Unit 15 · People and Places

ANSWER KEY · FOR TEACHERS

Full marks 32

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 autobiography

V · 3

1. endure → **f.** to bear pain or difficulty patiently
2. insipid → **g.** lacking taste; dull
3. bereft → **d.** without something you need or love
4. longing → **c.** a strong wish for something
5. offspring → **b.** a person's child or children
6. foster → **e.** to bring up and care for a child

Each carries 0.5 mark.

2 Words from the article

V · 3

1. landmark
2. blockbuster
3. summit
4. bustling
5. fortifications
6. accessible

Each carries 0.5 mark.

3 Reading I: Me at the Beginning of Life

i. **b.** an exercise book and a pen — LC · 1

Her mother put an exercise book and a pen under her pillow, because fortune was believed to write a baby's fate that night.

ii. **a.** cursed by the gods for sins of a former life. — LC · 1

Her society believed in rebirth, so people thought she was paying for the sins of a former life.

iii. **c.** people with a disability can do great work, so disability is not only a matter of the body. — R · 1

Nobody calls them incomplete, though their bodies could not do some things: she asks whether disability is really only being born with a bodily incapacity.

iv. **b.** her grandmother went hungry to feed her and cared for her day and night. — I · 1

In a family too poor to find two meals a day, her grandmother went without food to feed her, slept beside her and fed her whenever she woke.

4 Reading II: Sugarloaf Mountain

a. MARKING SCHEME — LC · 1

✓ In Rio de Janeiro, in south-eastern Brazil, at the entrance to Guanabara Bay.

b. MARKING SCHEME — LC · 1

✓ From its shape, which looks like a traditional loaf (cone) of refined sugar.

c. MARKING SCHEME — R · 1

✓ By (two) cable cars with glass walls.

d. MARKING SCHEME — I · 1

✓ As the glass cable car climbs, the views of the city, the bay and the ocean open up below, so the ride itself is a pleasure.

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5 Reading III: a short biography

a. MARKING SCHEME — LC · 1

✓ Solukhumbu

b. MARKING SCHEME — LC · 1

✓ 22 April 1993

c. MARKING SCHEME — LC · 1

✓ ill

6 Reading III: short answers

a. MARKING SCHEME — R · 1

✓ She was the first Nepali woman to climb Everest.

b. MARKING SCHEME — I · 1

✓ Girls had few chances (little schooling), and people doubted what a woman could do, which makes her success greater.

7 Grammar: relative clauses

a. MARKING SCHEME — R · 1

✓ This is the village where Jhamak Ghimire was born.

b. MARKING SCHEME — R · 1

✓ I met a climber who has climbed Everest twice.

c. MARKING SCHEME — R · 1

✓ Parijat, whose real name was Bishnu Kumari Waiba, wrote Shirishko Phool.

d. MARKING SCHEME — R · 1

✓ The bus which (that) goes to Pokhara leaves at six.

8 Grammar: prepositions

a. MARKING SCHEME — R · 1

✓ on, at (both needed for the mark)

b. MARKING SCHEME — R · 1

✓ across (over is also accepted)

9 Writing: a biography

ANSWER — E · 5

Madan Bhandari

Madan Bhandari was a Nepali political leader and one of the most powerful speakers of his time. He was born on 27 June 1951 in Taplejung, in eastern Nepal.

He went to Varanasi in India for his studies. Back in Nepal, he rose as a communist leader and became the general secretary of CPN (UML) when the party was founded in 1991.

He is best known for his idea of People's Multiparty Democracy, which brought his party into the multiparty system.

Sadly, he died on 16 May 1993, when his jeep fell into the Trishuli River at Dasdhunga, Chitwan. He is still remembered for his vision and his speeches.

MARKING SCHEME

✓ Format: a title with the person's name, written in the third person and in the past tense.

✓ Content: birth (date and place) and education.

✓ Content: career and what he is known for.

✓ Content: his death and why he is remembered, in a sensible order.

✓ Language: correct grammar and linking words, in about 100 words.

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10 Think

ANSWER E · 2

Often the society more than the body. In Jhamak's childhood, people blamed her for sins of a former life and treated her with anger instead of help, which hurt her more than her body did. Also, when schools, roads and buildings are not made for everyone, a person who could study and work is kept out. With love and help, as her grandmother gave, and with ramps, books and schools for all, a person with a disability can live a full life, as Jhamak, a celebrated writer, did.

MARKING SCHEME

- ✓ A clear view with one sound reason (the attitude of people: blame, no sympathy).
- ✓ A second sound reason (no access or help: schools, buildings; or love and help make a difference).

Marks by level	Literal comprehension	Reorganization	Inference	Evaluation and reflection	Vocabulary	**Total**
Marks	7	9	3	7	6	**32**

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