

CANDIDATE
NAME

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CENTRE
NUMBER

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CANDIDATE
NUMBER

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ENGLISH

1111/01

Paper 1

April 2017

1 hour plus 10 minutes' reading time

Candidates answer on the Question Paper.

No Additional Materials are required.

READ THESE INSTRUCTIONS FIRST

Write your Centre number, candidate number and name on all the work you hand in.

Write in dark blue or black pen.

Do not use staples, paper clips, glue or correction fluid.

DO **NOT** WRITE IN ANY BARCODES.

Answer **all** questions.

You should pay attention to punctuation, spelling and handwriting.

At the end of the examination, fasten all your work securely together.

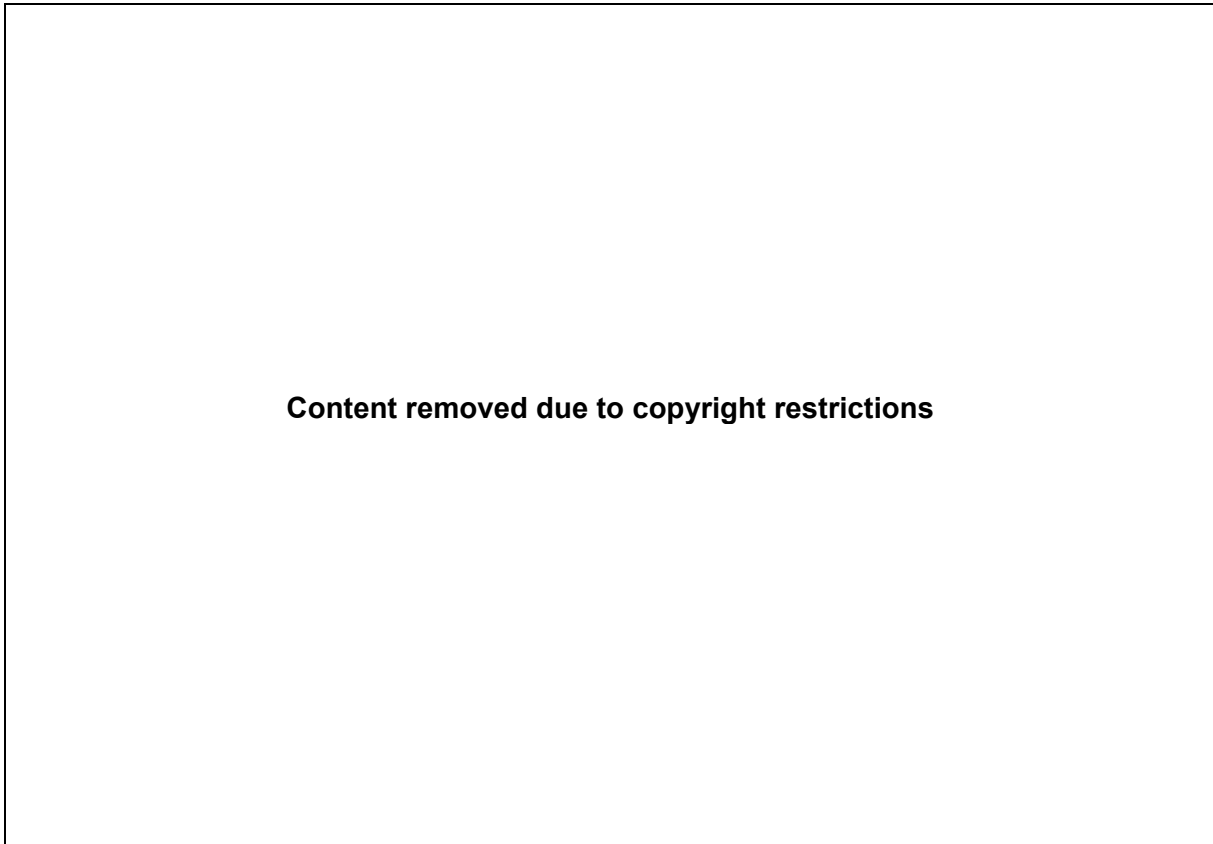
The number of marks is given in brackets [] at the end of each question or part question.

The total number of marks for this paper is 50.

This document consists of **8** printed pages.

Section A: Reading

Read this text about rivers.



Now answer the questions in the spaces provided.

1 (a) What did the planets Earth and Mars once have in common?

..... [1]

(b) Why are the measurements of the two longest rivers controversial?

..... [1]

(c) What makes it difficult to identify the starting point of both rivers?

..... [1]

2 Give the meaning of each of the following words as used in the passage. In each case, give one word or short phrase.

(a) rival [1]

(b) reflect [1]

(c) account [1]

(d) stem [1]

3 Add the missing punctuation to these sentences.

Would you swim in that river asked Karen

David who was watching the water moving shook his head
It is very polluted he replied I have seen dead fish and
lots of rubbish floating in it

[2]

4 Rewrite this sentence, adding a relative clause with further information from the passage.

The Amazon is in South America.

.....
..... [1]

5 Combine these three sentences into **one** complex sentence.
Do **not** use *and* or *but*.

A crocodile moved slowly into the river.
A man watched from his boat.
He was very afraid.

.....
..... [1]

6 Complete this sentence, using **two different forms** of the same verb.

The man his canoe behind a tree so
that it would be from river pirates. [1]

7 Read this extract from a report on a school project.

The river speaks ... How garbage points out the guilty

This project is trying to make our school community aware that the main cause of pollution of the river that passes in front of our school is the garbage that students and the surrounding community throw into it. At the same time, we want to involve our community in the solving of this problem by making people aware of the importance of our water resources and participating in a clean-up and orientation program. The overall plan will involve five phases.

In the first phase, our students will survey the community to find out how aware people are of the pollution problem, or if they think there is no problem at all.

In the second phase, we will involve the school community in a clean-up project, in which we will collate data on the type and amount of garbage collected to pinpoint where that garbage might come from and who could be responsible. Then we will chart our data and show our findings to the community.

In the third phase, we will be looking for solutions and educating the community. Students will draw and write environmental messages on containers which will be used as trash cans. These will be placed in specific places where people gather and garbage is thrown into the river.

Phase four will involve designing brochures to hand out to the community about the importance of our rivers, so we can become part of the solution instead of part of the problem.

Finally, phase five will involve showing the whole community our findings and solutions to the problem, by giving lectures about the importance of our rivers to make everyone aware of how we are all part of the solution and part of our school environmental organisation called 'The River Watchers'.

(a) Make notes on the methods which the students intend to use to raise awareness and involve the community in solving the pollution problem.

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[4]

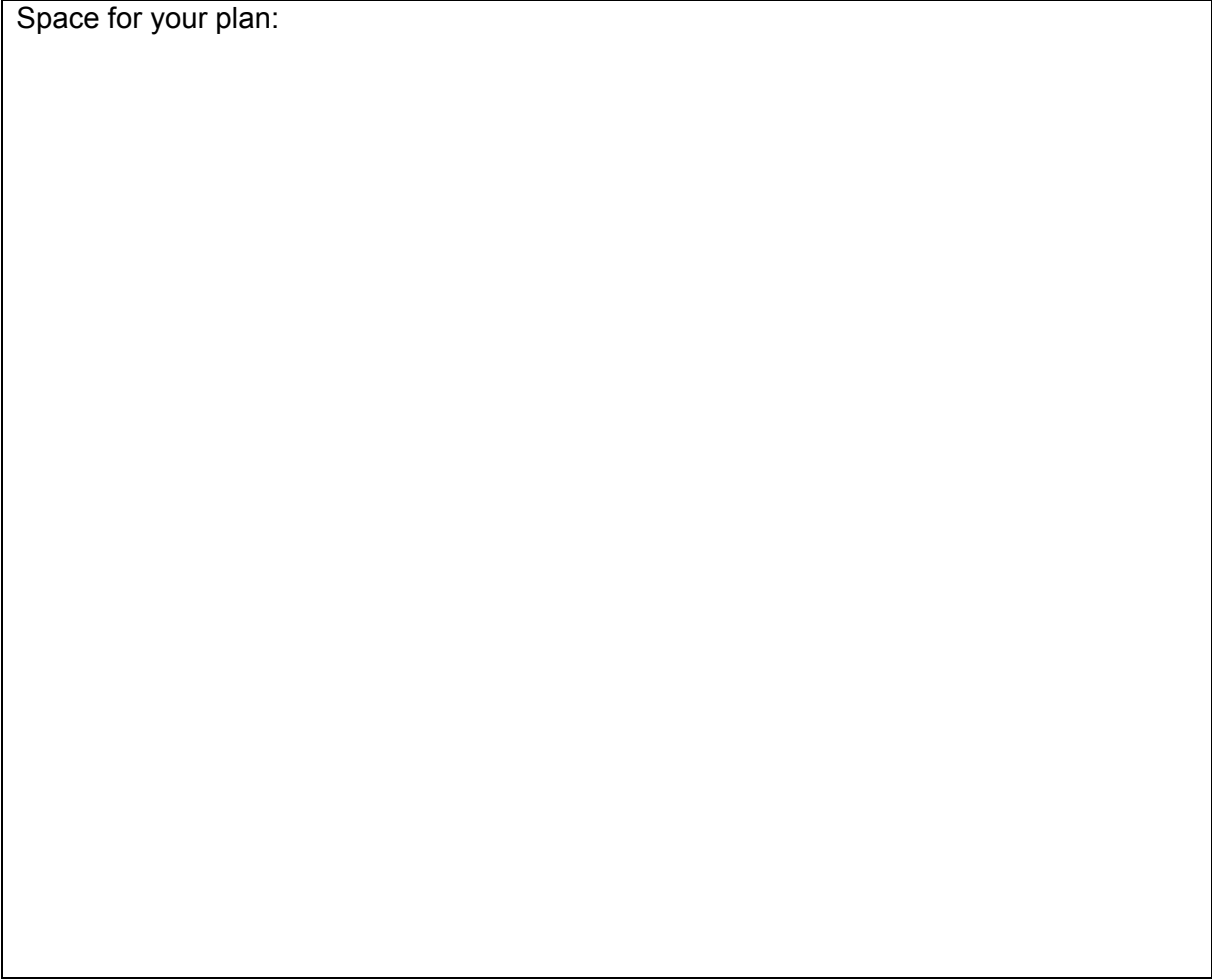
Section B: Writing

8 Write a report for your school magazine on the environment around your school.

You could include the following in your report:

- a description of the environment that borders the school grounds
- information about how the area around the school is used, e.g. entrances, driveways, recreation and sport areas
- comments on areas that are used well, and on any areas that could be improved in the future.

Space for your plan:



Write your report on the next page.

