Unit 1 · Current Affairs and Issues

ANSWER KEY · FOR TEACHERS

Full marks 39

Give the marks for the points in the marking scheme; an answer in other words that says the same is right.

1 Words from the article

1. enticing → **e.** attractive and tempting — V · 3
2. streamline → **c.** to make a system simpler and quicker to run
3. fatality → **g.** a death in an accident
4. infrastructure → **a.** roads, bridges, power lines and the other basic structures a place needs
5. hurdle → **f.** a problem that has to be got past
6. terrain → **b.** the kind of ground, such as a road, a footpath or a hill

Each carries 0.5 mark.

2 Words from the letter

1. accelerate — V · 3
2. tackle
3. frank
4. at stake
5. adolescents
6. facilitate

Each carries 0.5 mark.

3 Reading I: How Driverless Cars Will Change Our World

i. **b.** Phoenix, Arizona, in the US. — LC · 1

"It's a late night in the Metro area of Phoenix, Arizona." Oxfordshire is where Oxbotica is based, and Michigan has the Mcity test facility.

ii. **c.** a notification pings on their phone. — LC · 1

The car parks "as an arrival notification pings on the phone of the person waiting for it". The green and blue "W" glows on the car's windscreen, not on a streetlamp.

iii. **b.** safer roads and fewer deaths. — LC · 1

"We want safer roads and fewer fatalities. Automation ultimately could provide that."

iv. **b.** responsibility for an accident moves from a person to the vehicle. — I · 1

Richard Jinks says the industry is looking at how to deal with the change "from a person being responsible and in charge to the vehicle doing that".

v. **b.** a 16-acre testing ground for driverless cars at the University of Michigan. — LC · 1

The Mcity Test Facility is "the world's first purpose-built testing ground for autonomous vehicles … made up of 16 acres of road and traffic infrastructure".

4 Reading II: An open letter to the UN

a. MARKING SCHEME — LC · 1

✓ Save the Children and Child Rights Connect (both needed).

b. MARKING SCHEME — I · 1

✓ The Youth Advisory Group does not include children (young people under 18).

c. MARKING SCHEME — R · 1

✓ Any two of: schools, social media, street protests.

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d. MARKING SCHEME — LC · 1

✓ That in the rush to rebuild economies, governments will wreck (scupper) their promises on climate change and net zero.

5 Reading III: an unseen news story

LC · 5

i. ✓ **True**
ii. ✗ **False:** She built it with four classmates and the help of their science teacher.
iii. ✗ **False:** It sends one every ten minutes.
iv. ✓ **True**
v. ✗ **False:** They put it up every Friday.

Each carries 1 mark.

6 Grammar: the right reporting verb

R · 3

1. admitted
2. advised
3. warned
4. offered
5. promised
6. thanked

Each carries 0.5 mark.

7 Grammar: reported speech

a. MARKING SCHEME — R · 1

✓ Prakash said that he couldn't (could not) come to the meeting that day. (couldn't and that day both needed)

b. MARKING SCHEME — R · 1

✓ The eco club members said that they would plant trees there the next day (or the following day). (would, there and the next day needed)

c. MARKING SCHEME — R · 1

✓ Rohan told me that he had read my article. (told me, had read and my needed)

d. MARKING SCHEME — R · 1

✓ The reporter says that the road is closed because of a landslide. (says is present, so the tense stays)

e. MARKING SCHEME — R · 1

✓ My grandfather said that he had seen the first bus in Dhulikhel fifty years before. (had seen and before both needed)

f. MARKING SCHEME — R · 1

✓ The science teacher said that heat flows from a hotter body to a colder one. (a general truth keeps its tense; flowed is also accepted)

8 Writing: a newspaper article

ANSWER

Climate change is already here in Nepal

By a staff reporter

Kathmandu. Nepal gives out only a tiny share of the world's greenhouse gases, yet it is among the countries most at risk from a warming planet. From the high Himalaya to the plains of the Tarai, the changes are already easy to see.

The first is in the mountains. The glaciers of the Himalaya are shrinking, and the lakes that form below them are growing. If such a lake bursts its banks, a flood can sweep away villages far downstream.

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The rains, too, have changed. The monsoon is harder to predict: sometimes it starts late, then pours down in a few days what used to fall in weeks, bringing floods and landslides. Dry winters, on the other hand, leave farmers without water for their crops. E · 8

What can be done? Nepal plans to reach net-zero emissions by 2045, by protecting its forests and using clean electricity from its rivers. Each of us can help too: walk or cycle for short trips, switch off lights we do not need, plant trees and waste less.

The mountains have given us water for centuries. Whether they keep doing so depends partly on what we do now.

MARKING SCHEME

- ✓ Layout: a short headline and a byline (and the place before the first paragraph).
- ✓ Content: an opening that says what the topic is and why it matters to Nepal.
- ✓ Content: an effect on the mountains, such as shrinking glaciers, growing glacial lakes or floods.
- ✓ Content: an effect on the rains or on farming, such as an unpredictable monsoon, floods and landslides, or dry winters.
- ✓ Content: at least two things the country or its people can do, ending with a thought, a warning or a hope.
- ✓ Organization: one main point a paragraph, in a logical order, linked by words like first, too, however.
- ✓ Language: correct grammar, spelling and punctuation, mostly in the third person.
- ✓ Language: a good range of vocabulary and sentences, in about 200 words.

9 Think about it

ANSWER E · 2

Yes. The climate crisis will shape the lives of today's children most, because they will live longest with its effects. The letter also shows that children with information and a sense of purpose have already brought pressure and useful ideas, for example through the school strikes. (A "no" is also accepted with sound reasons, for example that children are better heard through their schools and child clubs.)

MARKING SCHEME

- ✓ A clear view with one sensible reason.
- ✓ A second sensible reason, drawn from the letter or from life.

Marks by level	Literal comprehension	Reorganization	Inference	Evaluation and reflection	Vocabulary	**Total**
Marks	11	10	2	10	6	**39**

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