|----------|--|
| <b>A</b> | <b>To criticise</b> Edinburgh and its inhabitants              |
| <b>B</b> | <b>To promote</b> Edinburgh as a city to live in or visit      |
| <b>C</b> | <b>To advertise</b> the Edinburgh Fringe Festival              |
| <b>D</b> | <b>To reflect</b> on her own personal experiences of Edinburgh |

(1E)

**TOTAL - 30 marks**