

# Workbook answers

## 1 Adventure

### 1.1 The start of an adventure

- 1 Correct order of events: f, b, i, e, g, c, a, h, d.
- 2
  - Events at the family home: *William and Elizabeth arrived back home; their family were amazed; William hugged his father and Elizabeth cried as she hugged her mother; they stood in their parents' house*
  - Events when the twins are at sea: *swimming through the sea; the ship was destroyed in a storm; they both lost each other*
  - Events on the island: *wind blew off their disguises; William had put on a false beard; Elizabeth had also disguised herself; they had both arrived at the same inn.*
- 3 Learners' answers will vary. Strong responses will use imaginative structures and phrasing.

### 1.2 Quest!

- 1 I walked as far as the paths would take me, clapping my hands together in front and behind my back to keep them warm; and then I climbed.  
  
As I climbed, I started to feel tired. My hands struggled to grip the cliff and my eyes started to close.  
  
Suddenly, I felt myself falling. I woke with a start and scrambled to grab hold of the rock.
- 2 Learners' answers will vary, but might include, for example: *She did not fly: the wind might drop at any moment, and she didn't like the idea of so much gravity at once.* Annotation should explain the appeal of the underlined parts of the text.
- 3 Learners' answers will vary. Check that learners maintain the first-person voice throughout. Strong responses will have a convincing voice and convey something of the Kraik's manner and attitude.

### 1.3 Train trouble

- 1 Simple sentences: *I looked around; What if I hated it?; Four whole months within these blue walls lay ahead.*  
  
Compound sentences: *The train had now picked up speed and was racing through the outskirts of Chennai; Limp curtains shielded the windows, miniature cockroaches flitted across the seat backs and the fan still blew ineffectual wisps of air; A part of me feared that I would board my first train and instantly regret my decision.*  
  
Complex sentence: *It was a comfort, if not a concern, that after 20 years the trains looked no different.*
- 2 Learners' answers will vary.
- 3 Learners' answers will vary but should use a range of sentence types – for example, The helicopter took off (simple); We ran as fast as we could, but were too late (compound); Although the storm was weakening, the waves still pounded the lighthouse (complex). There may be more compound sentences than complex ones.

### 1.4 A hard journey

- 1 Sibilance: *essence; sleep; scent; apples; drowsing; strangeness; sight; glass; skimmed; against; grass; sway; boughs; cellar; sound; apples; harvest; desired; thousand; Cherish; struck; bruised; spiked; stubble; surely; cider-apple*  
  
Alliteration: *strangeness from my sight; boughs bend; spiked with stubble*
- 2 Various choices are possible. Some sibilant words create a sleepy tone (for example, *drowsing*) and some more blunt (for example, *spiked*). Effects of alliteration vary too (for example, *boughs bend* might echo the weight of the apples).

- 3 Learners' answers will vary. Strong responses are likely to contain accurate but also convincing uses of the sound techniques.

### 1.5 Danger!

- 1 Examples include: *going down, swinging, climbing, dropping, scraped, grazing, wriggling, pushing, crawling, squirmed, racing, stopped, jerked, wormed, jerked, moving.*
- 2 Learners' answers will vary, but alternatives should be suitable in the context of the extract (for example, 'descending' for 'dropping').
- 3 Learners' answers will vary, but should contain effective verb choices to capture the drama of the scene.

### 1.6 Creating suspense

- 1 Words and phrases that suggest danger include: *I stood on the cliff face; furious, boiling waters; strange, beautiful creatures that only a few humans had seen; I would need to leap into the ocean; This was no easy thing. People had died attempting such a feat. It was madness; The ocean looked angry; the ocean was certain death; possible destruction; a symbolic fall. I may not make it.*
- 2 Answers are likely to identify the boy's possible death as the source of suspense and the last part of the story (point **j**) as the ending of the suspense.
- 3 Learners' answers will vary, but should show effective control of the suspense using the techniques suggested by the prompts.



# Workbook answers

## 2 'Hey, You Down There'

### 2.1 Calvin and Dora

- 1 On the contrary ... → To make a comparison  
After dinner ... → To indicate a shift in time  
Back at the hotel ... → To show a change in location  
As a result ... → To suggest how one event relates to another
- 2 Finding a café ... → To indicate a change in setting  
However, ... → To indicate that what follows is a contrast  
Above his head, ... → To shift the reader's view to a particular point  
Unexpectedly, ... → To suggest the way in which something happened  
As they sat and talked, ... → To indicate how events relate to each other in time
- 3 Learners' answers will vary but should demonstrate a strong sense of sequence and linking indicated by appropriate sentence openings.

### 2.2 Down the hole

- 1 **a** and **d** are compound-complex sentences.
- 2 Learners' answers will vary. Check that a subordinate clause is present alongside two independent clauses joined with the appropriate conjunction.
- 3 Learners' answers will vary. Check that a compound-complex sentence is present and punctuation used accurately.

### 2.3 Gold!

- 1 Words and phrases that reveal Calvin's character and attitude:
  - *his voice shaky.*
  - *'They must be crazy down there.'*

- *He thrust the gold bar into his pocket*
- *then tossed it on the ground.*
- *'Foreigners,' he said.*
- *asked Calvin scornfully.*
- *'Now, mind you watch that hole good. Don't let no one go near it.'*

- 2 Learners' answers will vary. Check that points about manner and attitude are accompanied by a focus on language.
- 3 Learners' answers will vary, but are likely to focus on Ahmed's excitement and happiness conveyed in comparisons (*as fast as he could*), personification (*broad smile danced across his face and his heart raced*) and adverbs (*breathlessly*).

### 2.4 Glar the Master

- 1 **A**
- 2 Formal words in the extract: *yield; seldom; burdened; heed; dismay*
- 3 Learners' answers will vary, but informality may be shown in dialogue choices. Check that appropriate synonyms of differing formality have been used.

### 2.5 Back down the hole

- 1 **a** *to enjoy the luxury of doing nothing; she was fearful.*  
**b** *he ordered Dora.*  
*Dora hurried into the house; she expected Calvin to come in and demand to know what was holding up his meal.*  
**c** *'Shut up,' Calvin answered.*  
**d** *Dora was almost numb with fear; too horrible to contemplate.*
- 2 Check that appropriate quotations are used to support points made. Examples:
  - *She was fearful.* (implying she is afraid of Calvin)
  - *he ordered Dora* (implying that she is subservient)

- *Shut up, Calvin answered* (implying verbal abuse)
- *the luxury of doing nothing . . . she was fearful* (implying she is not used relaxing and the end of the quotation shows how quickly she becomes fearful)

**3** Learners' answers will vary, but strong scripts will convey power and status through effective dialogue choice.

## 2.6 Turkey

**1** Learners may suggest that the daughter is rescued and is reunited with her father.

**2** Possible answers:

- Calvin: He has a negative ending and does not appear to have learnt anything. He is punished for his greed and ignorance.

- Dora: She is rewarded with riches in the form of gold and the demise of her cruel husband. She doesn't appear to have learnt anything significant, but her goodness is rewarded.

- Glar: It is uncertain what happens to Glar, but he knows little about humans apart from the stupidity of Calvin and the gifts given by Dora. His misunderstanding about turkeys is comic.

**3** Learners' answers will vary, but might reveal Glar to be cruel or benevolent. He could visit the surface and survive or perish. Some answers might explore what happens if and when he meets Dora.



# Workbook answers

## 3 Film and fame

### 3.1 Meeting your hero

- 1 'It's very unfair that I always get blamed.'  
'She couldn't eat it.'  
'She'd seen me hiding.'  
'It wasn't me.'  
'I didn't notice the fly in my dinner.'
- 2 Corrected version:  
Hassan and Amir were really looking forward to the preview of the new *Star Wars* film.  
'I've been told that it's great,' said Amir.  
'Me too,' said Hassan.  
'It's meant to be quite modern in its outlook,' said Amir.  
'What do you mean?' said Hassan.  
'I mean it's got a much stronger role for the lead female.'  
'Good,' said Hassan, 'I couldn't bear it if the strong characters were only male or strange monsters.'  
'What time does it start?' asked Amir.  
'In one hour,' said Hassan.  
'Let's set off now,' said Amir.
- 3 Learners' answers will vary.

### 3.2 Predicting the story

- 1 Learners' answers will vary. For example:
  - a I bought a new pencil.
  - b I have happy memories.
  - c I like reading *Harry Potter* stories.
- 2 Learners could select three of the following: *tiger's head; glaring eyes; stuffed head; large piano; marble floor; zebra skin; giant star; silent wonderment*
- 3 Learners' answers will vary, but should contain well-chosen adjectives.

## 3.3 Real lives, real problems

1 alliteration	using the same first letter for several words
pun	a joke using a single word that has more than one meaning
rhetorical question	a question that does not expect an answer
ellipses	three dots that show that a statement is unfinished, or has text missing, to create suspense or encourage the reader to finish the sentence
exaggeration	to present something as worse or better than it is
rhyme	two or more words that have the same sound
informal language	words and phrases that are relaxed and less serious
exclamation mark	! to express surprise or excitement

- 2
  - a Not at all fare!  
Techniques: pun, exclamation mark
  - b A shoal lot of fun...  
Techniques: pun, ellipsis
  - c Weird and wonderful Whales! Techniques: alliteration, pun, exclamation mark
  - d The end of the male race as we know it? Techniques: rhetorical question, exaggeration
  - e Violence rife in our schools...  
Techniques: exaggeration, ellipsis
  - f Literacy levels lowest ever in our cities!  
Techniques: alliteration, exclamation mark
- 3 Learners' answers will vary, but should show a range of techniques correctly identified.

### 3.4 Reviewing films

1 Some variation is possible, but suggested answers are:

Feature	Serious film	Both serious and family films
1 Title of the film		✓
2 Reviewer's/journalist's name		✓
3 Comments about camera shots	✓	
4 Actors' names		✓
5 Details about other films	✓	
6 Information about the production company	✓	
7 The stories of other films the actors have starred in		✓
8 Positive or negative language to convey judgement		✓
9 Comments on different edits or versions of the film		✓
10 Details about the plot		✓

Learners may select 2 and 5 as the most difficult to decide on.

2

1 Title of the film	<i>Car Trouble</i>	
2 Reviewer's/journalist's name	Ali Ling	
4 Actors' names	Jonny Jonsson Kim Stone	
5 Details about other films	<i>Going Nowhere Fast</i> <i>A New Tomorrow</i>	
7 The stories of other films the actors have starred in	<i>A New Tomorrow</i>	
8 Positive or negative language to convey judgement	It's not the best, nothing much happens, excellent	will disappoint many fans wait until his new film comes out
10 Details about the plot	Set in 1950s America, starts with a fast car chase, at the end of which a big crash occurs,  Priest's wife, Melissa (played by Kim Stone), had been kidnapped by Priest's business rival. After a ransom demand and some detective work, Priest catches up with the kidnappers leading to the car chase.	

3 Learners should identify this as fairly negative, citing the endings of paragraphs 1 and 2 and the opening sentence of paragraph 3.

### 3.5 Writing a review

- 1 a L  
b S  
c W  
d F

2 Example answers:

*Although this is a skilled piece of filmmaking, it has an unsatisfying ending.*

*This might contain a predictable storyline, but the film is worth seeing.*

*There are some high points, but overall, it is disappointing.*

- 3 Learners' answers will vary, but strong responses will offer a coherent paragraph that covers the prompts.

### 3.6 Preparing a speech

Statement	Fact	Opinion
Mary was the best nurse in the world.		✓
She received four medals from the British government.	✓	
I think Mary deserved to be treated fairly.		✓
Mary's mother taught her to use traditional medicines.	✓	
Mary was born in 1805.	✓	
Jamaican medicine is the most effective medicine.		✓
Mary volunteered as a nurse during the Crimean War.	✓	
She was not allowed to help during the war.	✓	
Everyone knows and loves Mary Seacole.		✓
Mary died in 1881.	✓	

2 a Facts:

- She played Hermione in the *Harry Potter* films.
- Emma was born in 1990.
- She appeared in the first *Harry Potter* film in 2001.
- When most of her friends would have been in school studying, she was acting.
- She has a university degree from Oxford.
- She is famous for arguing for equality between men and women.
- She helped launch the UN Women campaign 'HeForShe'.

b Opinions:

- fantastic
- hard-working
- clever
- interesting
- excellent

c Learners' answers will vary.

3 Various sentences are possible, for example:

*So – when was Emma born? Well, she entered the world in 1990. And how old was she when she first appeared in Harry Potter? Would you believe it if I told you she was 11?*

# Workbook answers

## 4 Small but perfect

### 4.1 Flash fiction

- 1 Hazard/danger; poisonous/threat to life.
- 2
  - a A gold medal is a positive symbol, usually representing the highest level of success in sport for contemporary athletes.
  - b The learner's answer may depend on their culture. In many cultures, a snake is associated with distrust and cunning – its role in many stories has come to represent a situation of danger and possible destruction. However, in some cultures, snakes are revered and considered a symbol of good fortune.
  - c An apple may have associations with both technology and biblical stories, and can be viewed as symbolising technological advances, healthy eating or temptation.
- 3 Learners might suggest that the garden, seeds and snowdrops symbolise family, growth, memory and regeneration.

### 4.2 Small but precious

- 1 Time connectives:
  - *but as long as I'd known him*
  - *once a week*
  - *As he got older*
  - *by that point in my life*
  - *When we knew*
  - *One day*
  - *That was the last time*
  - *In the weeks after*
  - *Then one day in late winter*
  - *for a moment*

- 2 Time connectives highlighted:

- *In March 2015*
- *Five years ago*
- *The first day*
- *Then, at lunchtime*
- *Years ago*
- *The next day*
- *Now, three years later*
- *in a minute*
- At school: was friends with Karen
- 2010: started job
- March 2015: sees Karen from café and talks to her the next day
- 2018: narrator is about to meet Karen.

- 3 Learners' answers will vary, but strong responses will involve at least two time frames.

### 4.3 Haiku poetry

- 1 A and B.
- 2
  - a 4
  - b Yes
  - c Some aspects are negative – the trains' fear, the risk taken by the birds. Some aspects are positive – the references to dreams, a new perspective and holiday.

- 3 Learners' answers will vary.

### 4.4 Writing imagist poetry

- 1 water; shoreline; rocks; cliff/mountains; sky; mist
- 2 Learners' answers will vary.
- 3 Learners' answers will vary.



## 4.5 Miniature art

Word	No prefix	Prefix	Prefix that reverses the meaning
dislike			✓
repaint		✓	
describe	✓		
undertone		✓	
antifreeze			✓
counterargument			✓
unwind			✓
missing	✓		
inaccurate			✓

2 Various answers are possible. For example:

- a My spellings were all correct.; The answer to that task was incorrect.
- b I understand what I must do.; Please don't misunderstand me.
- c We can't agree.; I disagree strongly.
- d It wasn't possible to travel.; It is impossible to find.

3 Unlike; disapproving.

## 4.6 Perfect pastimes

1 Learners are likely to have ticked the following:

- When did you first become interested in writing?
- Can you explain how you first went about deciding to become a full-time writer?
- Can you explain your routine for writing and what a normal workday pattern is for you?
- In your opinion, what are the advantages and disadvantages of your work?
- Can you describe how you go about writing – do you plan it or just begin writing?

- 2 • Meier always loved music = *But I suppose I always loved music from an early age.*
- he was 'fascinated by the guitar sounds' in his parents' record collection = *I can remember listening to the music my parents played at home and being fascinated by the guitar sounds.*
- it cheered him up when he was down = *Whenever I felt unhappy, music changed my mood for the better.*
- it's the thrill of playing live to his fans that inspires Hans Meier = *There's nothing better than standing on stage playing the music I love to our fans.*

3 Learners' answers will vary, but should present the information in an appropriate order, adding descriptive detail in places.

# Workbook answers

## 5 Unusual education

### 5.1 Unusual schools

1 Just like my sister had three years earlier, I arrived at my new school. I was looking forward to it. My sister said it was a great place to study. Several months earlier, I had visited my new school. I remember that day well. First of all, we met the headteacher and were told about the history of the school. Afterwards, we looked around the building. This made me feel secure, because once I knew what the inside of the school looked like, I began to feel less nervous: I could picture myself there. At the end of the day, I returned home and my parents asked me all about it. I told them I'd love my new school just as much as my old one.

2

Sentence	Purpose
Once I had bought a guitar, I practised every day.	present a sequence
Amina bought a new bike because the old one was too small.	qualify
There are many fuels (for example, coal, gas and oil).	introduce examples
After we got married, we moved into our new home.	sequence
I bought a computer even though I couldn't really afford it.	qualify
Chen wanted to be a chef, just like his uncle.	compare

3 Learners' answers will vary.

### 5.2 School uniform

1

Opinion	For	Against
a Uniforms make all students look professional and intelligent.	✓	
b I feel really anonymous in my awful school clothes.		✓
c Our school uniform makes every student feel like a robot.		✓
d I wear my uniform with pride: it's an honour.	✓	
e Every student loves to wear their school uniform.	✓	

2 Informative and neutral statements (showing no bias) = underlined

Biased statements (presenting an unfair opinion) = highlighted

This year we have a new school uniform. **We were forced to wear it. It was like being in prison.** To be fair, the uniform is not expensive compared to the old one. It's also a sensible colour - blue. **But the jacket looks like it has been made by a child. The sleeves are a kilometre long and the trousers are the worst trousers I've ever seen. It was designed by one of the students** apparently.

3 Learners' answers will vary.

### 5.3 Homeschooling

1 a Both positive and negative

b Negative

c Positive

- 2 a Parents have to make difficult choices when they homeschool their children – often losing time or money or both.
- b Parents who homeschool are unselfish.
- c In addition to helping with schoolwork, parents can help with issues such as emotional wellbeing, mental health etc.
- d Allow the child to work at their own pace.
- 3 Answers should explain Farouk's lack of skills/ qualifications and the implied problems as an adult. School gives you a purpose and a routine that prepares you for the rest of your life.

## 5.4 A new challenge

- 1 a 27
- b Aside from surgery, his 'medical mysteries', he used to get sick a lot, his parents' decision.
- 2 a That friends accept Auggie's situation.
- b His friends from the past now leave him out of things, just like his newer friends do.
- c Auggie is upset about being left out but is wondering if he is being too sensitive.
- 3 Explicit information about Auggie's feelings:
- *I can't say I always wanted to go to school because that wouldn't be exactly true.*
  - *What I wanted was to go to school, but only if I could be like every other kid going to school.*

It's implied that Auggie feels some of his friendships have been compromised by his appearance – that as his friends have grown older, they take less interest in him. It's implied that Christopher is a true friend.

## 5.5 Precepts

- 1 The verdict was a foregone conclusion: guilty. → to emphasise a word or phrase for effect
- I packed carefully for Malaysia: sandals, a map, a sunhat and my passport. → to introduce a list
- The research on holidays is clear: holidays make people happy. → to separate two clauses where the second one explains the first

- 2 Correct use = underlined; incorrect use = highlighted

### The best day of my life

When I was young, I thought the best day of my life would be when I got a well-paid job: it seemed that that's what life was about. I left school: with high hopes. I had studied hard and loved the following lessons: English, music and art. The very first job I got after school was tough: first jobs always are. It was working in a shop. The shop sold stationery: pens, pencils and card. The hours were: long. I learnt a lot from my second boss: in the early part of any career, it's essential to have a mentor. He explained that success can come in many forms, for instance: happiness, wealth and relationships. It was a lesson I never forgot: money isn't everything.

As I got older and more experienced: I realised that I would make a good boss. I knew that I should return to college to help me achieve: this. I did some more studying: knowledge is important in the sector I was working in. My time at college required three things: dedication, time and an awful lot of reading!

Although I did become a good boss with a well-paid job, I soon realised a very great truth: family life was far more important. I know this because of one very significant event: the birth of my child. It was the best day of my life by far.

- 3 Learners' answers will vary.

## 5.6 The Last Class

Statement	True?
The weather is not very good.	✓
Chen is angry.	
Sisi is angry.	✓
The girls have a new teacher.	✓
Chen's sister was in Mr Ling's class.	
Sisi's brother was in Mr Ling's class.	✓
Sisi can't quite explain Mr Ling's personality.	✓



- 2 Answers should explain that Chen is a schoolgirl who initially prejudices Mr Ling but is happy to be corrected. She seems to be more laid back than her friend.
- 3 Answers should explain that Mrs Zhou seems most powerful because she gives instructions and dismisses Mr Ling's objections.
- 4 Learners' answers will vary.

# Workbook answers

## 6 Life stories

### 6.1 Childhood poems

- 1 Missing words: glow; peep; red; tress; cold.
- 2 Most of the bold words are actions – verbs stressing the amount of work the narrator has to do.
- 3 Answers should explain how the rhythm gives the poem a song-like quality as suggested by the title. The rhythm is repetitive like the narrator's life. The regular rhyme suggests the monotony of her life.
- 4 Learners' answers will vary.

### 6.2 Growing up

- 1 Notes should identify the autobiographical nature of the text, the use of simple sentences and the straightforward quality of the vocabulary.

The voice of the text is clear, direct and nostalgic – simple sentences are used throughout and phrases such as *lovely time* and *miss my home town* convey this.

- 2 **a** Formal, effusive, refined  
**b** Informal, effusive, friendly
- 3 Complex word examples in A might include: *elegant, hemisphere, recommend, greeted, situated, location*.  
Less complex words in B might include: *great, go, friendly, good*.
- 4 Learners' answers will vary.

### 6.3 Leaving home

- 1 Notes should identify phrases such as: *my taxi crawled sleepily into my street; a rosy bird took flight somewhere in my heart; the light above the door glowed; beckoning me home*.
- 2 Answers are likely to focus on the metaphorical uses of: *beautiful silence; the messy world of dreams; the house was sleeping; alive with the*

*warmth of a quiet love*. The reader is likely to see the love felt by the narrator.

- 3 Learners' answers will vary.

### 6.4 Becoming a parent

- 1 **a** *more tired yet more happy than I've ever known her*  
**b** *looking at your sleeping face, inches away from me, listening to your occasional sigh and gurgle*
- 2 Daniel, these memories explain some of the fierce protectiveness I feel for you, the tenderness and the occasional moments of blind terror when I imagine anything happening to you. But there is something more, a story from long ago that I will tell you face to face, father and son, when you are older. It's a very personal story but it's part of the picture. It has to do with the long lines of blood and family, about our lives and how we can get lost in them and, if we're lucky, find our way out again into the sunlight.
- 3 The first explains to the addressee (Daniel) the origin of the story, when and how it will be told. The second qualifies ideas about life and the complexity of family.

- 4 Learners' answers will vary.

### 6.5 Exploring the world

- 1 The first poem suggests danger that is averted; it has a happier tone/meaning. The second poem suggests danger that leads to implied disaster – a less happy tone/meaning.
- 2 Learners' answers will vary.
- 3 Answers should explain how the opening sentence is a minor one – its clipped tone might suggest that Scott is upset. The more controlled sentences seem more noble – as if death is being described in a restrained manner. Scott's personal context as leader is reflected in the controlled nature of the writing – a leader holding things together.

## 6.6 Changing the world

- 1 **c** is the most appropriate option. The tone suits the audience and situation.
- 2 Paragraph 1: The importance of school subjects, the way sport makes the speaker feel.  
Paragraph 2: The positive effects of exercise.  
Paragraph 3: The social benefits of sport.
- 3 Learners' answers will vary.

# Workbook answers

## 7 'The Travel Agency'

### 7.1 The picture gallery

- 1 Adjectives = underlined; nouns = highlighted
- The horse ran through the green field.
  - I was wearing a red coat.
  - Abdul looked closely at his new book.
  - The cat, which was furry and black, ran across the floor.
  - I got off the train, which was old and smelly.
- 2 a–c Learners' answers will vary.
- 3 a *Rain hammered against the windowpane as she peeled off her hood, which was sopping.*
- Responses will vary, although the directness of the original version might appeal to many readers.
- 4 Explanations should note that the adjectives precede the nouns and the effect is to highlight the qualities of the nouns described – the reader's attention is directed to the adjectival qualities.

### 7.2 The keys

- 1 Learners' answers will vary, but they will probably identify c as the least persuasive.
- 2 Factual information = underlined; persuasive language = highlighted
- If you've never been to Bali before, you're missing out. Bali has everything that adventurous travellers could wish for. Whether you want to explore the culture of this piece of heaven on Earth, or whether you want to explore the thrilling landscape, we can promise a trip of a lifetime.
- The breathtaking scenery in the north boasts the dramatic mountains and sleeping volcanoes. The beaches of the south are paradise. A beautiful calmness blankets the island and serene temples nestle in the

landscape. The islanders greet travellers as old friends. You will return from Bali a different person. What are you waiting for? Your trip to this truly magical island awaits.

- 2 a Directly addresses the reader – as if you are being talked to by a friendly expert.
- Metaphor makes the features of the island seem alive.
  - Metaphor exaggerates the qualities of the beach.
  - The use of personification emphasises the quiet, relaxing qualities of the island.
  - Direct address offers an exciting, friendly challenge to the reader.
- 3 Learners' answers will vary.

### 7.3 Hanna's friend

- 1 My handsome uncle was born in Egypt in 1945. His family didn't have much money, but he never complained. He always was searching for a way to make his life better. When he was 16, he left his old life behind: he wanted a better one. As he walked out of his childhood home for the last time, he carried a huge suitcase in his powerful arms and looked straight ahead. Nobody could stop him from finding his dream.
- 2 Succeeded at football – he scored the winning goal in the local cup final; tried to save a child and injured himself; carried on with life despite injury with a sunny disposition even though he couldn't play football anymore; performed a fatherly role to his nephew.
- 3 *As tall as a mountain; as kind as a nurse; like a strong oak tree; like a ray of sunshine.*
- 4 Learners' answers will vary.

### 7.4 The fireplace

- 1 adjective = a word that gives more detail about a noun  
adverb = a word that gives more detail about an action

noun = the name of an object

preposition = shows the relation between two nouns

verb = describes an action

conjunction = a word joining two clauses

- 2 a** *Hanna [n] came in [v] and [con] closed [v] door [n] behind [p] her, setting off [v] piercing [adj] little [adj] entry [adj] bell [n] overhead [adj].*
- b** *Behind [p] curved [adj] counter [n] of [p] light-blue [adj] glass [n] receptionist [n] with [p] blonde [adj] hair [n] in [p] neat [adj] ponytail [n] was talking [v] on [p] mobile [adj] phone [n].*
- c** *placed [v] small [adj] sign [n] with [p] words [n] Ring [n] for [p] assistance' [n] next to [p] brass [adj] bell [n] on [p] counter [n] and [con] walked [v] to [p] frosted [adj] glass [adj] door [n].*
- d** *When [adv] re-emerged [v] found [v] no longer [adv] in [p] turquoise [adj] sea [n] but [con] in [p] cold [adj] grey [adj] sea [n] bordered [v] by [p] smooth [adj] rocks [n].*
- 3** Learners' answers will vary, depending on which examples are selected, but the use of simile (*like dark chocolate / like a glowing ember / like streaked granite*) is likely to feature, as is the focus on the use of imagery appealing to sight and smell. Instances of personification of trees may also feature.

## 7.5 Time

- 1 b and c.**
- 2 a** For example: My life is miserable! Sannala was the only thing that brightened it up.
- b** For example: Sannala was so talented and brave. She always tackled life head on.
- 3** Learners' answers will vary.

## 7.6 The beach

- 1 a and e.**
- 2** Answers should explore Hanna's negative feelings and yearning for Sannala.
- 3** Hanna discovers the portal and is reunited with Sannala.
- 4** Quotations are likely to be taken from the recount section of Hanna and Sannala's previous experiences, the receptionist's kindly words and Alice and the receptionist's conversation. For example:
- *If you like I can show you round and give you a bit more information*
  - *She had made a friend there*
  - *Together she and Sannala fought against monsters*
  - *they liberated the fairy queen Malkian's enchanted ring from the cloud city*
  - *let the lonesome tree of sorrow sing once more, for the first time in seven hundred years*
  - *it is a wonderful thing you are doing. Helping the ones who...*

Answers on the human nature point will vary, but are likely to discuss how the theme is explored through character and plot events.



# Workbook answers

## 8 In the city

### 8.1 The drama of Delhi

1 Learners' answers will vary. Example answers:

- a As a doctor, the most common illnesses I treat are coughs, childhood infections and high blood pressure.
- b When I went to university I took several things: my laptop; my speakers; recipe book.
- c The night was dark — starry and exciting.
- d My father's farm has pigs, sheep — and bulls.

2 Example answer (variations are possible):

There was a fierce jam on the road to Gurgaon. Every five minutes the traffic would tremble; we'd move a foot, hope would rise, then the red lights would flash on the cars ahead of me, and we'd be stuck again.

3 Learners' answers will vary.

### 8.2 The delights of Doha

1 Most formal voice: Extract B

Least formal voice: Extract A

2 **A** Underlined terms are informal:

My guitar seriously rocks! I bought it from a friend and fell in love with it straight away. Plug it in and it sings like a bird. It might be old (like my father) and it'll get older (like my father), but it's one fine piece of wood (unlike my father!). What else does a boy need? With this beauty strapped to my neck, I can fly. Check it out in the pics. It's a killer.

**B** Underlined terms are formal:

*Purchasing my new car took a tremendous amount of research. The first stage was to explore all the available reviews and compare vehicles: how much petrol it uses, safety and reliability are essential for me. Once I had decided on the type of car I wanted, I visited several showrooms and sought advice from knowledgeable colleagues.*

3 Remember that in the holy month of Ramadan, most of the shopping complexes and commercial areas will be slow or shut for some time. So, it is better to avoid traveling during the month of Ramadan. You can check online for the month of Ramadan in the year you are planning to travel to Doha as it keeps changing every year depending on the Islamic calendar.

4 Learners' answers will vary.

### 8.3 Mysterious London

1 What Richard wants: to get home, get his life back, sleep in his own bed.  
How he feels: tired and by implication, despondent.

2 No one said anything. Door would not meet his eyes, the Marquis was cheerfully ignoring him. He felt like a small child, unwanted, following the bigger children around, and that made him irritated. 'Look,' he said. 'I don't want to be a bother or anything. I know you are all very busy people. But what about me?'

The Marquis turned and stared at him, eyes huge and white in his dark face. 'You?' he said. 'What about you?'

'Well,' said Richard. 'How do I get back to normal again? It's liked I've walked into a nightmare. Last week everything made sense, and now nothing makes sense...' He trailed off. Swallowed. 'I want to know how to get my life back,' he explained.

'You won't get it back travelling with us, Richard,' said Door. 'It's going to be hard enough for you anyway. I really am sorry.'

3 Learners' answers will vary, but should explore the alienation and desperation Richard feels, as reflected in the enclosed, unpleasant setting that *smelled like drains* and the blunt words of the Marquis – *you don't exist*.

### 8.4 Bringing the city to life

1 **a, d** and **e** should be ticked.

- 2
- Simile (bold)
  - personification (underline)
  - alliteration – (on ‘f’ and ‘s’ sounds) (italic)

It was a *fine* dry night; *frost* in the air; **the streets as clean as a ballroom floor**; the lamps, unshaken, by any wind, drawing a regular pattern of light and shadow. By ten o'clock, when the shops were closed, the by-street was very solitary and, in spite of the low growl of London from all round, very silent. *Small sounds* carried far; domestic sounds out of the houses were clearly audible on either side of the roadway.

3 Learners' answers will vary.

### 8.5 City problems

- 1
- a happy
  - b behave
  - c legal
  - d mature
- 2
- a Formed from the noun *indication* – origin Latin 'to point out'
  - b From Greek *tele* ('far') and Latin *visio* (sight).
  - c From old English *weder*.
- 3
- a alleviate = make a problem less severe
  - b eliminate = completely remove
  - c stabilise = make steady
  - d emissions = gases produced by vehicles and industry
  - e minimise = make as small as possible
  - f dependency = reliance
  - g acclimatise = get used to
  - h impending = waiting to happen

### 8.6 City solutions

1

Statement	Which person?
You wake up early because you have a very important interview. You get washed, dressed and leave the house in a hurry, not sure what the day will bring.	Second

Although my sister Hannah didn't want me to, I took her shopping. Our mother had told me to not let Hannah out of my sight all day.	First
As the car came screaming around the corner, Leon just made it on to the pavement. The driver stopped, stared menacingly at Leon and drove off.	Third
She wasn't expecting anything, so when the headteacher called her name and Umma collected her award, she was astounded.	Third
Once the sun came out, you ran outside and enjoyed the feeling of heat on your face. You would spend every day like this if you could.	Second
I was planning to spend the day playing on my computer, but my dad had other ideas. My dad wanted me to tidy my room and help out with some decorating. It was the last thing I wanted.	First

2 Example answer:

#### When Ahmed met Hassan

This was Ahmed's city. The whole, glorious and slightly frightening city was his playground. As he walked along the main street, he looked in the shop windows at the reflections of beautiful architecture. He'd walked down here thousands of times, but he was also delighted to see the tall, old buildings staring benignly at him. As he turned the corner, it was a surprise to bump into his old friend, Hassan. 'Hey,' Ahmed said, 'how are you?'

Hassan smiled. 'I'm very well. How long has it been since we met?' he asked Ahmed. They spent the afternoon walking through the city, chatting about the old days and their families. It was the most brilliant afternoon Ahmed had spent in the most brilliant city.

3 Learners' answers will vary.

# Workbook answers

## 9 Dangers of the sea

### 9.1 Jaws

1	Sentence	What is being suggested
	The sunlight pierced the water revealing the beautiful blue and green scales of the fish.	The fish is presented as visually appealing through the use of colour and the adjective 'beautiful' providing an overwhelmingly positive depiction of the fish.
	Slowly and menacingly, the lobster plotted its way along the sea bed.	The personification of the lobster – 'plotted' – has connotations of secrecy and scheming. The adverbs 'slowly' and 'menacingly' make it seem dangerous.

- 2 The fish slid backward out of the cage and turned sharply to the right in a tight circle. Hooper then saw the wide gap in the bars and saw the giant head lunging through it. He raised his hands above his head, grasping at the escape hatch.

The fish rammed through the space between the bars, spreading them still farther with each thrust of its tail. Hooper, flattened against the back of the cage, saw the mouth reaching, straining for him. He remembered the head, and he tried to lower his right arm and grab it. The fish thrust again.

Paragraphs should focus on some of the underlined text and explore them in reference to the shark's power.

- 3 Learners' answers will vary.

### 9.2 Victims and villains

1	Paragraph content	What information the reader doesn't know
2	The sailor meets a friend that evening. They talk about a dangerous sea captain they know. The friend knows a secret about the sea captain.	Who the friend is and what the secret is; who the captain is and why he is dangerous.
3	The next morning, the sea captain is waiting on the ship in the harbour. He has an angry look on his face. The sailor hasn't arrived.	Why the sailor hasn't arrived. What was in the letter. What information prevented the sailor from turning up.

2	Paragraph	Will's knowledge	Peter's knowledge	Reader's knowledge
1		He is unaware that his dad is waiting at home.	Peter doesn't appear here.	The reader learns about Will's feelings but doesn't know that his dad is waiting at home.
2		He is unaware that his dad is waiting at home.	Peter is aware that Will is returning from school soon.	The reader finds out about Peter's job and also that Peter is waiting at home.

Paragraph	Will's knowledge	Peter's knowledge	Reader's knowledge
3	He discovers that his dad is at home but doesn't notice that his dad cries and is unaware that his father is returning for good.	He is aware how much he means to his son and vice versa.	The reader knows how both are affected by the moment and learn that Peter is returning for good.

3 Learners' answers will vary.

### 9.3 Fear!

1	Sentence	Imperative?
	Never pick up a jellyfish.	✓
	Whales are huge sea creatures.	
	The sea covers much of the globe.	
	Always take care when swimming.	✓
	We must look after our planet.	✓
	Should we go sailing?	

#### 2 Overcoming Your Fears

Everybody has things they fear. It might be animals, small spaces or the dark. How can you overcome these fears? There's no easy solution but you might start by talking about them. Rather than pretending your fears don't exist, talk to a friend about them. Find a comfortable place and explain clearly how you feel. You could also explore why you are afraid – did something happen to make you feel that way? Is there a logical reason for your fear?

A more extreme way to face your fear is to face it. To do this, you need to be very brave. If you're frightened of the dark, spend short amounts of time with the lights off. Remember to breathe and remember that you are in control. Another way of confronting your fears is to write about them. There are plenty of people with similar fears. Why not find others online who share your worries and help each other? If your fears are really affecting your life, remember that your doctor will always be able to offer advice and further support.

- 3 Paragraph should use details such as:
- the increase in attacks is less than the increase in human population
  - out of the 80-odd shark attacks each year, fatality rate is actually decreasing

- sharks are mistreated by some humans – they are more victims than villains
- sharks do have a positive effect on nature and medicines for humans.

### 9.4 A tale of a whale

- 1
- Start a new line when another character speaks.
  - Capital letter at start of dialogue.
  - Put single inverted commas around dialogue.
  - Put punctuation mark inside final inverted comma.

2 'Bathsheba!' the Captain called from what was now below me. 'Has he recovered?'

'He recovers from his drowning.' I answered. 'I don't know if he will ever recover from his fright.'

I circled the young male. He still, remarkably held the disc in his hand, as if he'd forgotten it in his shock. He watched me, his eyes wide. I opened my mouth to bring him back –

'No, please!' he shouted.

I was so surprised to be addressed directly I paused. Men rarely bothered to speak to us. They never spoke to Apprentices.

'You're going to kill me.' he gasped.

Character	What the dialogue reveals about them
The Captain	The captain has status and uses imperatives, and can ask questions of Bathsheba.
Bathsheba	Bathsheba has less status than the Captain and has to provide answers. Bathsheba's feelings towards the young male aren't revealed.
The young male	The young male is frightened and has the least power of all three characters.

- 3** Example answers (variations are possible):
- a** I looked at Jamil angrily. 'I don't want to be your friend anymore,' Jamil said. 'I feel you have betrayed me,' he said.  
'That makes me feel really sad,' I replied.
- b** 'What's your favourite memory from childhood?' I said to Sarah.  
'It was a fantastic trip I went on at school,' she said.
- c** Chen directed the boat into the storm. 'Are we on course? Is the boat safe? Will we survive?', Jian screamed.  
'We will survive,' said Chen calmly.

### 9.5 *The Rime of the Ancient Mariner 1*

- 1** Annotations should note his beard, strange eye, skinny hand and grey beard.
- 2** Annotations should note the thirst, glazed eyes, black lips, inability to speak.
- 3** Example answer:  
I looked at the old man and trembled with fear. I was afraid of the Mariner. His appearance was frightening – his skinny hand and glittering eye were really odd. He looked as if he'd travelled a lot – his complexion wasn't like mine at all. I wasn't sure who he was and where he had come from. He told me not to be afraid and that he hadn't died.
- 2** It looks as if the cloud is split into two and a straight bolt of lightning (which looks like a river) shoots from it.
- 3** Sibilance = underlined; alliteration = bold  
Beyond the shadow of the ship,  
I watched the water-snakes:  
They moved in tracks of shining white,  
And when they reared, the elfish light  
Fell off in hoary flakes.
- 4** The Mariner looks at the water-snakes. The white light (from the Moon) on the snakes seems to dance and move strangely.
- 5** Answers should explain how the sibilance helps to create the strange atmosphere and the examples of alliteration add a hypnotic rhythm. Together these effects create a note of tension.

### 9.6 *The Rime of the Ancient Mariner 2*

- 1** *And the coming wind did roar more loud,* D  
*And the sails did sigh like sedge,* E  
*And the rain poured down from one black cloud;* D  
*The Moon was at its edge.* E  
*The thick black cloud was cleft, and still* F  
*The Moon was at its side:* G  
*Like waters shot from some high crag,* H  
*The lightning fell with never a jag,* H  
*A river steep and wide.* G