



Cambridge O Level

ENGLISH LANGUAGE

1123/22

Paper 2 Reading

May/June 2022

MARK SCHEME

Maximum Mark: 50

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| <p>Published</p> |
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This mark scheme is published as an aid to teachers and candidates, to indicate the requirements of the examination. It shows the basis on which Examiners were instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began, which would have considered the acceptability of alternative answers.

Mark schemes should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

Cambridge International will not enter into discussions about these mark schemes.

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This document consists of **17** printed pages.

Generic Marking Principles

These general marking principles must be applied by all examiners when marking candidate answers. They should be applied alongside the specific content of the mark scheme or generic level descriptors for a question. Each question paper and mark scheme will also comply with these marking principles.

GENERIC MARKING PRINCIPLE 1:

Marks must be awarded in line with:

- the specific content of the mark scheme or the generic level descriptors for the question
- the specific skills defined in the mark scheme or in the generic level descriptors for the question
- the standard of response required by a candidate as exemplified by the standardisation scripts.

GENERIC MARKING PRINCIPLE 2:

Marks awarded are always **whole marks** (not half marks, or other fractions).

GENERIC MARKING PRINCIPLE 3:

Marks must be awarded **positively**:

- marks are awarded for correct/valid answers, as defined in the mark scheme. However, credit is given for valid answers which go beyond the scope of the syllabus and mark scheme, referring to your Team Leader as appropriate
- marks are awarded when candidates clearly demonstrate what they know and can do
- marks are not deducted for errors
- marks are not deducted for omissions
- answers should only be judged on the quality of spelling, punctuation and grammar when these features are specifically assessed by the question as indicated by the mark scheme. The meaning, however, should be unambiguous.

GENERIC MARKING PRINCIPLE 4:

Rules must be applied consistently, e.g. in situations where candidates have not followed instructions or in the application of generic level descriptors.

GENERIC MARKING PRINCIPLE 5:

Marks should be awarded using the full range of marks defined in the mark scheme for the question (however; the use of the full mark range may be limited according to the quality of the candidate responses seen).

GENERIC MARKING PRINCIPLE 6:

Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptors in mind.

| Question | Answer | Marks | Not Allowed Responses |
|----------|--|-------|--|
| 1(a) | <p>Identify and write down the problems associated with climate change, and the solutions to the problems associated with climate change, according to the writer.</p> <p>Problems</p> <p>1 mark for each correct point to a maximum of 12 marks</p> <p>1 Given point: <i>more energy-intensive storms.</i></p> | 12 | <p>for all points:</p> <ul style="list-style-type: none"> <i>examples (alone)</i> <i>the inclusion of examples without 'for example', 'such as', 'like', etc. to distinguish the example from the overarching point</i> |
| | <p>2 <u>growing</u> / <u>increasing</u> number of / <u>more</u> wildfires //</p> <p>a rise in the occurrence of wildfires.</p> <p>Allow lift of lines 6–8 '(Another problem is the) growing number... occurrence (probably due to climate change)'.</p> | | <p><i>reference to Australia / 'millions of acres of forests and millions of animals were/are lost' (example alone)</i></p> <p><i>any further content</i></p> |
| | <p>3 flooding (is also an issue).</p> | | <p><i>ice melting at N and S Poles / sea levels rising / oceans heating up / water evaporation falling as rain (examples alone)</i></p> <p><i>coastal areas flooding</i></p> |
| | <p>4 loss of breeding grounds for (some) marine creatures / ocean species //</p> <p>loss of breeding grounds threatens (many) ocean species / marine creatures (with extinction) //</p> <p>as ocean temperatures rise there is loss of breeding ground (for some species / creatures).</p> | | <p><i>threat of extinction of many ocean species (alone)</i></p> <p><i>loss of breeding grounds (alone)</i></p> <p><i>ocean temperatures rise (alone)</i></p> <p><i>fish for 'marine creatures'</i></p> |
| | <p>5 <u>increased</u> (number of) / <u>more</u> (devastating) drought(s)</p> <p>// (the incidence of) drought has (almost) doubled (since the early 1990s)</p> <p>Allow lift of lines 14–15 'Our climate emergency... droughts (faced by many countries)'.</p> | | <p><i>droughts in northern Kenya (example alone)</i></p> <p><i>halt food production / create landscapes of withered trees (examples alone)</i></p> <p><i>any further content</i></p> |

| Question | Answer | Marks | Not Allowed Responses |
|----------|---|-------|---|
| 1(a) | 6 periods <u>increase</u> when (some) disease(s) can be transmitted / spread // disease(s) can be transmitted / spread <u>more</u> often Allow lift of lines 18–19 ‘(As the ...up), periods increase when some diseases, (for example malaria and dengue fever) can be transmitted’. | | <i>malaria and dengue fever (examples alone)</i> <i>any further content</i> |
| | 7 <u>increased</u> / <u>more</u> heatwaves (cause heat stress / health problems) // record temperatures are symptoms of <u>increased</u> heatwaves. | | <i>heat stress / respiratory/ cardiovascular illness / unbearable working conditions (examples alone)</i> <i>symptoms of increased heatwaves (alone)</i> <i>lines 19–20 ‘Record temperatures in Europe and Australia...heatwaves’</i> |
| | 8 <u>huge</u> / <u>great</u> financial implications / significance / consequence / pressure / impact / burden (for governments and local communities) // rebuilding (homes / entire villages) requires a <u>huge</u> amount / <u>a lot of</u> finance / money. | | <i>financial implications (alone)</i> <i>governments rely on monetary help from outside agencies (alone)</i> |
| | Solutions 9 Given point: governments recognise that there is an issue here. | | |
| | 10 (summit) meetings of <u>world</u> / <u>global</u> / <u>international</u> leaders translate discussion into action // summit(s) (meetings) translate discussion into action // <u>world</u> leaders / <u>world</u> governments make pledges / set targets / take action / find solutions. | | <i>without world / global idea</i> <i>meetings of world leaders / summits have taken place (alone)</i> <i>world leaders discuss problems (alone)</i> |

| Question | Answer | Marks | Not Allowed Responses |
|----------|--|-------|--|
| 1(a) | 11 (people can opt for) electric / hybrid / non-polluting / environmentally-friendly cars / vehicles // | | |
| | (some countries offer financial) incentives to buy electric / hybrid / non-polluting / environmentally-friendly cars / vehicles. | | |
| | 12 <u>more</u> buses <u>and</u> trams // | | <i>public transport (alone)</i> |
| | more / increased / improved public transport // | | <i>buses and trams (alone)</i> |
| | cheap <u>and</u> efficient buses <u>and</u> trams / public transport. | | <i>any further content</i> |
| | Allow lift of lines 36–38 ‘(The provision of) more buses and trams... efficient and cheap’ Allow ‘trains’ for ‘trams’. | | |
| | 13 (people can) reduce / cut down the number of flights (they take) // | | <i>people should use trains (example alone)</i> |
| | reduce air travel // | | <i>people should use alternative means of travel (alone without ref to flying)</i> |
| | not fly frequently // | | <i>people are invited to think of the damage flying can do (alone)</i> |
| | frequent flyers should use alternative means / travel | | <i>any further content</i> |
| | Allow lift of line 39–41 ‘(Although... footprint – and to) reduce the number of flights (they take by using trains <u>for example</u>)’. | | |
| | 14 switch / move from fossil fuels / non-renewables to other (forms of) energy / renewables // | | <i>coal / oil / natural gas (unless all three are included)</i> |
| | Accept coal, oil and natural gas for ‘fossil fuels’ ONLY if all three are included. | | <i>wind / water / solar power (unless all three are included)</i> |
| | Accept wind, water and solar power for ‘renewables’ / ‘other forms of energy’ ONLY if all three are included. | | <i>switch from fossil fuels (alone)</i> |
| | | | <i>use / switch to renewable / other forms of energy (alone).</i> |

| Question | Answer | Marks | Not Allowed Responses |
|----------|---|-----------|----------------------------|
| 1(a) | 15 (some) companies / (global) corporations promised to / should / will set targets for zero carbon emissions / be carbon neutral. | | |
| | 16 (plan) to be carbon negative // (devise ways of) removing carbon from the (earth's) atmosphere Allow lift of lines 50–52 '(Even better is the ambitious plan by one global giant) to be (by 2030) not just carbon neutral but carbon negative... earth's atmosphere' | | <i>any further content</i> |
| 1(b) | Summary Now use your notes from 1(a) to write a summary of the problems associated with climate change, and the solutions to the problems associated with climate change, according to the writer. Candidates have now fleshed out their notes into a piece of formal, continuous prose. Candidates are advised to write between 150–180 words including the 10 words given. Marks are awarded for producing a piece of writing which is relevant and coherent. | 10 | |

| Question 1(b) Summary – Task Fulfilment 10 marks | | |
|---|------|--|
| Band 5 | 9–10 | <p>Excellent understanding of the task demonstrated in an impressive response:</p> <ul style="list-style-type: none"> • All content included is relevant, with no unnecessary details/repetitions • Fluent and coherent presentation of the points, including possible synthesising where appropriate, and a wide range of appropriate stylistic linking devices |
| Band 4 | 7–8 | <p>Good understanding of the task demonstrated in a skilful response:</p> <ul style="list-style-type: none"> • Almost all content included is relevant, with only occasional unnecessary details/repetitions • Generally fluent and coherent presentation of the points, with appropriate linking devices |
| Band 3 | 5–6 | <p>Acceptable understanding of the task demonstrated in a competent response:</p> <ul style="list-style-type: none"> • Some of the content included is relevant, with unnecessary details/additions • Satisfactory presentation of the points with limited fluency and coherence and occasional misuse of linking devices |
| Band 2 | 3–4 | <p>Insecure understanding of the task demonstrated in a rather faltering response:</p> <ul style="list-style-type: none"> • Content included is of limited relevance, with frequent unnecessary details/repetitions • Presentation of the points breaks down, with little coherence and lacking linking devices |
| Band 1 | 1–2 | <p>Very little understanding of the task demonstrated in an incoherent response:</p> <ul style="list-style-type: none"> • Content included is of little relevance, with noticeably unnecessary details/repetitions • Little attempt to present the points with no concept of linking devices |
| Band 0 | 0 | <p>No understanding of the task demonstrated in:</p> <ul style="list-style-type: none"> • A totally irrelevant response • Insufficient material to reward |

| Question | Answer | Marks | Not Allowed Responses |
|----------|---|-------|---|
| 2 | <p>Re-read paragraphs 3, 5, and 6, and write down one piece of advice given by the writer from each of these paragraphs.</p> <p>Paragraph 3: Everyone needs to take great care in high temperature(s) (because heat stress... cardiovascular and respiratory illness.)</p> <p>Paragraph 5: (Ordinary) people should make their voices heard on this crucial topic.</p> <p>Paragraph 6: Frequent flyers should, (wherever possible), make use of alternative means of travel. //</p> <p>Frequent flyers should use alternative travel.</p> | 3 | <p><i>any further content</i></p> <p><i>any further content</i></p> <p><i>any further content</i></p> |

| Question | Answer | Marks | Not Allowed Responses |
|----------|---|-------|--|
| 3(a) | <p>From paragraph 1</p> <p>What did the baby do that showed she was ‘teething’?</p> <p>(the baby / she had been a little cross / angry and) shoving / pushing / putting her fist / hand / fingers into her mouth (intermittently throughout the day)</p> <p>Allow lift of lines 1–3 ‘the baby had been a little cross and shoving her fist into her mouth (intermittently throughout the day)’</p> | 1 | <p><i>a tooth was cutting through her gum</i></p> <p><i>any further content</i></p> |
| 3(b) | <p>What was the writer referring to when she told Mrs Jennings ‘that’s all right’?</p> <p>(that Mrs Jennings / she / the babysitter had been) giving the baby / her (pieces of) chocolate (to comfort her)</p> <p>Note: Be generous with pronouns she / her</p> | 1 | <p><i>the chocolate (alone)</i></p> <p><i>lift of lines 4-5 ‘Blushing ... pieces of chocolate (to comfort her)’</i></p> <p><i>the chocolate given by Mrs Jennings (no baby/her)</i></p> |
| 3(c) | <p>The writer says, ‘I did not really mean it’. What do you think the writer was feeling?</p> <p>(she was feeling) anger / annoyance / irritation / cross / mad / displeasure / bothered / unhappy / vexed / disapproval / discontent / dissatisfied / upset</p> | 1 | <p><i>sad / agitated / not OK / not good / disappointed</i></p> <p><i>worry / anxiety / uneasy / confusion / troubled /</i></p> <p><i>frustrated / uncomfortable</i></p> <p><i>dislike / impatience / ill tempered</i></p> <p><i>furious / enraged / exasperated</i></p> |

| Question | Answer | Marks | Not Allowed Responses |
|----------|--|----------|---|
| 4(a) | <p>From paragraph 2</p> <p>Explain the difference between (i) what the writer thought would happen when her baby was teething and (ii) what actually happened.</p> <p>(i) the baby's / her / the (first) tooth would (just) appear / come through without any (apparent) discomfort / pain</p> <p>Allow lift of lines 8-10 'As an inexperienced mother of a first child) I expected my baby's first tooth just to appear without any apparent discomfort'</p> <p>Accept 'teeth' for 'tooth'</p> <p>(i) the baby / she seemed to be / was in pain / uncomfortable / suffering //</p> <p>the baby / she needed jelly / paste to relieve the pain / discomfort / suffering //</p> <p>teething was painful</p> <p>Allow lift of lines 14–15 ('So, although) I had noticed her excessively pink ... she might be in pain'</p> <p>Note: Be generous with tenses and verb forms</p> <ul style="list-style-type: none"> 1 mark for each correct response (i) and (ii) need to be answered in the correct order but credit correct responses if both are in one limb, or if a correct response straddles both limbs | 2 | <p><i>grow for appear / come through</i></p> <p><i>the first tooth would just appear (alone)</i></p> <p><i>teething would not be painful</i></p> <p><i>there would be no discomfort (alone)</i></p> <p><i>any further content</i></p> <p><i>the baby's cheeks were pink / the baby was cross (alone)</i></p> <p><i>this was not the case (alone)</i></p> <p><i>the baby needed jelly (alone)</i></p> <p><i>any further content</i></p> <p><i>lines 10-12 'But then I/she remembered I/she had read... was useful because it relieved the pain.'</i></p> |

| Question | Answer | Marks | Not Allowed Responses |
|----------|---|-------|---|
| 4(b) | <p>Give two reasons why it was difficult for the writer to go to the pharmacy.</p> <p>(i) her / the husband was (working) away (from home) / absent / not there / at work</p> <p>Allow lift of line 7 'My husband... home'</p> <p>(ii) she had nowhere to leave the baby // there was no one to watch / look after the baby // the baby would be left alone // she could not / did not want to leave the baby alone</p> <p>Allow lift of lines 12-14 '(I wondered if I ought to go...decided against it because) I had nowhere to leave the baby (while I went out)'</p> <ul style="list-style-type: none"> • 1 mark for each correct response • Accept in either order • Credit correct responses where they appear, even if both are in one limb, or if a correct response straddles both limbs | 2 | <p><i>her husband was working (alone)</i></p> <p><i>she was home alone</i></p> <p><i>there was no one at home</i></p> <p><i>any further content</i></p> <p><i>it was after 5pm / late (alone)</i></p> <p><i>any further content</i></p> |
| 4(c) | <p>The writer says that she 'continued as usual'. Which one part of the baby's routine did she leave out?</p> <p>(she omitted / left out) the baby's / her bath //</p> <p>she did not bath the baby / give the baby her bath</p> <p>Allow 'without giving her a bath' / (the) bath / bath time</p> | 1 | <p><i>any reference to giving her supper / playing with her / putting her to bed</i></p> <p>even with a correct answer</p> |

| Question | Answer | Marks | Not Allowed Responses |
|----------|---|-------|--|
| 5(a) | <p>From paragraph 3</p> <p>The writer says that she could not bear that ‘any negligence of mine should ever cause her harm’. Explain in your own words what the writer could not bear.</p> <p>(that if) she did not / she failed to look after / care for / protect / keep safe / safeguard the baby / her //</p> <p>(because of) her irresponsibility / carelessness / inaction / inattention / thoughtlessness</p> <p>the baby / she would be hurt / in pain / in discomfort / uncomfortable / distressed / endangered / at risk / unsafe / imperiled / threatened / suffer / injured</p> <p>Accept reference to toothache / pain/suffering from teething</p> <p>This is an OWN WORDS question. Key ideas are to be found in the words NEGLIGENCE and HARM. Any paraphrases which capture these ideas are acceptable but do not accept mere synonyms of the words without a relevant context. Do not insist on paraphrasing of ‘should ever cause’.</p> | 2 | <p><i>neglect</i> <i>fault / mistake / wrong action / incompetence / shortcoming / forgetfulness / ignorance</i> <i>failure (alone)</i> <i>she could not cope</i> <i>not getting the jelly</i></p> <p><i>carrying on sorting bills / not treating the baby</i> <i>sick / ill / afflicted / troubled</i> <i>in difficulty / damaged</i></p> <p><i>negligence – did not protect</i> <i>harm – suffer</i> <i>(no context)</i></p> |
| 5(b) | <p>What did ‘common sense’ suggest to the writer?</p> <p>(that she should) not go for / get the (teething) jelly</p> <p>// (that she should) not go to the pharmacy //</p> <p>(that) it was unnecessary / pointless to go for / to get the (teething) jelly //</p> <p>(that) it was unnecessary / pointless to go to the pharmacy</p> | 1 | <p><i>she should not go / she should stay home (alone)</i></p> <p><i>that it would not be worth waking the baby / her to administer it (alone)</i></p> <p><i>she should not leave the baby (alone)</i></p> <p><i>lift of lines 25–26 ‘I/she should have to go for the jelly even though common sense suggested I/she should not’</i></p> <p><i>she should not buy the jelly (alone)</i></p> |

| Question | Answer | Marks | Not Allowed Responses |
|----------|---|-------|--|
| 6(a) | <p>From paragraph 4</p> <p>The writer went to the pharmacy ‘the proximity of which comforted me’. Explain in your own words how the writer feels about the pharmacy.</p> <p>because it / the pharmacy was near / nearby / close / in the vicinity / in the neighbourhood / not far / a few minutes away / convenient / local / in the area / a short distance</p> <p>she was reassured / content / happy / relaxed / relieved / at ease / soothed / calm / consoled / heartened / cheered / encouraged / not worried</p> <p>This is an OWN WORDS question. Key ideas are to be found in the words PROXIMITY and COMFORTED. Any paraphrases which capture these ideas are acceptable but do not accept mere synonyms of the words without a relevant context.</p> | 2 | <p>a ‘short walk’ away (text)</p> <p>‘ten minutes’ away</p> <p>(easily) accessible</p> <p>in her town</p> <p>felt safe / satisfied / good / better / positive / assured / confident / alright</p> <p>comforting / comfortable</p> <p>proximity – nearby</p> <p>comforted – reassured</p> <p>(no context)</p> |
| 6(b) | <p>The writer thought that her neighbour was unfriendly. How did the neighbour show that she was in fact friendly?</p> <p>she spoke / agreed / responded cheerily / happily / brightly //</p> <p>she agreed immediately / quickly / automatically / without hesitation (to help) //</p> <p>she immediately / instantly accompanied the writer / her to her apartment</p> <p>Allow lift of lines 35–36 ‘(To my surprise, when I asked for her help,) the woman said cheerily, ‘Of course!’</p> <p>OR</p> <p>lift of lines 36–37 ‘<u>immediately</u> accompanied me to my apartment’</p> <p>OR</p> <p>lift of lines 36–37 ‘the woman said...apartment’</p> | 1 | <p>she agreed (alone)</p> <p>she accompanied the writer / her to her apartment (alone)</p> <p>no further content</p> |

| Question | Answer | Marks | Not Allowed Responses |
|----------|--|-------|--|
| 7 | <p>From paragraph 5</p> <p>The writer felt her mood ‘beginning to lift’. Give two reasons why her mood began ‘to lift’.</p> <p>she had been brave / bold / confident enough to ask for her neighbour to look after the baby / for (her neighbour’s) help</p> <p>Allow lift of lines 39–40 ‘I had been brave...help’</p> <p>the / her <u>baby</u> would not suffer / would be all right / would have a tooth (in the morning) // (she knew) the jelly would ease / help the / her <u>baby’s</u> pain / suffering</p> <p>Allow lift of lines 42–43 ‘(Still) I was content... not suffer’</p> <p>OR</p> <p>Allow lift of lines 42–45 ‘(Still) I was content... white tooth (gleaming just above the surface of her little pink gum)’</p> <ul style="list-style-type: none"> • 1 mark for each correct response • Accept in either order • Credit correct responses where they appear, even if both are in one limb, or if a correct response straddles both limbs | 2 | <p><i>she asked for (her neighbour’s) help</i></p> <p><i>any further content</i></p> <p><i>she could buy the jelly for her baby</i></p> <p><i>the jelly will help the baby</i></p> <p><i>any further content</i></p> <p><i>any further content</i></p> |

| Question | Answer | Marks | Not Allowed Responses |
|----------|--|----------|-----------------------|
| 8 | From paragraphs 2-5 For each of the words or phrases below, circle the letter (A, B, C or D) which has the same meaning that the word or phrase has in the passage. | | |
| 8(a) | B reduced | 1 | |
| 8(b) | D complaint | 1 | |
| 8(c) | A resist | 1 | |
| 8(d) | C really | 1 | |
| 8(e) | C floating | 1 | |

| Question | Answer | Marks | Not Allowed Responses |
|----------|---|-------|---|
| 9 | <p>Re-read paragraphs 1 and 3, which contain phrases about (a) the babysitter and (b) the writer. Explain:</p> <ul style="list-style-type: none"> the meaning of each phrase as it is used in the passage the effect of each phrase as it is used in the passage. | | |
| 9(a) | <p>'Blushing, she stammered' (line 4)</p> <p>Meaning:</p> <p>Award the mark only if an answer provides a meaning for BOTH 'blushing' and 'stammered'</p> <p>the babysitter / she went red / pink / flushed //</p> <p>her face / cheeks was/were burning</p> <p>AND</p> <p>(she) spoke / admitted / announced with difficulty / with hesitation / with pauses / with breaks //</p> <p>(she) stuttered / did not speak fluently / stumbled on her words / kept stopping when she spoke / spoke haltingly</p> | 1 | <p><i>she stuttered, etc. (without a 'blushing' meaning)</i></p> <p><i>she flushed, etc. (without a 'stammered' meaning)</i></p> <p><i>she wavered / hesitated / / paused (without a verbal context)</i></p> <p><i>she mumbled / babbled / was hard to hear</i></p> <p><i>she did not speak properly / clearly</i></p> <p><i>she spoke slowly</i></p> |
| | <p>Effect:</p> <p>the babysitter / she felt embarrassed / nervous / guilty / abashed / ashamed / awkward / uncomfortable / flustered / agitated / uneasy</p> <p>she knew she had done something wrong //</p> <p>she was / felt anxious / worried / apprehensive / concerned / afraid / scared / frightened (about the writer's reaction)</p> | 1 | <p><i>she felt shy / unconfident / unsure / shocked / troubled /</i></p> <p><i>she regretted what she did</i> <i>she did something wrong</i></p> <p><i>terrified (too strong)</i></p> |

| Question | Answer | Marks | Not Allowed Responses |
|----------|--|----------|---|
| 9(b) | 'a mess of gigantic proportions' (line 19) | | |
| | <p>Meaning:</p> <p>Award the mark only if an answer provides a meaning for BOTH 'mess' and 'gigantic'</p> <p>a large untidy amount (of bills for sorting)</p> <p>Note: look for appropriate synonyms such as</p> <p>'mess' – chaotic / disorganised / disordered / confusing / untidy / a muddle / in disarray / jumbled / cluttered / in shambles / all over / scattered (around)</p> <p>AND</p> <p>'gigantic' – large / massive / big / huge / lots / many // a stack / a load / a pile / a mountain / a mass</p> <p>Accept: a large chaotic mess = 1 a heap (= a large untidy pile) = 1</p> | 1 | <p><i>it was chaotic, etc. (alone without 'gigantic' meaning)</i></p> <p><i>there was a large, etc. amount of bills (alone without 'mess' meaning)</i></p> <p><i>messy / messed up / unsorted / needing sorting (text)</i></p> <p><i>giant</i></p> |
| | <p>Effect:</p> <p>the writer / she felt overwhelmed / (over)burdened / swamped / stressed / pressured //</p> <p>it was (an) overwhelming / daunting / stressful / intimidating (task / job) //</p> <p>the writer / she felt things were out of control / things were weighing on her mind //</p> <p>it was too much for the writer / her to cope with //</p> <p>the writer / she had <u>too much</u> (work) to do / <u>too many</u> bills to sort out</p> | 1 | <p><i>the writer/she felt worried / tired / frightened / frustrated / upset / anxious / tense</i></p> <p><i>they (the bills) were all over the place</i></p> <p><i>it was a big task / job / problem</i></p> <p><i>it was depressing / disheartening / dispiriting</i></p> <p><i>she had a lot (of work) / a lot on her mind / a lot of bills to pay/sort</i></p> <p><i>too many bills to pay (incorrect context)</i></p> <p><i>she was disorganised / busy</i></p> |