

## Student Book Answers

**Unit 1 Survival****Section 1 Description: Lesson 1****Activity 1**

**1a** H – The narrator clings to the edge of a huge drop.

**1b** C, E, A, D, I, F, G, B

**Activity 2**

**1a** 'terror' – line 6; 'foolish' – line 15

**1b** The narrator experienced 'terror' as she got caught up in the avalanche and remembered a huge chasm nearby. She felt 'foolish' when she realised that she hadn't followed the advice to cover her mouth to create an air pocket but had instead flung out her arms to grab on to something.

**1c and d** Students' own answers. Suggested answer: The narrator felt 'panicky' when she wondered whether she would be hurled into a chasm or buried under metres of snow. I think she felt 'desperate' when she flung out her arms, grasping for anything secure to hold on to. She was 'optimistic' that her mother would save her.

**Section 1 Description: Lesson 2****Activity 3**

**1** Students' own answers. Suggested answer: If these adjectives and the adverb were removed, the description would be less detailed and therefore less easy to imagine the scene. These words add another dimension to the reader's response, for example, 'ominous' conveys the idea of something threatening and dangerous.

**2** Students' own answers. Suggested answer: I think that 'sucked' is the most appropriate verb to describe the heat being snatched away from the girl's body. It conveys the impression of a ravenous monster, preying on the girl, purposely taking something from her. I think 'yell' would have been a better noun than 'shout' as it is more intense and would have more accurately described how desperate the narrator's mum/the rescue team would have been to find her.

**Punctuation Boost: Sentence punctuation**

**1a** Have you ever acted in a play?

**1b** I was in our school play last year.

**1c** I played the part of an elderly lady.

**1d** It was great fun but absolutely terrifying!

**Activity 4**

**1–4** Students' own answers.

## Student Book Answers

5 Students' own answers. Answers should:

- consist of one or two paragraphs
- use a first-person narrative to describe being in a dangerous situation
- convey the feelings that the narrator experiences
- contain a detailed description of two things that can be seen, including adjectives
- contain a detailed description of what actions are taken, including adverbs.

## Section 2 Information: Lesson 3

### Activity 1

1a C – There are three key things that can help you to survive in many situations.

1b A – We can read many interesting stories of how people have survived in the desert.

2a Exposure is one of the biggest dangers in the desert; it gets very hot during the day and very cold at night; it is important to cover your head; try to find shade.

2b Exposure is one of the biggest dangers in the desert.

### Activity 2

1a Take sips of water and only eat a little food in one go.

1b It is more effective than the other two because it is shorter than the second and more specific than the first.

2a It is best to stay in one place if you have head cover, shelter and water; if you move, only do so at night; signal for help by building a fire or using a signal mirror.

2b Students' own answers. Suggested answer: If you have head cover, shelter and water, it's best to stay in one place. If not, move only at night. Signal for help using a fire or a signal mirror.

## Section 2 Information: Lesson 4

### Activity 3

1 Students' own answers. Suggested answers:

- A heading summarises what the text is about.
- An introduction introduces the main subject to the reader, often giving a general statement or overview.
- Subheadings divide up information into groups, guiding the reader as to the type of information in each section.
- Text under each subheading gives the reader detailed information about that particular topic.

2 Students' own answers. Suggested answer: I think the reader chose to put the sections in this order because they are in order of priority for survival.

# Student Book Answers

## Grammar Boost: Adverbials of time

**1** Students' own answers. Suggested answer: Firstly, I would cover my head to reduce exposure. Then I would look for shade and take just sips of water. Later, I would try to signal for help by building a fire or a using a signal mirror.

## Activity 4

**1–3** Students' own answers.

**4** Students' own answers. Answers should:

- follow the structure given in the bullet points, with each section clearly functioning in an appropriate way
- contain practical information and advice
- keep focussed on the main task, without including irrelevant detail
- be written to address the reader directly, using the pronoun 'you'.

## Section 3 Intention and response: Lesson 5

### Activity 1

**1** Possible answers: The characters are hungry, miserable and thirsty; they have blisters on their hands; they struggle to open the coconut; a storm comes; the coconut and oars are lost in the storm.

**2a** Students' own answers. Suggested answers: to build up a feeling of drama and tension; to make the reader feel sympathy for the characters.

**2b** Students' own answers. Suggested answer: The writer uses a steady build-up of problems in order to give a sense of the increasing danger and helplessness that the characters find themselves in. This increases the tension and drama as the situation gets worse. As the problems increase, the reader feels more and more sympathy for the characters.

### Activity 2

**1a** Students' own answers. Suggested answer: I would feel scared and despairing if I were on the boat. This is because the storm took away the oars and coconut, leaving the people helpless and hungry.

**1b** Students' own answers. Suggested answer: upset.

**2a** Students' own answers. Suggested answer: The paragraph starting 'Minutes later...'

**2b** Students' own answers. Suggested answer: The sentence starting 'For the rest of the day...'

**2c** Students' own answers. Suggested answer: The word 'dejected'.

**2d** Students' own answers. Suggested answer: I think I found this word upsetting because it showed how utterly hopeless the men now felt.

## Student Book Answers

**Section 3 Intention and response: Lesson 6****Grammar Boost: Paragraphs**

**1** Students' own answers. Students should consider using a separate paragraph for each person they discuss in (a); using a separate paragraph for each of the three students in (b); using a separate paragraph for each event recounted in the diary entry in (c).

**Activity 3**

**1a** Students' own answers. Suggested answer:

**A** "Oh no!"

**B** "Phew! That's a relief!"

**C** "I think they're going to die."

**D** "Thank goodness!"

**E** "They can't survive without food or oars."

**F** "There is hope again."

**1b** Students' own answers. Suggested answer:

**A** <worried face>

**B** <smiley face>

**C** <worried face>

**D** <smiley face>

**E** <worried face>

**F** <smiley face>

**1c** Students' own answers. Suggested answer: The writer has structured the text to alternate the reader's worry and hope.

**Activity 4**

**1–3** Students' own answers.

**4** Students' own answers. Answers should:

- include paragraphs that divide up the text in a logical way (for example for each new event, or speech)
- control the response of the reader by gradually increasing the tension, or alternating tension with relief
- bring the story to a climax using drama, so the reader is keen to find out what happens next.

## Student Book Answers

**Section 4 Sentence structure for effect: Lesson 7****Activity 1**

**1a** At the start of the extract, Mira is in her tent.

**1b** Outside, Mira hears a muffled noise, then a growl.

**1c** When the bear rises up on its back legs, Mira's mother urges her to move back slowly.

**1d** Mira steps back and forces herself not to cry out.

**1e** The bear drops back on to all four paws and turns back to the forest.

**2** Students' own answers. Suggested answer: The writer is trying to create an impression of the intelligence and bravery of Mira. She can be described as curious, responsible and self-controlled.

**3** Students' own answers. Suggested answer: The writer is trying to create an impression of the dangerous nature of the grizzly bear. It is aggressive, hungry and powerful.

**Activity 2**

**1a** The sentences in the first paragraph are mostly long.

**1b** The events in the first paragraph are fairly calm but interesting and consist of a description of the start of the trip.

**2a** The sentences in the last paragraph are mostly shorter than those in the first paragraph.

**2b** The events in the last paragraph are dramatic and fast-moving.

**3** Students' own answers. Suggested answer: I think writers use longer sentences to set a scene and to describe events which need plenty of detail in order to build up a clear picture in the reader's mind. They might use shorter sentences to increase the sense of drama when exciting events happen. This makes the action sharper and more immediate for the reader.

**Section 4 Sentence structure for effect: Lesson 8****Grammar Boost: Conjunctions**

**1a** I walked home from school although it was raining.

**1b** I put on some dry clothes so I stopped shivering.

**1c** I tried to do my homework before it was time for dinner.

**Activity 3**

**1a** B describes two actions or events (span, stared).

**1b** C describes two actions or events (moved, tried to listen).

**1c** The writer has used the conjunction 'and' to link the two clauses in Sentence B, and she has used the conjunction 'because' to link the two clauses in Sentence C.

## Student Book Answers

**Activity 4**

1 Students' own answers.

2a and b Student's own answers.

2c Students' own answers. Answers should:

- be at least eight sentences in length
- use a variety of sentence lengths for maximum impact
- use appropriate co-ordinating and subordinating conjunctions to link together clauses
- include events, actions, thoughts and feelings.

**Section 5 Assessment: Lesson 9****Activity 1**

1 Quickly – possible answers: 'steaming along'; 'not reducing speed at all'.

2 Students' own answers. Suggested answer: I think the writer begins his account with this information to foreshadow future events (i.e. hint at what is going to happen).

3a Students' own answers. Suggested answer: 'the ship had veered to port'; 'the engines stopped'.

3b Students' own answers. Suggested answer: The words 'sudden quiet' suggest that the quiet was unexpected and out of the ordinary.

**[Note: If you are using the first edition of the Student Book, students should refer to lines 25–28 to answer question 4.]**

4a The writer shows he did not realise the ship had hit an iceberg by describing himself as 'excited, but not thinking anything serious had occurred'.

4b Students' own answers. Suggested answer: I feel this comment is quite chilling, as the reader knows more about what is going to happen than the person who is responding to events. It is also sad, as it shows the naivety and optimism of the crew and passengers.

5a This is a single-clause, short sentence.

5b Students' own answers. Suggested answer: I think the writer decided to structure the sentence in this way for maximum impact. The cold is deadly in the sea. The description 'bitterly' seems appropriate, as it emphasises the cruelty and harshness of the cold to humans.

## Student Book Answers

**Activity 2**

1 Students' own answers. Answers should:

- be planned carefully, considering the overall structure
- use paragraphs accurately
- use different sentence lengths for maximum effect
- use both co-ordinating and subordinating conjunctions to link clauses
- include appropriate vocabulary to enhance description
- be checked for accurate punctuation and paragraphing.

**Section 6 Argument: Lesson 10****Activity 1****1a**

A – Schools should teach children some important survival skills.

C – French and maths are not as useful as survival skills.

**1b**

A – Schools should teach children some important survival skills.

2 This point appears in the second, third, fourth and fifth paragraph.

3a A – Children must learn that they can hurt themselves.

3b C – We should keep children safe but we should not stop them having adventures.

3c D – Children should have enough freedom to learn to look after themselves.

**Activity 2**

1a knives and fire

1b teachers and parents

2 Students' own answers. Suggested answer: The writer thinks that teachers and parents should help children to learn survival skills.

**Section 6 Argument: Lesson 11****Activity 3**

1a 'take a few risks'; 'risk everywhere'; 'do something dangerous'

1b 'achieve'; 'empower'

2 'cut himself on a knife'; 'blood pouring everywhere'

3 Students' own answers. Suggested answer: I think the writer has chosen to shock and appeal to the reader in order to engage the reader's attention and force them to think carefully about what is being said. It makes the message powerful and memorable.

**Activity 4**

**1a** 'Let's'

**1b** 'Let's' (short for 'let us'); 'we will also'

**Grammar Boost: Standard English – subject-verb agreement**

**1** Some children walk to school.

**2** Suggested answers:

Last night, some people watched the football match.

Every night, the boys watch television.

Tomorrow, an adult will watch a film.

Sometimes, a girl watches cartoons.

**Activity 5**

**1–3** Students' own answers. Answers should:

- state whether they agree or disagree with the writer at the start of the paragraph
- go on to provide evidence to support their point
- explain how the evidence backs up their point
- consist of at least four sentences
- be reviewed to include emotive language, a triple structure, direct address to the reader, accurate subject-verb agreement.

**Section 7 Newspaper report: Lesson 12**

**Activity 1**

**1**

<b>Day 1: Sunday morning</b>	Matthew Bryce went surfing.
<b>Day 1: Sunday night</b>	He was drifting in the Irish Sea, expecting to die.
<b>Day 2: Sunset on Monday</b>	A helicopter flew over. He was rescued.

**2a** Suggested answers: 'surfing'; 'expecting to die'; 'rescued'

**2b** all three

**2c** all three

**2d** Students' own answers. Suggested answer: The other paragraphs add more detail about his location, his feelings, how he made himself visible, when his surfboard was recovered, his thoughts about future surfing.

**2e** Students' own answers. Suggested answer: I think journalists structure news articles in this way to give key information right at the start in order to grab attention and deliver the story for people who don't have time to read the whole article.

**3** Students' own answers. Suggested answer: B, A, C, E, D

# Student Book Answers

## Section 7 Newspaper report: Lesson 13

### Activity 2

1 Students' own answers but they should draw out that the writer chose to use vocabulary which created the most drama and impact.

2 Students' own answers. Suggested answer:

A boy who vanished during a game of hide-and-seek has been found.

Bill and Brenda Jones and their three children had gone out for a day's walking in the mountains near their home in Wales. After eating their picnic lunch, the family decided to play hide-and-seek. More than an hour later, they became alarmed that they had no idea where their son, Ryan, was hiding.

Mr Jones phoned the Mountain Rescue service, who immediately rushed to the scene.

[underlined = changes to vocabulary]

### Grammar Boost: Writing in the past and present

1 Students' own answers. Suggested answer:

	Headlines	Opening sentences
A	100-year-old woman wins lottery!	A woman who is 100 years old has won more than £1 million in the lottery this week.
B	Letter arrives 50 years late!	A letter posted in 1967 has finally been delivered more than half a century late.
C	Teenager has to land plane when pilot faints	A teenager was forced to land the plane she was travelling in when the pilot fainted in the cockpit.

### Activity 3

1–3 Students' own answers. Answers should:

- be planned to include information about who, what, when, where, why and how
- be structured to follow the model in the example article
- include a headline and key points in the opening paragraph
- add more detail in subsequent paragraphs, using dramatic vocabulary
- use a variety of appropriate presentational features.

# Student Book Answers

## Section 8 Comparing texts: Lesson 14

### Activity 1

1 Students' own answers. Suggested answers:

He was in the Himalayas.

He was researching climate change.

He fell down a crevasse while out collecting snow samples.

It lasted eight hours (six hours to pull himself free and two hours to crawl back to the tent).

He pulled himself out, crawled back to his tent and called for help on the satellite phone.

He knew that he would die if he stayed in the glacier. He needed to start getting out immediately.

Sometimes the challenge of getting out was overwhelming but he couldn't bear the thought of his mother not knowing what had happened to him.

### Activity 2

1 Students' own answers. Suggested answers:

He was in a park.

He was playing football with his friends.

While he was playing in an abandoned building, he fell down into a pipe.

Over 12 hours.

He was rescued by helicopter, with a rope being lowered for him to cling to.

He knew that he ought to stay put so that someone could find him.

He sometimes panicked and felt he was going to die.

2 Students' own answers. Suggested answers:

Similarities	Differences
Both writers found themselves trapped in a difficult situation.	The writer of Extract A was collecting snow samples in the mountains. The writer of Extract B was playing tag.
Both were trapped in the dark.	The writer of Extract A was in an icy environment. The writer of Extract B was in a smelly sewer.
Both felt fearful and were afraid they might die.	The writer of Extract A managed to get out of where he was trapped. The writer of Extract B stayed put and awaited rescue.
Both were rescued.	The writer of Extract A was injured. The writer of Extract B was not hurt.
Both thought about their families.	It took the writer of Extract A 8 hours to get back to his tent. The writer of Extract B had to wait over 12 hours.

## Student Book Answers

### Section 8 Comparing texts: Lesson 15

#### Activity 3

**1a** Extract A – ‘helped me push through the pain and the fear’; Extract B – ‘I started crying a little because I was so scared.’

**1b** Students’ own answers. Suggested answers: The writers of both extracts describe being frightened. For example, the writer of Extract A admits that he was frightened when he says he was thinking of his mother that helped him ‘push through the pain and the fear’. The writer of Extract B was also frightened and says that he cried ‘because I was so scared’.

**2** Students’ own answers. Suggested answers: It took a total of eight hours for the writer of Extract A to get back to his tent after falling down the crevasse. Although he got out of the crevasse in six hours, it took two more ‘to cover the 100 yards to the tent’. In contrast, it was ‘over 12 hours’ after his fall that the writer of Extract B was rescued.

#### Grammar Boost: Adverbials for comparison

**1a** The writer of Extract A was a scientist carrying out important research. On the other hand, the writer of Extract B was a boy playing a game in the park.

**1b** The writer of Extract A fell down a crevasse and was trapped. In contrast, the writer of Extract B fell into a sewer and was unable to escape.

**1c** The writer of Extract A was determined to climb out of the crevasse. However, the writer of Extract B waited helplessly for someone else to rescue him.

#### Activity 4

**1–4** Students’ own answers. Answers should:

- cover two points of comparison, with two paragraphs
- structure the points in a logical sequence
- include four relevant quotations, correctly punctuated
- use adverbials to link the comparisons.

### Section 9 Letters: Lesson 16

#### Activity 1

**1a** Students’ own answers. Suggested answer: Penny and Ana helped to rescue a man who was in a boat and couldn’t get back to the shore.

**1b** Students’ own answers. Suggested answers:

Paragraph 1: I’ve been on TV.

Paragraph 2: I met a girl called Ana on the beach, while I was staying with my grandma.

Paragraph 3: One day we were on the beach and heard a strange sound.

Paragraph 4: We saw a man in a boat trapped by the tide, so we rang the coastguard.

Paragraph 5: I can’t believe we were so calm.

Paragraph 6: A seaplane rescued the man and the next day he turned up with a TV crew.

Paragraph 7: He told the camera that he owed his life to us.

Paragraph 8: I’d love to hear your news and I hope your family is well.

## Student Book Answers

2 Students' own answers. Suggested answers:

Paragraph 2: A change of setting.

Paragraph 3: A change of time.

Paragraph 4: A change of setting.

Paragraph 5: A change of topic.

Paragraph 6: A change of time.

Paragraph 7: A change of speaker.

Paragraph 8: A change of topic.

**Grammar boost: First and third person**

1 When I was only five years old, I went to the museum with my family. My parents and my sister were interested in seeing all kinds of things, but I was interested only in looking at the dinosaurs. As I stared up at the massive creatures' skeletons, I imagined myself living in the time of the dinosaurs.

[underlined = changes made to the text so it is in the first person]

**Activity 2**

1 Students' own answers. Answers should:

- focus on the narrator's feelings
- be written in the first person, so use some of the following pronouns 'I', 'me', 'we'
- start with a different word, a pronoun, noun phrase or noun.

**Section 9 Letters: Lesson 17****Activity 3**

1 Students' own answers. Answers should include the following:

- sender's address
- address of the person who will receive the letter
- the date
- a greeting
- an appropriate sign off.

2 Students' own answers. Suggested answer: Penny was writing an informal letter to Padma because they are friends.

3 Students' own answers. Answers should include an appropriate greeting and sign off.

# Student Book Answers

## Activity 4

1–3 Students' own answers. Answers should include:

- an appropriate informal greeting and sign off
- full details of what happened leading up to being trapped
- full explanation of an escape or rescue
- a description of feelings during the experience
- a first-person viewpoint
- the correct layout for a letter
- logical use of paragraphs.

## Section 10 Reviewing and revising: Lesson 18

### Activity 1

1a A and D

1b My alarm woke me up. It was very early.

There was a loud noise. It sounded like something falling over.

### Spelling boost: Common verb suffixes

1a We hopped/hoped we would win the cup.

1b I love running/runing and jumppng/jumping.

1c They are shopping/shoping.

1d It was just beginning/begining to rain.

[underlined = correct answers]

### Activity 2

1 I was four or five years old. My sister **wanted** to play hide-and-seek so I crept upstairs while she **was** counting to a hundred. I climbed inside my mum's wardrobe.

I waited there for ages. I do not know how long I **waited**. Eventually I **gave** up and I tried to open the door. I could not move it. I pushed, **shoved** and rattled it but I could not open the door. I **was trapped**. I began to panic. I called out but no one could hear me.

[**shaded** = corrected mistakes]

2 Students' own answers.

## Section 10 Reviewing and revising: Lesson 19

### Activity 3

1 Students' own answers.

# Student Book Answers

2a Students' own answers. Suggested answers:

Vocabulary bank				
step	trembling	thudding	whispered	triumphant
creep	sweating	pounding	muttered	relieved
stride	clammy	throbbing	repeated	proud

2b Mali began to creep over the bridge. She tried not to look down at the water below. Her hands were trembling and she could feel her heart pounding. "You can do this," she whispered to herself. "Just take one step, then another, then another." Soon she reached the other side of the river. She felt triumphant.

[underlined = effective vocabulary choices]

### Activity 4

1a Students' own answers. Suggested answer: Reth walked to the shop. It was closed. He knew that his mother was relying on him to buy ingredients for the big family meal that evening. His family would be disappointed in him if he didn't complete the shopping. He decided that he would have to go to the shop in the next village. He hoped that it would be open.

[underlined = pronouns]

1b Students' own answers. Suggested answer: Reth walked to the shop. It was closed. He knew that his mother was relying on him to buy ingredients for the big family meal that evening. His family would be disappointed in him if he didn't complete the shopping. **Reth** decided that he would have to go to the shop in the next village. He hoped that it would be open.

[underlined = pronouns, **shaded** = noun]

### Activity 5

1a I walked through the city streets. I looked at all the people walking past me. I **looked** up at all the big buildings above me. I did not **know** where I was or where I was going. In the distance, I could **hear** the sound of a police siren and some voices. The siren and the voices made me feel worried and alone.

[**shaded** = spelling mistake, underlined = punctuation mistake, **bold** = grammar mistake]

1b and c Students' own answers.

## Student Book Answers

## Section 11 Assessment: Lesson 20

## Activity 1

1 Possible answers:

It is at the foot a steep hill.

There are traffic lights at the top.

It is at a junction with a main road into the town.

There are houses with smoking chimneys and TV aerials.

**[Note: If you are using the first edition of the Student Book, students should refer to paragraph 1 to answer question 2.]**

2 Students' own answers. Suggested answer: It suggests that Raj was willing to take risks and to rely on his instinct to cycle home, even when tired.

**[Note: If you are using the first edition of the Student Book, students should refer to lines 15–27 to answer question 3.]**

3a Possible answers:

'His heart thudding in his throat, he shot across the junction.'

'The driver's shocked face filled Raj's vision.'

'A moment later he was flung through the air.'

'He felt his left shoulder smash into the tarmac.'

'He cannoned into a cluster of dustbins and rubbish bags banked against a wall.'

'The bins clattered and bounced like skittles; the bags exploded.'

3b Possible answers: 'thudding', 'shot', 'shocked', 'flung', 'smash', 'cannoned', 'clattered', 'bounced', 'exploded'

Suggested answer: The word 'thudding' suggests that Raj is panicking. The words 'shot', 'flung' and 'smash' suggest the speed and violence of the crash.

3c Students' own answers. Suggested answer: The writer wants the reader to feel excited by the speed of the incident. The writer also wants the reader to feel suspense, wondering whether Raj will be injured or killed, and to be frightened by the possibility that he will not survive.

4a It is crushed under the wheels of the lorry.

4b He is lying with his shoulder broken in a pile of rubbish at the side of the road, staring at his crushed bike.

## Activity 2

1 Students' own answers. Answers should:

- focus on the rescue of a character from a dangerous situation
- be structured carefully to ensure the reader is engaged, with suitable paragraphing
- use a variety of sentence lengths, including multi-clause sentences with conjunctions
- use vocabulary for maximum impact, and pronouns to avoid repetition
- be proofread for spelling, punctuation and grammar errors.

## Student Book Answers

**Unit 2 Danger!****Section 1 Reading and understanding: Lesson 1****Activity 1**

**1a** The leaflet is an advice text.

**1b** The leaflet is about what to do in the event of a tsunami.

**Skills Boost: Monitoring your understanding**

**1 and 2** Students' own answers.

**Activity 2**

**1** Students' own answers.

**Section 1 Reading and understanding: Lesson 2****Activity 3**

**1** Students' own answers. Suggested answer: B – fast

**2** up to 450 miles per hour

**3** Students' own answers. Answers will vary depending on the choice of key word that the students select.

**Activity 4**

**1** Students' own answers. Suggested answers:

The key word I used was 'pronounced'.

The word 'tsunami' is pronounced 'soo-nahm-ee'.

**2** Students' own answers. Suggested answers:

The key word I used was 'high'.

A tsunami wave can be 100 feet.

**3** Students' own answers. Suggested answers:

The key word I used was 'take'.

You should take your pets with you.

**4** Students' own answers. Suggested answers:

The key word I used was 'return'.

You should only return when officials tell you it is safe to do so.

**5** Students' own answers. Suggested answers:

The key word I used was 'building'.

You should stay out of buildings because water can make floors crack or walls collapse.

# Student Book Answers

## Activity 5

**1a** Students' own answers. Suggested answers:

- caused by underwater movement, e.g. earthquake, volcanic eruption
- waves travel in all directions
- waves travel fast
- as waves approach the shore, they get higher
- waves smash into the shore.

**1b** Students' own answers. Suggested answer: Tsunamis are caused by underwater movement, such as earthquakes or volcanic eruptions. They cause a disturbance which ripples out in all directions. The waves travel very fast and as they approach the shore they grow to a huge height before crashing down into the shore.

**2a** Students' own answers. Suggested answers:

- as fast as 450 miles per hour
- as high as 100 feet
- if you can see the wave, you are too close to escape it
- tsunami waves can continue for hours
- the next wave may be more dangerous than the first
- debris in the water can be dangerous
- water can make floors crack or walls collapse.

**2b** Answers will vary but should include many if not all of the points noted above.

## Section 2 Combining key points: Lesson 3

### Skills Boost: Understanding unfamiliar words

**1a** Students' own answers. Suggested answer:

First gap: This must be a type of feeling after losing the race.

Second gap: This must be an action – what she did on the ground before she covered her face.

**1b** Suggested answer:

First gap: This must describe the running.

Second gap: This must be a descriptive word about how they felt – an adjective.

### Activity 1

**1a–c** Students' own answers.

**2** Students' own answers.

## Section 2 Combining key points: Lesson 4

### Activity 2

**1a** false

**1b** false

**1c** true

## Student Book Answers

2 Students' own answers.

**Activity 3**

1 Amber rode Ning Nong on the beach.

She clung to Ning Nong's back as the waves rose.

Ning Nong ran away from the sea with Amber.

Amber climbed from Ning Nong's back onto a small wall.

Amber's mother saw Amber on the wall.

2 Amber rode Ning Nong on the beach.

Ning Nong ran away from the sea with Amber.

Amber climbed from Ning Nong's back onto a small wall.

**Activity 4**

1–2 Students' own answers. Suggested answers:

At first, Amber feels indifference.

Then she starts to feel frightened because she sees holidaymakers on the beach disappearing beneath the waves.

Finally, Amber realises that Ning Nong is taking her towards a brick wall, and she feels relieved when she steps off his back and on to it.

3 At first, Samantha felt anxious because she heard screams from the beach. Then, she panicked because someone said that the elephant was dead. Finally, she was incredibly relieved to see Amber on Ning Nong's back.

4 Students' own answers. Suggested answer: At first, both Amber and her mother were indifferent to the small earthquake they experienced early in the morning. Amber began to realise that something was wrong when she was riding Ning Nong, because of his behaviour. However, it wasn't until Samantha heard screams from the beach that she became alarmed. Finally, both Amber and Samantha were very frightened until Ning Nong found a wall where Amber could step off his back and they were relieved to make their way back to the hotel.

**Section 3 Summarising key information: Lesson 5****Activity 1**

1a She heard a scream.

1b Sam

1c He wanted to know where her second son was.

1d She recognised his voice.

1e He blew it out.

1f Because the narrator recognised him and so he thought he might not get away with the crime.

# Student Book Answers

## Activity 2

1 and 2 Students' own answers. Suggested answer:

- Masked men capturing Sam: paragraphs 1–2
- ~~Masked man speaking to the mother: paragraphs 3–7~~
- ~~The mother recognises the masked man as Cal: paragraphs 8–9~~
- Cal threatens to burn the village: paragraph 7
- Cal lights a match and the mother reprimands him: paragraphs 11–12
- ~~Cal blows out the match and Sam runs to warn his brother: paragraph 13~~

3 Students' own answers. Suggested answer: Masked men capture Sam and threaten to burn the village. The mother recognises one man and reprimands him, so he leaves.

## Section 3 Summarising key information: Lesson 6

### Activity 3

1 Students' own answers. Suggested answers:

What happened?

- Cal threatened to burn the village
- outside Sam's house
- because he wanted to know where Sam's brother was.

Who was involved?

- Cal
- the mother
- Sam
- Sam's brothers

Where it happened

- outside Sam's house

Why it happened

- village rivalry over ownership of land

2 Students' own answers.

### Grammar Boost: Linking clauses with conjunctions

1a The mother heard a noise so she came out of her house.

1b The man threatened to burn the village because he wanted to know where her son was.

1c The mother knew who the man was when she recognised his voice.

### Activity 4

1 Students' own answers.

# Student Book Answers

## Section 4 Comparing key points: Lesson 7

### Activity 1

1a The weather deteriorates during the course of the extract.

1b The sky got darker; the wind whistled more loudly; ‘litter flew across the road’; a palm tree bent and snapped.

2 The family stayed because they didn’t really believe the hurricane would come to them.

3 Students’ own answers. Suggested answer: I think I would have hurried to the hotel as soon as the wind got stronger and things started to hit the car. The fear of a hurricane would have made me act like this because I’ve seen the devastation they can cause on TV.

### Activity 2

1 A – the weather; C – the narrator; F – the destruction caused; H – the television

2 The weather was getting more violent and hostile; the narrator was a passenger in the car and wasn’t strong enough to open the car door alone; the destruction was shocking: water rising, snapping palm trees, sweeping away cars, etc.; the advice from the television helped to save their lives.

3 Students’ own answers.

## Section 4 Comparing key points: Lesson 8

### Activity 3

1 and 2 Students’ own answers. Suggested answer:

Subject from Extract A:	Is this an important subject in Extract B? Why is that?
The weather	This is important in Extract B because the rain is so heavy it causes the river to flood over the road, threatening the lives of the local people.
The narrator	The narrator is important in Extract B because we see the events through her eyes, and because she plays an important part in getting her family to safety.
The destruction caused	The destruction caused is important in Extract B – the water from the flood rushing into the narrator’s home means the narrator and her family need to be rescued by a motorboat.
The television	The television is not an important subject in Extract B.

3 the river; the police, boats; rescue volunteers; animals

# Student Book Answers

**4** Students' own answers. Suggested answers:

The river is the cause of the flood in Extract B because it burst its banks.

The police play an important role in Extract B because they are part of the rescue operation and give vital information to the narrator.

Boats are important in Extract B because they enable local people to help others get to safety.

Rescue volunteers are important in Extract B because they go from house to house in their motorboats helping their neighbours.

Animals are important in Extract B because there are stables and several local sheep farms. The horses are rescued but many of the sheep are drowned.

## Grammar Boost: Pronouns

**1** they – the clouds; it – the rain; it – the rain; she – the sister; it – thunder; we – the narrator and her sister

**2a** At first, the building was shaking and groaning – but then the building suddenly collapsed. People ran screaming. People were terrified. As people ran, some cracks appeared in the ground. The cracks made the people run even faster.

[underlined = repeated nouns]

**2b** At first, the building was shaking and groaning – but then it suddenly collapsed. People ran screaming. They were terrified. As they ran, some cracks appeared in the ground. They made the them run even faster.

[underlined = pronouns]

**2c** Suggested answer: At first, the building was shaking and groaning – but then it suddenly collapsed. People ran screaming. They were terrified. As people ran, some cracks appeared in the ground. They made the people run even faster.

[underlined = pronouns] [shaded = nouns]

## Activity 4

**1** Students' own answers. Answers should:

- use vocabulary to make the comparison clear
- identify key points of information in each extract
- include at least two sentences about each key subject.

## Section 5 Assessment: Lesson 9

### Activity 1

**1** Student's own answers. Suggested answer: The word 'dauntless' is likely to mean not easily afraid, as we are told he could not live for long without adventure.

## Student Book Answers

2 The dragon appears to be sleeping.

3 Hidesato shows his bravery by going to Lake Biwa, and also by clambering over the dragon.

4 Student's own answers. Suggested answer: In my opinion Hidesato will accept the Dragon King's challenge because we know that he is adventurous and fearless.

5 Student's own answers. Suggested answer: Warrior Hidesato went to Lake Biwa to see the legendary monster, but found a dragon sleeping on the bridge, who turned out to be the Dragon King of the Lake.

**Activity 2**

1 'leaning against a tree trunk'

2 relaxed and enjoying the sunshine

3 Student's own answers. Suggested answer: In my opinion the narrator acted bravely when the crocodile emerged. She escaped to the tree and waited for the crocodile to get fed up and return to the river.

4 Students' own answers. Suggested answer: The narrator shows the crocodile is dangerous by describing how it could reach the narrator ('agility that didn't seem possible') and how it could bite the narrator ('its jaws snapping closed centimetres from my feet').

**Activity 3**

1 Student's own answers. All answers should:

- consider similarities, e.g. the presence of a frightening creature; the setting near water
- consider differences, e.g. one is a mythical creature (dragon), the other is a real animal (crocodile); one is told in the third person, the other in the first person; one story contains magic and is therefore fictional, the other seems to be a recount of real events.
- include quotations from each text to support the points made.

**Section 6 Inferring intentions: Lesson 10****Activity 1**

1 sage, buckwheat, greasewood shrubs and cedar trees

2 autumn

3 Uncle Jess

4 to practise with her fellow fire fighters

5 A fire had started on the other side of town, so the crew were put on full alert.

## Student Book Answers

**Activity 2**

**1** Students' own answers. Suggested answer: The writer is suggesting that Uncle Jess was killed when he was fighting a fire.

**2a** false

**2b** true

**2c** false

**3** Student's own answers. Suggested answers:

**a** 'set out to practise'

**b** 'paler and paler'

**c** 'gathering her gear'

**4** Students' own answers. Suggested answer: Mia sees Brin try to smile and to shiver as he smells the smoke and infers that he is unhappy or worried about something.

**Section 6 Inferring intentions: Lesson 11****Skills Boost: Using quotations**

**1a** The second quotation mark around the word 'tinder' is missing.

**1b** This is not an accurate quotation taken from the extract, and it should include a full stop at the end of the quotation.

**1c** This statement includes a quotation that is too long and repeats some information contained in the main part of the statement. A shorter quotation, for example, 'Brin paced around the house, unable to relax' would be better.

**Activity 3**

**1** Students' own answers. Suggested answer: The writer is trying to create the impression that Uncle Jess was a hero who bravely fought a wildfire but lost his life in doing so.

**2a** Students' own answers. Suggested answer: 'perfect, smiling man'; 'a picture of a hero'

**2b** Students' own answers. Suggested answer: The writer is suggesting that Uncle Jess was a 'hero' who had made a 'sacrifice' in the line of his firefighting duties.

**3** Students' own answers. Suggested answer: The writer creates a picture of the place where they live as 'beautiful' but also dangerous 'like tinder' in the dry autumn.

**4** Students' own answers. Suggested answer: The writer shows that Brin is anxious about his mother's health because after hearing her coughing 'he lay awake worrying long after she stopped'.

**Activity 4**

**1–3** Students' own answers. All answers should:

- consist of one or two paragraphs

## Student Book Answers

- be planned
- imply thoughts and feelings without using explicit words.

**Section 7 Responding to a text: Lesson 12****Activity 1**

**1a** Sunflower longed to go to Damaidi when she saw the village.

**1b** Suggested answer: There was children's laughter everywhere, she saw blossom in the trees and cooking smoke curling into the sky.

**1c** Students' own answers. Suggested answer: I felt curious and wanted to know more about Damaidi.

**2a** When Sunflower saw the little boat, she felt it has been trying to get her attention by bobbing about on the water.

**2b** Students' own answers. Suggested answer: I think Sunflower was feeling adventurous when she decided to get into the boat.

**2c** Students' own answers. Suggested answer: I felt quite excited when Sunflower decided to get into the boat.

**3a** Sunflower faced the embankment and clutched some grass as she climbed down.

**3b** Students' own answers. Suggested answer: I expect Sunflower was feeling a mix of emotions, such as nervousness and excitement.

**3c** Students' own answers. Suggested answer: I felt some tension and excitement too.

**Activity 2**

**1** Students' own answers. Suggested answer: I think the writer's intention in paragraphs 2 and 3 was to make the reader feel a bit anxious and excited about what will happen next.

**2** Students' own answers. Suggested answer: In paragraphs 4, 5 and 6 I think the writer's intention was to make the reader feel how the character is feeling, i.e. nervous and excited.

**Section 7 Responding to a text: Lesson 13****Grammar Boost: Synonyms and antonyms**

**1**

- laugh/cry
- strong/weak
- create/destroy
- loudly/quietly
- happiness/sadness

# Student Book Answers

2

- giggle; chuckle; laugh
- joy; happiness; delight
- weak; feeble; powerless
- sorrow; sadness; misery
- strong; tough; powerful
- dread; fear; terror

3 Students' own answers. Suggested answer: She felt powerful. She was filled with joy. She chuckled noisily.

4 Students' own answers. Suggested answer: She felt powerless. She was filled with misery. She groaned quietly.

### Activity 3

1a 'in blossom'; 'dusting the treetops'; 'smoke curling up'; 'drifting over the reeds'

1b 'drenched in sweat'; 'gurgling'; 'small hands clung'; 'holding on for dear life'

1c 'clutched'; 'came away'; 'nothing to hold on to'; 'slipping down'; 'terror'

### Activity 4

1a–e Students' own answers. All answers should:

- explain what is happening and what is described
- comment on the writer's intention
- include quotations
- explain the effects created on the reader.

## Section 8 Supporting your response: Lesson 14

### Activity 1

1 Students' own answers. Suggested answers: exciting, frightening.

2 Exciting – 'all an avid archaeologist could wish for'.

Frightening – 'The scrape of a footstep in the shadows ahead made his heart pound in his chest'.

3 Students' own answers. Suggested answers:

The quotation supports the adjective 'exciting' because it implies that it is a treasure trove of historical relics that are all linked to the past and have distant histories.

The quotation supports the adjective 'frightening' because the gloomy shadows and the ominous sound of a footstep are eerie in the dark tunnels.

### Activity 2

1 Students' own answers. Suggested answers: helpful, sympathetic

# Student Book Answers

2 Helpful – ‘Are you lost?’

Sympathetic – “Come...” he murmured kindly, offering his arm, “The exit is not far...”

3 Students’ own answers. Suggested answers:

The first quotation shows that the guard is helpful because he has judged the situation and is asking for confirmation before helping him.

The second quotation shows sympathy because it shows that he knows the boy is scared and is offering him physical reassurance.

## Section 8 Supporting your response: Lesson 15

### Punctuation Boost: Clauses and full stops

1a one

1b two

1c two

1d three

2a I was doing my homework. My dad was cooking dinner.

2b I finished my chores. I watched a film with my friends.

2c She went to the park. It was raining. She came home again.

2d We came home. I changed my clothes. I watched television.

2e Katie went to football practice. Her sister stayed in bed. She was ill.

### Activity 3

1a ‘His feelings had changed.’

1b ‘He wished he’d taken Yves seriously.’

### Activity 4

1a–d Students’ own answers. All answers should:

- include a personal response to the extract
- include at least one quotation
- include an explanation of how the quotation supports the comments.

## Section 9 Developing your response: Lesson 16

### Activity 1

1a The boy doesn’t know where he is or going. The car is empty. The train kept going for about twenty minutes.

1b Students’ own answers. Suggested answer: I feel curious after reading these lines.

1c Students’ own answers. Suggested answer: The lack of information intrigues me.

## Student Book Answers

**2a** The train slowed down a few times, and eventually stopped. It was dark and there were only a few lights and a concrete wall. The door opened and the boy stepped out into the cold darkness.

**2b** Students' own answers. Suggested answer: I feel slightly nervous after reading these lines.

**2c** Students' own answers. Suggested answer: The boy seems rather vulnerable and unsure what to do. I would feel the same.

**3a** There is no one else on the platform. The train door closed and it left the station. There are no houses, streetlights, no road, no steps. The boy sat on the bench, laughed and felt very alone.

**3b** Students' own answers. Suggested answer: I feel sorry for the boy.

**3c** Students' own answers. Suggested answer: I feel sorry for him because he tries to be brave by laughing aloud, but it just makes him feel worse. He's also cold, and uncertain what to do next.

**4a** Someone carrying a lantern is approaching him on foot.

**4b** Students' own answers. Suggested answer: I feel a mix of relief and fear.

**4c** Students' own answers. Suggested answer: I feel relief because it may be someone coming to help him, and fear because the situation feels rather spooky and it is odd that the person is carrying an old-fashioned lantern, rather than a modern torch.

**Activity 2**

**1** B – it gets worse and then better

**2** In the extract, the writer's intention is to create the effects of tension, of sympathy, and of suspense.

**3** The feeling of tension gets more intense during the extract because a mix of long description and short sentences are used which makes the reader feel uncomfortable and tense.

The feeling of sympathy gets less intense during the extract because the boy decides to leave the train, so it is his decision to be in this situation.

The feeling of suspense gets more intense during the extract because there is lots of description leading to the moment where the person approaches the boy and we don't know what is going to happen to him.

**Section 9 Developing your response: Lesson 17****Activity 3**

**1a** 'He desperately wanted the train to stop so he could get off, but it just kept on going.'

**1b** 'desperately'

**1c** The word 'desperately' conveys a sense of panic and anxiety because the boy wants the train 'to stop so he could get off'.

## Student Book Answers

**2a** Students' own answers. Suggested answer: 'silence'; 'dark'; 'still'

**2b** Students' own answers. Suggested answer: The word 'silence' conveys tension, as if everything is waiting for something to happen. There aren't even any natural sounds of wind in the trees, or sounds of people, such as cars or aeroplanes. The description of things being 'dark' and 'still' further creates a sense of mystery and spookiness.

**3** The word 'someone' suggests that the narrator can't see any details of the person, their gender, age or clothes. They were coming 'out of the darkness, toward him', which heightens tension, making the reader wonder if they are a good or bad character.

**Skills Boost: Expressing your ideas precisely**

**1** Students' own answers. Suggested answers:

**a** The writer of the extract creates the impression that something weird is happening.

**b** When a mysterious figure walks out of the darkness, it is unusual.

**c** It makes you want to find out what happens next because it is so strange.

**Activity 4**

**1a–c** Students' own answers.

**2a–c** Students' own answers.

**3** Students' own answers. All answers should:

- be two paragraphs
- focus on the reader's response
- explain how that response was created
- include quotations from the text.

**Section 10 Writing your response: Lesson 18****Activity 1**

**1–4** Students' own answers. All answers should:

- have a clear intention
- show selection of clear details
- contain implications
- consist of three paragraphs of a story opening.

**Section 10 Writing your response: Lesson 19****Skills Boost: Proofreading**

**1–3** Students should check their work for any spelling, punctuation and grammar errors and correct any accordingly.

**Activity 2**

**1–3** Students' own answers.

## Student Book Answers

**Activity 3**

1–3 Students' own answers.

**Activity 4**

1–2 Students' own answers. All answers should:

- consist of two paragraphs
- explain the students' response to the story opening
- include one or two quotations
- explain how the quotations support the ideas.

**Section 11 Assessment: Lesson 20****Activity 1**

1 The narrator thought that she and her family 'couldn't walk ten miles today without water' because they were tired and thirsty and had probably walked ten miles the previous day.

2 Nisha and her father looked at each other and knew that they were both scared. Amil is obviously unwell.

3 'loudly'; 'sternly'

4 This suggests that Amil can't continue walking for another day.

5 Students' own answers. Suggested answer: The brother's health is suffering most because he has trouble waking up, feels sick and has 'a scratchy voice'. He also has dry skin and his eyes are 'sunken'. The description that Amil 'hoisted himself up' suggests that sitting up was a great effort for him.

6 Students' own answers. Suggested answer: Nisha and her family are travelling on foot, with very little water. They are all tired and thirsty with Amil in very poor health. They walked ten miles the previous day and need to continue walking today.

**Activity 2**

1 Students' own answers. All answers should:

- consist of two paragraphs
- explain a response to the story opening
- include quotations
- explain how the quotations support the comments
- be checked for accuracy of spelling, punctuation and grammar.

## Unit 3 Travels in Space

### Section 1 Creating an impression: Lesson 1

#### Activity 1

**1a** She leans over Hiroyuki's pod, knocks on the lid, tells him to get up, presses the red button on the pod, she tells him that everyone has gone and urges him to get up, she checks his barcode/passenger number, tells him to ignore the computer, grabs his sleeve and tugs it. She pushes the door button and shoves Hiroyuki out of the door.

**1b** Hiroyuki wakes up to the knocking, talks to the girl, sees all the other pods are missing, gets up and peers through the open door into dark corridor.

**1c** The computer introduces itself, addresses Passenger 72350, tells him to get back to his pod for 're-sleeping', tells him to ignore the human, tells him not to leave the sleep room and threatens to 'take action' if he does.

#### Activity 2

**1** The computer Pilot X7 speaks 'harshly' so is used to being obeyed. It refers to Hiroyuki as a number rather than a person, so deals with data rather than relationships. The 'metallic voice' is not designed to be understanding or friendly. It seems quite detached and insensitive.

**2** The girl is scared and desperate – her voice is hissing, rather than talking aloud normally and her eyes are 'wet with fear'. She is persuasive and adamant. She is trying to convey a sense of urgency and danger to Hiroyuki. She uses imperatives ('wake up'; 'get up'; 'come on'; 'don't do it') to try to make Hiroyuki do what she wants.

**3a** Students' own answers. Suggested answer: I think that the computer can monitor exactly what the humans do, so will 'take action' against them, perhaps by closing the door before they step out and locking them inside.

**3b** Students' own answers. Suggested answer: The computer says, 'Ignore the human', which proves that it is monitoring events. It warns them that it is programmed to 'take action' if they disobey. It advises them to do as it says to avoid coming 'to any harm'.

### Section 1 Creating an impression: Lesson 2

#### Skills Boost: Connotations

**1** It suggests he is not confident or used to acting on his own initiative.

**2** These words suggest that the girl is decisive and used to telling people what to do.

#### Activity 3

**1a** The impression of the setting is dramatic and dangerous.

**1b** The writer has used description to create this impression.

# Student Book Answers

**2a** The girl is scared. Hiroyuki is cautious.

**2b** The description of the girl with 'her dark eyes wet with fear' helps to create the impression of the girl's fear. The description of Hiroyuki's eyes narrowing, helps to create an impression of the boy's puzzlement and scepticism.

## Activity 4

**1** Students' own answers. The plan should note the overall impression that students want to create and details of what one character can see.

**2** Students' own answers should be added to the table.

**3a–c** Students' own answers should be added to the table.

## Section 2 Exploring intention and structure: Lesson 3

### Activity 1

**1a** Suggested answer: Cas is in the sleeping quarters of a spaceship flying through space.

**1b** Suggested answers: 'dim'; 'room'; 'stars'; 'window'; 'monitors'; 'blue'; 'light'

**2a** The fact that he is 'drenched with sweat' suggests he is anxious, and also his 'heart was skipping'. We are also told that he senses 'something was wrong'.

**2b** Suggested answer: The fact that he takes 'a long drink of water', smooths his clothes, straightens his shoulders and strides out of the room suggest he is in control.

**2c** Students' own answers: Suggested answer: I think Cas was anxious and he made great efforts to appear calm and in control. We are told he 'carefully smoothed out his clothes' and did 'his best to seem confident'.

### Activity 2

**1** Students' own answers. Suggested answer: I think the writer intended the reader to find the opening gripping and exciting.

**2** Students' own answers. Suggested answer: I felt curious about what was happening because it is obvious that there is great danger ahead for the characters.

**3** Students' own answers. Suggested answer: I think the writer was successful because there is the tension between the perilous situation and the Cas's brave efforts to remain calm and in control.

## Section 2 Exploring intention and structure: Lesson 4

### Skills Boost: Paragraphing

**1a** Sentence B/Paragraph 2

**1b** Sentence A/Paragraph 1

**1c** Sentence C/Paragraph 3

## Student Book Answers

**2** Suggested answer: The new paragraph shows that Cas's thoughts have taken a new turn and are focused on a new – and frightening – topic.

**Activity 3**

**1a** Paragraph 1 describes the cabin. Paragraph 3 describes the bridge. Paragraph 8 describes the black hole.

**1b** Students' own answers. Suggested answer: I think the writer structured the paragraphs in this way because the reader is taken from a small place to a larger one, and then to a vast one, so the perspective gradually widens as the story progresses.

**2a** Paragraph 3 also mentions the white horse.

**2b** I think the writer had divided the topic in this way to show how it remains in Cas's head, like an echo. He cannot completely dismiss it, so it is obviously an important memory to him.

**Activity 4**

**1–5** Students' own answers.

**6** Students' own answers. All answers should:

- consist of three or four paragraphs
- describe a journey in space
- describe the experience through the five senses
- include thoughts and feelings
- be crafted to create a specific response from the reader.

**Section 3 Selecting verbs: Lesson 5****Activity 1**

**1** People who are graduates in engineering, science or maths and very fit and healthy, perhaps with flying experience.

**2** G-forces, hypoxia, weightlessness

**3** It is frightening because a crash is simulated, then water 'gushes into the cabin', then you have to release yourself and surface, 'without panicking'.

**Activity 2**

**1a** to fall

**1b** to pour

**1c** to climb

**2a** 'gush', 'crashing'

**2b** 'soars'

## Student Book Answers

**Section 3 Selecting verbs: Lesson 6****Spelling Boost: Adverbs**

**1a** He gave a clear description of the scene.

He described the scene clearly.

**1b** She was a brilliant actor.

She acted brilliantly.

**1c** He is a persuasive speaker.

He speaks persuasively.

**1d** She was a wonderful singer.

She sang wonderfully.

**1e** He had a funny voice.

He spoke funnily.

**Skills Boost: Using adverbs**

Students' own answers. Suggested answers:

**1a** He raced to school.

**1b** She sauntered to school.

**1c** He collapsed to the ground.

**1d** 'I don't want to,' she mumbled.

**1e** His leg was shattered.

**Activity 3**

**1a** Suggested answer: rushed

**1b** Suggested answer: pounding

**1c** Suggested answer: calling

**2a** stopped, looked, coming

**2b**

- halted, paused, hesitated
- peered, gazed, glanced
- hurtling, flying, rushing

**2c** She paused and glanced out of the window, into the blackness of space.

The asteroids were hurtling towards them.

**3** Students' own answers. Suggested answer: There was an explosive bang and the ship shuddered – the asteroids had hit the spaceship. Flashing red danger lights were activated all over the ship and a warning siren began to wail. The engineer located the damage and reported to the captain, who immediately pressed the ship's tannoy system and summoned help from all crew members.

# Student Book Answers

**4a and b** Students' own answers. Suggested answer: There was an explosive bang and the ship shuddered – the asteroids had hit the spaceship. Flashing red danger lights were activated all over the ship and a warning siren began to wail. The engineer located the damage and reported to the captain, who immediately pressed the ship's tannoy button and summoned help from all crew members.

## Section 4 Building noun phrases: Lesson 7

### Activity 1

**1** Students' own answers. Suggested answer: I can infer that the planet Earth has become colder and less sunny – and it was facing a disaster that had been anticipated.

**2a** Suggested answers: upset, thoughtful, sad, worried

**2b** He was upset because the pictures shown from the slide projector 'made him sad'. He was thoughtful because he was tempted to take the Shakespeare book, but decided it was better if the children chose books for themselves.

### Activity 2

**1a** a round cloudy glass **marble**

a wide black starry **sky**

[underlined = adjectives] [bold = nouns]

### 1b

What it is made of	Its shape	Its colour	Its size	Other qualities
glass	round			cloudy
		black	wide	starry

**2a** Students' own answers. Suggested answer: The adjectives create the image of a toy, something quite small, fragile and rather beautiful.

**2b** Students' own answers. Suggested answer: The adjectives create an impression of the size and frightening impersonality of the universe.

## Section 4 Building noun phrases: Lesson 8

### Grammar Boost: Prepositional phrases

**1a** The astronaut is standing next to the rocket.

**1b** The astronaut's helmet is under his arm.

**1c** The engineer is underneath the rocket.

**1d** The bird is on the rocket.

**1e** The cat is hiding behind the rocket.

## Student Book Answers

**Activity 3**

1 Students' own answers. Suggested answers: house; vehicle; mountain; lake; tower

2 Students' own answers. Suggested answers: a round glass house; a black metal vehicle; a huge brown mountain; a wide green lake; a thick stone tower

3 Students' own answers. Suggested answers: a round glass house in the distance; a black metal vehicle on the ground; a huge brown mountain by the river; a wide green lake with pink bridges; a thick stone tower under the stars

**Activity 4**

1–7 Students' own answers.

8 Students' own answers. Answers should:

- be descriptions containing noun phrases including adjectives and prepositional phrases
- consist of one or two paragraphs
- be reviewed with a view to improving the noun phrases.

**Section 5 Assessment: Lesson 9****Activity 1**

1 The writer could see the Florida swamp; a big digital clock; the space shuttle *Atlantis*

2 The writer felt excited. The phrase 'the hairs on the back of my neck were standing on end' tells us this.

3 The writer implies the danger by comparing the power beneath them as similar to that of the Hiroshima nuclear bomb.

4 The power of the space shuttle is suggested by the description of it exploding into view like a meteor and acting like 'a silver bullet'.

**Activity 2**

1 Students' own answers. All answers should:

- be carefully planned
- be written as a first-person narrative
- describe the experience of awaiting and experiencing a take-off
- use paragraphs accurately
- use carefully chosen vocabulary for maximum effect for the reader.

## Student Book Answers

**Section 6 Creating a viewpoint: Lesson 10****Activity 1****1a and b**

- The ship's alarm has sounded. Pan feels anxious and tense.
- Pan's screen goes blank and the lights in her cabin dim. Pan feels afraid.
- She runs to the cockpit, which is dark. Pan is panicking.
- The drive-display estimates a repair time of 2 minutes. Pan feels hopeful.
- The ship seems to dip and fall. Pan feels fearful again.
- The drive-display estimates 2 minutes to repair, then 'Rebooting'. Pan feels relief.
- She feels relief until she sees the display 'Rebooting... Failed'. Pan feels scared.
- The ship plummets down so she clips on the safety harness. Pan's anxiety increases further.
- She clutches her chair and tries to keep breathing. Pan feels tearful with fear and is physically distressed and sweating.

**Activity 2**

1 'the alarm sounded'; 'in the event of an emergency'; 'all power will be diverted to the repair system'

2 'vast blackness'; 'plummeting'; 'trapped'

**Section 6 Creating a viewpoint: Lesson 11****Skills Boost: Past and present tense**

1a I decide to check the ship's manual.

1b The ship flew through the darkness of space.

1c I did not know what to do.

1d He does not have time to check the data.

1e She speaks quickly to the computer.

**Activity 3**

1 'I feel'; 'I'm'; 'I am'

2 She felt the ship lurch and drop. The nose of the ship was dipping. She was being tipped forward, tipped out of her seat. With fumbling fingers, she clipped the safety harness around herself, strapping herself to the chair, and looked out of the windscreen to the vast blackness through which she was plummeting, trapped in a tiny tin can plunging to the bottom of the universe. She felt tears stabbing at the back of her eyes. And she tightened her sweaty fingers around the arms of her chair, closed her eyes and tried to keep breathing.

## Student Book Answers

**3** Students' own answers. Suggested answer: I prefer the original version because the first person and present tense makes the action seem more immediate and involves the reader more directly. I find it more exciting.

**Activity 4**

**1–4** Students' own answers.

**5** Students' own answers. Answers should:

- use a plan
- be between 50 and 75 words long
- be written in the first person and the present tense
- express thoughts and feelings
- be reviewed and rewritten in the third person and the past tense, then the two versions compared.

**Section 7 Explaining and describing: Lesson 12****Activity 1**

**1a** A, B, C, D, F

**1b** A, F

**1c** A – 'the blackness of space and the lights of a billion stars'

F – 'you feel sick and dizzy and your brain struggles to know which way is up'

**Activity 2**

**1**

The writer answers question A in paragraphs 1 and 4.

The writer answers question B in paragraph 2.

The writer answers question C in paragraphs 3 and 4.

The writer answers question D in paragraph 5.

**2** Students' own answer. Suggested answer: I think that the writer has succeeded in engaging the reader's attention at the beginning because the reader is immediately invited to 'imagine' what it might be like, with guidance from the first paragraph. I think the writer leaves the reader interested at the end because of the rhetorical question directly to the reader about whether they should sign up for a space trip. It also emphasises the huge cost.

**Section 7 Explaining and describing: Lesson 13****Activity 3**

**1a** B

**1b** Tito bought a ticket in 2001; the space station is 250 miles above the Earth; the ticket cost 20 million US dollars

**1c** These facts and statistics create a sense of awe about space travel.

## Student Book Answers

2a A

2b Possible answers:

Extract A: 'the blue and green planet'; 'the lights of a billion stars'

Extract B: 'eight days on board'; '250 miles above the Earth'

**Skills Boost: Writing in a formal register**

1 You would not believe how much it is going to cost. If you are going into space, you will need a huge amount of money. I do not think many people could afford it.

2a Students' own answers. Suggested answers: cool, ace (approval); harsh, sucks (disapproval)

2b Students' own answers. Suggested answers: That trip sounds cool./That rule really sucks.

2c Students' own answers. Suggested answers: That trip sounds interesting./That rule seems rather unfair.

**Activity 4**

1–5 Students' own answers.

6–7 Students' own answers. Answers should:

- be planned
- consist of three paragraphs
- use description, facts and statistics and opinions
- engage the reader from the start of the text
- be written in standard English.

**Section 8 Exploring sentence structure: Lesson 14**

**Activity 1**

1 Students' own responses. Suggested responses might include:

1. A picture of Mina sitting up in her cabin.
2. A picture of Mina looking out of the bridge at the landscape.
3. A picture of Mina sounding the siren.
4. A picture of the other crew arriving at the bridge.

**Activity 2**

1a highlighting a dramatic moment in a description

1b showing a sequence of events

1c highlighting key ideas

1d building up descriptive detail

## Student Book Answers

**Section 8 Exploring sentence structure: Lesson 15****Skills Boost: Adverbials**

**1a** We realised, suddenly, we were lost.

**1b** Strange lights flickered and flashed in the darkness.

**1c** A planet called Neptune can be found at the edge of our solar system.

**2a** Students' own answers. Suggested answer: In the distance, a meteor shower exploded.

**2b** Students' own answers. Suggested answer: I heard the roar of the ship's engines above our heads.

**2c** After an hour had passed, I thought I saw something.

**Activity 3**

**1** Students' own answers. Suggested answers:

'They had landed!' (pronoun);

'Weak with hunger, she grabbed' (adverbial);

'Hope filled her heart' (noun);

'Our best chance of rescue' (noun phrase);

'Suddenly, a cry halted their discussion' (adverbial).

**Activity 4**

**1–4** Students' own answers.

**5** Students' own answers. Answers should:

- include a long descriptive sentence at the start
- include a short sentence describing feelings
- be between 75 and 100 words
- use a variety of sentence openings
- use adverbials
- use a mix of long and short sentences for different purposes.

**Section 9 Gathering ideas for a description: Lessons 16 and 17****Activities 1–4**

Students' own answers. Students should follow the activities in order to:

- picture a scene
- use descriptive vocabulary, including adjectives and adverbials
- consider conveying the scene through the five senses
- describe thoughts and emotions.

## Student Book Answers

**Skills Boost: Understanding story structure**

**1a** Panit is searching in his school bag for his homework. He cannot find it.

The planet that Jen has been exploring is about to be hit by a speeding asteroid.

**1b** It's nearly Panit's turn to hand in his homework.

She can see and hear the asteroid approaching.

**1c** At the last moment, he finds his homework and hands it in.

Her spaceship takes off just as the asteroid hits the planet.

**Activities 5–6**

Students' own answers. All answers should:

- develop ideas, adding tension to the scene thinking about what has happened and what is about to happen
- be carefully structured, selecting key details for the description.

**Section 10 Reviewing and revising: Lesson 18****Activity 1**

**1** Suggested answers: I had landed...; I could see...; there were lots ...; I could see...; I noticed some...

**Activity 2**

**1a** There were lots of rocks on this planet. Some were very tall and thin. The ground was dusty. When I walked the dust went up into the air. I could taste the dust. I coughed.

**1b** Suggested answer: There were lots of rocks on this planet and many of them were very tall and thin. The ground was dusty and, as I walked, the dust rose into the air. When I tasted it, I coughed.

**1c** Students' own answers. Suggested answer: I prefer the third version. The variety in sentence length makes it more interesting to read. The longer sentences with linking clauses explain cause and effect. The shorter sentence at the end has impact, reflecting the slightly jarring cough.

**2a** They all start with 'I'.

**2b** Students' own answers. Suggested answers:

The sun was shining in an orange sky.

My mouth was dry and I felt hot.

**2c** Students' own answers. Suggested answer: Loneliness descended upon me.

**Section 10 Reviewing and revising: Lesson 19****Skills Boost: Checking spelling**

**1a** flying

**1b** lately

**1c** started

**1d** fixed

**1e** suddenly

**1f** stepped

## Student Book Answers

1g lovely

1h grabbed

**Activity 3**

1a Suggested answers: spaceship; planet; door

1b Students' own answers. Suggested answers:

- battered, creaky spaceship
- desolate, scorched planet
- rusty, squeaky door.

2a I could see the sun blazing in an orange sky.

2b when I walked the dust flew up into the air.

**Activity 4****1 Spelling mistakes:**

'slowley' – correct version: slowly

'runing' – correct version: running

'filed' – correct version: filled

'realey' – correct version: really

**2 Punctuation mistakes:**

'my face, I feel' – correct version: 'my face. I feel'

'rocks, I decide' – correct version: 'rocks. I decide'

'footprints, I had' – correct version: 'footprints. I had'

3a present tense

3b first person

**3c Grammar mistakes:**

'There were no sign' – correct version: 'There is no sign'

'something have made' – correct version: 'something has made'

'I had to find out' – correct version: 'I have to find out'

'who or what it was' – correct version: 'who or what it is'.

**Section 11 Assessment: Lesson 20**

**Activities 1–3** Students' own answers. All answers should:

- be planned, using steps 1 to 6
- be written clearly and to engage the reader
- be reviewed and revised, with reference to the checklist.

## Student Book Answers

**Unit 4 Love and Hate****Section 1 Exploring and responding: Lesson 1****Activity 1**

1 Two different kinds of people are described.

2 The poet describes some people who are inspiring and exciting, and others who are dull and exhausting.

**Skills Boost: Poetry terms**

1 8 lines

2 2 stanzas

3 inside/dried; find/mind

4 8 syllables

5 6 syllables

6 No. The rhythm of lines 2 to 8 is fairly regular with a pattern of unstressed and stressed syllables, but line 1 does not fit into the same rhythm.

**Activity 2**

1a She feels dull and uninspired.

1b The simile about leaves suggests that the poet's thoughts are lacking moisture and dying.

1c 'tired'; 'shrivel'; 'dried'

2a She feels energised and lively.

2b The simile about fireflies suggests the poet's thoughts are quick, bright and lively.

2c 'fireflies'; 'shiny'

**Section 1 Exploring and responding: Lesson 2****Activity 3**

1a Students' own answers. Suggested answer: The poem made me think about all the different people I know and how they make me feel. The poem made me look at people and think about them in a different way.

# Student Book Answers

**1b** Students' own answers. Suggested answers:

The poem made me think about all the different people I know and how they make me feel:

The question at the start of the poem, 'Isn't it strange...' challenges the reader to think about their own experiences of different feelings generated by different people.

The poem made me look at people and think about them in a different way:

It made me think about how meeting different people could have different effects on my mood and mind. Some people can make me feel happier and more stimulated, whereas others can simply drain me emotionally.

## Activity 4

**1** Students' own answers. Suggested answer: My thoughts are as busy as bees in summer.

**2** Students' own answers. Suggested answer: My thoughts are as heavy as a plodding cart horse.

## Activity 5

**1** Students' own answers. Suggested answer:

Isn't it strange some friends make

You feel so full of fun

Your ideas begin to leap and bounce

Like rabbits in a run.

## Section 2 Responding to ideas: Lesson 3

### Activity 1

**1a** Suggested answer: She will buy a squirrel and 'rabbit-hutch'. She will live in a cottage. She will have a pony. She will have a lamb that she can take into town. She might bring up a girl who has no parents.

**1b** She thinks that she won't marry because she isn't pretty.

**1c** Students' own answers. They may include points such as:

- the speaker is wrong because people don't get married just because they are 'pretty' or 'good'
- they get married because they love someone else and want to spend their lives together
- the speaker sounds very young and has a very simple view of life.

**2a** The speaker thinks that 28 or 29 is 'really old'.

**2b** When she is this age, she will adopt a child who has no parents.

**2c** Students' own answers. They may include points such as:

- I don't think that 28 or 29 is 'really old'.
- She may not want to adopt a child when she is that age.
- It may not be easy for someone of that age to adopt a child.

**3** Students' own answers, but students may infer the speaker is referring to being teenaged or in their early 20s.

## Student Book Answers

**Activity 2**

**1a** Suggested answers: The speaker is a young child; the speaker is a girl without much confidence; the speaker does not have a very kind nanny.

**1b** Suggested answers: The speaker is young because she refers to her 'nurse'; the speaker doesn't have much confidence because she believes that no one will want to marry her; the speaker does not have a kind nanny because the nanny has told her that she isn't pretty or good.

**2a** Suggested answers: The poem is humorous and shows the things that children think are important.

**2b** Suggested answers: The poem is humorous because the speaker thinks that being 28 or 29 is very old, which it isn't. It also shows the things that children think are important because of references to a cottage near a wood, a pony, a lamb and a child to bring up.

**Section 2 Responding to ideas: Lesson 4****Punctuation Boost: Poetry punctuation**

**1** I won't mind if no one wants to marry me. I will buy a squirrel in a cage and a rabbit hutch.

[shaded = changes made to punctuation]

**2** If you're cross then I will glare,  
If you're sad then I don't care.  
If you say that I am bad,  
I will say, 'Oh good, I'm glad!'

**Activity 3**

**1** Getting married, owning a property, having a child

**2** Students' own answers. Possible points:

- getting a job you enjoy
- having friends
- being independent.

**3a** Suggested answer: My views are different because they are not the traditional views of previous generations. I think being independent and having friends is more important than being married and owning a property.

**3b** Students' own answers. Suggested answer: I think that the view that you have to be pretty to get married is most shocking because it implies that marriage is just about looks and appearances.

**4** Students' own answers. Suggested answer: I think the speaker has very traditional, old-fashioned views about women, including the focus on the need to be pretty and 'good' in order to find a partner.

## Student Book Answers

**Activity 4**

1–3 Students' own answers. Answers should:

- contain an individual response to the poem
- have ideas backed up with close reference to the poem
- show an understanding of the context of the poem and values held at the time of writing
- convey a realistic view about the poet's intentions.

**Section 3 Responding to a poem: Lesson 5****Activity 1**

1a The speaker talked about his anger.

1b His anger died down after talking.

2a The speaker didn't talk about his anger.

2b As a result, his anger just grew and festered.

3 Suggested answer: The poet might be trying to teach the reader to talk about things that make you angry, particularly with the relevant people.

**Activity 2**

1a He 'watered it in fears'; he 'sunned it with smiles' and lies.

1b The poet might be describing how he smiled at his enemy when they met, pretending not to care, but secretly getting increasingly angry.

2a The poison tree changed by growing and producing a fruit – an apple.

2b Students' own answer. Suggested answer: The speaker's foe may have felt envious/jealous.

**Activity 3**

1 The speaker is angry with his foe. A poison tree grows. An apple grows on the tree. The speaker's foe sees the apple. The speaker's foe creeps towards the apple. The foe is outstretched beneath the tree.

2a He is dead or unwell.

2b Students' own answer. Suggested answer: The apple is poisoned.

2c The speaker feels happy – 'glad'.

2d Students' own answer. Suggested answer: He feels that he has beaten his enemy, so is triumphant.

2e Students' own answer. Suggested answer: The metaphor may be suggesting that if anger is allowed to grow it can have very destructive results.

# Student Book Answers

## Section 3 Responding to a poem: Lesson 6

### Grammar Boost: Linking ideas with conjunctions

- 1a The speaker's anger ends because he tells his friend that he is angry.
- 1b The speaker's anger grows since he does not tell his foe that he is angry.
- 1c The speaker grows a shiny apple on the poison tree until the speaker's foe takes it.
- 1d The speaker's foe eats the apple so he dies.
- 1e The reader might expect the speaker to feel upset although he feels glad.

### Activity 4

- 1a Students' own answers. Suggested answer: I feel that the speaker may not be a good person because he should feel guilty about the death of his foe, but he doesn't seem to. Instead he feels 'glad' to see him lying under the tree.
- 1b Students' own answers. Suggested answer: I feel rather sorry for the speaker's foe because he had been deliberately trapped and tempted by the speaker, who created the poison tree, knowingly and with deceit.
- 1c Students' own answers. Suggested answer: I think that the speaker is more responsible for what happened because the original offence might have been sorted out if only the speaker had talked to his foe about the cause of offence – in the same way that he talked to his friend.

### Activity 5

- 1 and 2 Students' own answers. Poems should:
  - describe the original decision
  - focus on the results of that decision, using a metaphor
  - use the first person
  - tell a story with a beginning, middle and ending.

## Section 4 Selecting evidence: Lesson 7

### Activity 1

1 Suggested answers:

How the speaker's sister is described	How the speaker is described
Big and tough	Good at writing ('with the pen')
In charge of the den	Reads books
Good at climbing	Can always think of the right word
Runs fast	Tells stories that 'leave their mark' (have a strong power)
The 'hero' of games	
Has a fishing rod and sword	
Brave in the dark	
Laughs at sister's fears	

- 2a Students' own answers. Suggested answer: 'They' might be parents and relatives.
- 2b The description means they are very different.

## Student Book Answers

3 The speaker thinks her sister is admirable but also bossy and mean.

4 Students' own answer. Suggested answer: This poem is about two sisters who have very different personalities and skills.

**Activity 2**

1 Students' own answers. Suggested answer: They suggest that the speaker's sister isn't good at writing.

2a Suggested answer: I think that the speaker's sister is older than the speaker. She may be about 12.

2b The clues are that she is 'bigger and tougher' and she also seems more confident physically, goes fishing and generally takes charge.

3a Suggested answer: I think the speaker feels quietly confident in herself.

3b Suggested answer: The speaker knows that she's better at writing, reading and telling stories, which gives her some confidence.

4 Suggested answer: The title 'Bookworm' reveals more about the speaker – she is the one who likes books, words, writing and stories.

**Section 4 Selecting evidence: Lesson 8****Punctuation boost: Punctuating quotations**

1a The speaker in the poem says that her sister is 'bigger and tougher' than her.

1b The speaker knows that she can always come up with 'exactly the perfect word.'

1c The speaker knows that her stories leave a 'spark', which means that they are powerful and have an effect on the reader.

**Activity 3**

1 Students' own answers. Suggested answer: My impression of the speaker is that she is clever and competitive.

2 Suggested answer: The lines 'we bicker' and 'I'm the one who can always think/ Of exactly the perfect word.'

3 Suggested answer: The line 'we bicker' shows that the girls are competitive and argue. The line 'I'm the one who can always think/ Of exactly the perfect word' suggests that the speaker is clever.

4 Students' own answers.

## Student Book Answers

**Activity 4**

**1 and 2** Students' own answers. Answers should include:

- two paragraphs – one about each sister
- describe an impression, give a quotation from the poem, explain the effect of the quotation
- be correctly punctuated, particularly the quotations.

**Section 5 Assessment: Lesson 9****Activity 1**

**1** Students' own answers. Suggested answer: The speaker is suggesting that they want complete loyalty. The speaker says they want 'the whole of it', which implies they don't want to share the friendship with anyone else.

**2a** Suggested answer: The speaker may be suggesting that they have had friends in the past but they have gone away or not always been around.

**2b** The speaker would also like this one special friend to prefer them above all others, to not care what other people say and to protect them.

**3** 'I fear it's very wrong of me'.

**Activity 2**

**1** Students' own answers. The paragraph should include:

- an impression
- a quotation as evidence
- an explanation of the link between the impression and quotation.

**2a and b** Students' own answers. Answers should:

- choose one of the given options
- explain the choice, referring closely to the wording of the poem.

**Section 6 Exploring vocabulary: Lesson 10****Activity 1**

**1** The speaker is refusing to calm down, eat or sleep.

**2** This stanza suggests that someone is saying that they feel cross, sad and that the child is very bad.

**3a** The speaker of the poem is a child.

**3b** Students' own answers. Suggested answer: The word 'lullaby' suggests that the child is very young and someone is trying to sing him or her to sleep.

**3c** Students' own answers. Suggested answer: I think a parent might be being addressed.

**3d** Students' own answers. Suggested answer: I can tell because only a parent would forgive such a difficult child and end up hugging and kissing them.

## Student Book Answers

**4** Students' own answers. Suggested answer: I think that the speaker and parent are at home, and the speaker is very tired and having a tantrum. I think the speaker is refusing to eat or go to bed – it is probably late. The parent is trying hard to calm down the child and settle them in bed.

**Activity 2**

**1a** Students' own answers. Suggested answer: I think the speaker feels angry, frustrated and tired.

**1b** Students' own answers. Suggested answer: The repetition of 'I don't want to' shows they are cross and the threat 'I will fight you' suggests that they don't want to be picked up and taken to bed – they are frustrated because they want to be doing something else. At the end, the speaker says, 'Now, I'm ready to be quiet...', which suggests they have given in to tiredness at least and are ready to snuggle down and hug their parent.

**1c** Students' own answers. Suggested answer: The poem makes me feel sympathetic to the parent because the child is obviously being difficult, but also trusts that the parent still loves them at the end.

**2a** Students' own answers. Suggested answer: I think the speaker is a strong-willed but loveable child.

**2b** Students' own answers. Suggested answer: The poet has created that impression by repeating the child's aggressive statements, then following them with some affectionate statements.

**2c** Students' own answers. Suggested answer: 'I don't want to, I don't like you, / If you touch me, I will fight you!' shows that the child is obstinate and trying to threaten their parent. The speaker's words 'I love you... I will hug you' show that the child is also affectionate and loving towards their parent.

**Section 6 Exploring vocabulary: Lesson 11****Punctuation Boost: Apostrophes of possession**

**1a** The poet's name is Francesca Beard.

**1b** The speaker's voice is angry.

**1c** The poem's title is 'Grr'.

**1d** Most poems' titles help you understand what the poem is about.

**Activity 3**

**1a**

I don't want to, I don't like you,

If you touch me, I will fight you!

If you're cross, then I will glare,

**1b** Students' own answers. Suggested answer: I think the words 'fight' and 'glare' convey the speaker's voice most powerfully because they seem quite aggressive and determined. Both words are threatening towards the person addressed as 'you'.

## Student Book Answers

**2a** three times

**2b** Students' own answers. Suggested answer: I think the poet chose to repeat them to emphasise them and give them more impact. They also convey the child's obstinate nature and determination. They make the speaker seem unrelenting and quite aggressive.

**3a** These lines are similar because they follow the same pattern and rhythm of the other paired lines. They have the same number of beats and many of the same words, e.g. 'I' and 'you'.

**3b** These lines are different because they express the opposite emotions. Instead of expressing dislike and a threat to 'fight', they admit they love and want to hug and kiss.

**Activity 4**

**1–3** Students' own answers. Answers should:

- use some of the ideas provided or students' own
- show awareness of how to create a specific voice and character through vocabulary choice.

**Section 7 Exploring figurative language: Lesson 12****Activity 1**

**1a** 'A global power in a protective case.'

**1b** The phone is like a gold and titanium friend; the phone is like a global power in a protective case.

**2** Suggested answer: value and influence

**3a** Suggested answer: This suggests that the phone is undergoing a process of change or development inside its hard exterior.

**3b** 'an eye-phone'; 'a hungry chick'; 'a baby croc'

**3c** Suggested answer: These metaphors suggest that the phone is more needy and being more demanding. It is watching the owner, wanting attention and pestering for a response.

**4a** The speaker feels trapped in the lies.

**4b** Suggested answer: This creates an image of a fish flapping and flipping, trying to escape back into familiar environment.

**4c** The pun prompts the reader to make a connection about being uncomfortable, stranded and vulnerable, linking it to something bad and deceitful.

**Section 7 Exploring figurative language: Lesson 13****Activity 2**

**1** Students' own answers. Suggested answers: protected; hidden; complex

**2** Students' own answers. Suggested answers: My phone is as protected as a pupa; my phone is as complex as a pupa

## Student Book Answers

**Skills Boost: Similes and clichés**

**1a** as green as emeralds

**1b** as white as a swan

**1c** as cold as a glacier

**1d** as old as the ocean

**Activity 3**

**1–6** Students' own answers. These answers should:

- choose an item of technology
- identify a positive quality
- select a suitable comparative object
- use the comparison in a simile
- write a completely new stanza about the item of technology, using the same structure as 'Eye-phone'.

**Section 8 Exploring form: Lesson 14****Activity 1**

**1** a parent

**2** three

**3** He fell into a bed of nettles and got stung.

**4** The speaker sharpened his or her knife, then he or she cut down the nettles.

**5** Suggested answer: The speaker thinks 'bed' is a curious name because it seems inappropriate. A bed is usually a place of rest and comfort, where one goes to relax and recharge, but the nettle bed was a place of pain, hostility and anguish.

**6** After the child sought comfort, he felt better – offering a 'watery grin'. The speaker of the poem felt anger and wanted to revenge his son's pain.

**7** The nettles grew again.

**8** Students' own answers. Suggested answer: I think the speaker means that as his son grew up, he would often feel pain as he learnt about the world and different people.

**Activity 2**

**1a** The descriptions are all linked to warfare.

**1b** Students' own answers. Suggested answer: I think the poet described the nettles like this because he regards them as enemies who have hurt his child, so he wants to wage war on them. The military descriptions give the impression that the nettles are organised in their attacks on people.

## Student Book Answers

**Section 8 Exploring form: Lesson 15****Grammar Boost: Using paragraphs**

1 Students' own answers. Suggested answers:

Paragraph 1: The child fell into the nettles, cried and was comforted.

Paragraph 2: The child's parent cut down the nettles and burned them.

Paragraph 3: Two weeks later the nettles grew again. The son felt 'sharp wounds' again.

**Activity 3**

1 It was no place for rest. With ~~sobs and tears~~ screams and yells

The boy came seeking comfort and I ~~saw~~ observed

White blisters beaded on his ~~tender skin~~ pale flesh.

2 The rhyme makes the poem more cohesive and links together in a more pleasing way. It also makes the poem more memorable.

**Activity 4**

1 The longest sentence is: 'At last... any more'. It covers four and a half lines.

2 A – The long sentence shows how quickly the parent's reactions happen.

3 Four lines end with full stops.

4 B – The lines that end in full stops describe the most important events in the poem.

**Activity 5**

1 one stanza

2 The lines have similar, regular lengths.

3 Students' own choices and answers.

**Section 9 Exploring structure: Lesson 16****Spelling Boost: Verbs and nouns**

1a teacher

1b caller

1c knitter

1d computer

1e driver

1f swimmer

# Student Book Answers

## Activity 1

1

- A She takes away sadness.
- B She gets rid of night terrors.
- C She gives out treats.
- D She knows when you've been naughty.
- E We do what she says!

2 Students' own answers. Suggested answer: The most negative one is 'naughty sensor'.

3a Students' own answers. Suggested answer: This mum is happy and comforting, kind and friendly.

3b This mum is happy because she is 'never glum' and comforting because she is a 'gold star carer'. She is kind because she gives out treats, and friendly – 'a constant chum'.

4 Students' own answers. Suggested answer: A perfect parent should also tell jokes, cook good meals and let friends stay over at the weekend.

## Section 9 Exploring structure: Lesson 17

### Grammar Boost: Pronouns and repetition

1a The poem is all about the speaker's mother. The speaker's mother is very kind and thoughtful as the speaker's mother looks after the speaker, comforts the speaker, and is a good friend to the speaker. The poem is written in very short lines that all rhyme. The very short lines that all rhyme make the speaker's voice sound fast and enthusiastic.

1b The poem is all about the speaker's mother. She is very kind and thoughtful as she looks after the speaker, comforts him or her, and is a good friend to him or her. The poem is written in very short lines that all rhyme. These make the speaker's voice sound fast and enthusiastic.

1c Students' own answers.

[Note: If you are using the first edition of the Student Book, please ask students to focus on the second and third stanzas (lines 2–14) when answering the questions in Activity 2.]

### Activity 2

1a six lines

1b They all end '-er' (except lines 7 and 13 which include an additional aside in brackets).

1c lines 1 and 2; 3 and 4; 5 and 6 – both stanzas

1d Students' own answers. Suggested answer: They are asides, extra comments which don't fit into the rest of the regular structure.

2a six lines

2b lines 2, 3, 4, 5 and 6

2c These line lengths vary more than in previous stanzas.

2d Students' own answers. Suggested answer: The lines are shorter, conveying a more reflective, thoughtful mood. They summarise his feelings, ending with the word 'Mum' which could be said very loudly, for emphasis.

# Student Book Answers

## Activity 3

1–8 Students' own poems. All poems should:

- describe the qualities of a family member or a good friend
- contain more than one stanza
- have a title and use the same word as the final line of the poem.

(Note that poems do not have to rhyme or have a regular rhythm.)

## Section 10 Comparing poems: Lesson 18

### Activity 1

1 Suggested answers:

A He shouts loudly.

B He gives out pocket money.

C He can make you feel happy again.

D He eats noisily.

E He is humorous.

F He wears odd, unfashionable clothes.

2 Students' own answers. Suggested answer: 'Biscuit mugger' is the most negative description.

### Activity 2

1a and b Suggested answers:

	Dad	Mum	Both	Neither
embarrassing	✓ 'Fashion sad'			
fun			✓ 'Great game player' 'Tall-story weaver'	
greedy	✓ 'Biscuit mugger'			
generous			✓ 'Pocket-money bearer' 'Treat dispenser'	
gloomy				
caring		✓ 'Gold star carer'		
affectionate			✓ 'Hug-me-tighter' 'Bear hugger'	
kind			✓ 'Worry squasher' 'Chocolate sharer'	

## Section 10 Comparing poems: Lesson 19

### Skills Boost: Making comparisons

1

<b>Time of day:</b>	DIFFERENT: It is daytime in picture A but night time in picture B.
<b>Weather:</b>	DIFFERENT: It is a bright and sunny in picture A but cloudy, stormy and wet in picture B.
<b>Buildings:</b>	SIMILAR: Both images show a small house.
<b>Setting:</b>	SIMILAR: Both houses are on a hill.
<b>Condition of house:</b>	DIFFERENT: The house in picture A is well kept, but the house in picture B is dilapidated.
<b>Animals:</b>	SIMILAR: There are no animals in either of the images.
<b>People:</b>	DIFFERENT: There are people in picture A but no people in picture B.

2 Students' own answers. Suggested answer: Both houses are small and set on a hill, although one is well kept and the other is dilapidated. There are no animals in either picture, however there are people in picture A. Picture A shows a bright sunny day whereas picture B shows a stormy night time scene.

### Activity 3

1 and 2 Students' own answers. All answers should:

- include a plan
- consist of two paragraphs
- have one paragraph about similarities
- have one paragraph about differences
- use adverbials and conjunctions of comparison
- include quotations from the poems.

## Section 11 Assessment: Lesson 20

### Activity 1

1a People stopped talking, jokes were unfinished, people turned their heads.

1b Students' own answers. Suggested answer: These reactions suggest that the uncle sang very rarely, so when he did it had an impact.

1c Students' own answers. Suggested answer: The reactions suggest that people were spellbound and wanted to listen to him.

2a The words of the song didn't mean much but were from a different era.

2b 'Out of key' and 'Rasping'

2c 'Beautiful enough to/ Bring us/ To tears'

2d The tune has the most powerful effect on the listeners.

# Student Book Answers

**3** Students' own answers. Suggested answer: I think the speaker means before a war or some other traumatic event.

## Activity 2

**1** Students' own answers. Suggested answer: I find this simile effective because it gives a strong impression of how a song has a cleansing effect on the listeners, by comparing it to rain, which is like the tears that the song triggers.

**2** Students' own answers. All answers should be supported with evidence from the poem.

**3** Students' own answers. Answers should refer to events in the past.

## Unit 5 Eat it

### Section 1 Describing: Lesson 1

#### Activity 1

1 his father

2 Mary

3 his father

4 He eats all the food he is given, including second helpings.

5 He has drunk a lot of water before the meal.

#### Activity 2

1a Students' own answers. Suggested answers:

The food: revolting; disgusting

The father: malicious; bullying

The narrator: afraid; anxious

Mary: silent; quiet

1b Students' own answers. Suggested answers:

The food: 'mushy school dinner'; 'slippery stewed vegetables'; 'glutinous gravy'

The father: 'enjoying the discomfort'; 'my father's watchful eye'; 'Father wasn't going to let me get away so easily'

The narrator: 'I couldn't refuse'; 'straining to finish'; 'I had to start again'

Mary: 'Mary didn't respond'

1c Students' own answers. Suggested answers:

- The food: The writer creates an impression of a disgusting meal that is like a 'mushy school dinner'.
- The father: The writer creates an impression of a malicious father who enjoys 'the discomfort' of his son.
- The narrator: The writer creates the impression that the narrator is afraid and so strains 'to finish' the meal.
- Mary: Mary is portrayed as silent, even when the narrator thanks her for the meal she 'didn't respond'.

2 Students' own answers. Suggested answer: I think the writer wants the reader to feel sympathy for the narrator, who struggles to do what his domineering father wants, despite his physical discomfort. I think the writer also wants the reader to feel a sense of disgust at the description of the huge amount of 'cold and congealed' food that the narrator is expected to eat.

## Student Book Answers

**Section 1 Describing: Lesson 2****Grammar Boost: Checking for comma splices****1a**

A I could smell the food. It was disgusting.

B I chewed and chewed. I could not swallow it.

C I did not want to eat the food. It was cold.

**1b** Students' own answers. Suggested answers:

A I could smell the food and it was disgusting.

B I chewed and chewed but I could not swallow it.

C I did not want to eat the food because it was cold.

**2** Students' own answers. Suggested answers:

B The vegetables were raw although the potatoes were burnt.

D I said it tasted delicious but I did not mean it.

**Activity 3**

**1** Students' answers will vary. Suggested answers:

I love sweet, soft, warm custard.

The salad was crisp, crunchy and refreshing.

The cake was rich and crumbly.

**Activity 4**

**1–2** Planning – Students' own answers.

**3** Writing – Students' answers should:

- be in a logical sequence, following the plan
- describe the effect of the food on their senses, for example, what it looked like, how it smelt and tasted
- give plenty of context as to where the meal was and who was with them
- describe everyone's reactions to the meal
- include a description of the students' own feelings before, during and after the meal.

**Section 2 Persuading: Lesson 3****Activity 1**

**1a B** – to persuade the reader that being able to cook is important

**1b** Students' own answers. Suggested answer: The text wants readers to know how important cooking is to everyone, whatever they do in life, because what you eat affects your health and energy. Good cooking helps people to thrive and succeed in life.

## Student Book Answers

2

- A opinion
- B opinion
- C fact
- D opinion

3a Students' own answers. Suggested answers: A and C

3b Students' own answers. Suggested answer: A

**Activity 2**

1 Students' own answers. Suggested answers:

- a The writer is suggesting that young people are busy and sharp so they need a lot of food.
- b The writer is suggesting that you need to know what the right food is to be healthy.
- c The writer is suggesting that this is a book suitable for young people, not little children.

**Section 2 Persuading: Lesson 4****Activity 3**

1 yes

2 Students' own answers. Suggested answers:

Paragraph 1: Cooking can be fun – 'When you can make your own food, the whole business of eating becomes much more exciting and enjoyable.'

Paragraph 2: Cooking can benefit your health – 'fuelling your body with the right food so that it runs like a well-oiled engine.'

Paragraph 3: Knowing more about cooking means a broader diet – 'more variety we have in our diets the better.'

Paragraph 4: These cooking ideas will be long-lasting – 'stuff that you'll still love making when you're a teenager, a student and for many years to come.'

**Punctuation Boost: Apostrophes in contractions**

1a o

1b ha

1c wi

1d i

1e a

1f ha

2a I'm

2b you've

2c they're

2d aren't

2e we'll

2f it's

## Student Book Answers

**3a** When I see their car parked there, I know they're at home.

**3b** Remember, you're meant to bring your exercise book to class.

**Activity 4**

**1–4** Students' own answers

**5** Students' own answers. Answers should:

- be structured with a clear statement of opinion at the start
- a benefit of the skill in each paragraph, with a detailed explanation
- a call to action in the final sentence
- a friendly, informal persuasive tone throughout, including contractions
- include opinions and some facts.

**Section 3 Vocabulary choice: Lesson 5****Activity 1**

**1a** A, C, E, F

**1b** E, C, A, F

**2** Suggested answers: 'pans that steamed and bubbled'; 'mouth-watering aromas of garlic, cinnamon and peppercorns'; 'aromatic coconut sauce'; 'first feast'; 'delicious'; 'was an inspiration'; 'a buzz for anyone's taste-buds'; 'a shockingly tangy eggplant sauce'

**3** Suggested answers: 'joy of cooking'; 'bursting with countless flavours'; 'thrill of cooking'; 'amazed'; 'mouth-watering'; 'desperate'; 'inspiration'.

**Activity 2**

**1a** 'fiery sweet'

**1b** Students' own answers. Suggested answer: The word 'fiery' suggests the curry is very hot and exciting. The word 'sweet' appeals to different taste buds. The combination of the two adjectives sounds interesting – and mouth-watering.

**1c** Students' own answers. Suggested answer: The phrase 'prepared with care' suggests that the cooking was very skilful and 'eaten in minutes' suggests the food was so delicious that it was eaten swiftly and eagerly.

**2a** mouth-watering

**2b** Students' own answers. Suggested answer: I think the writer chose this adjective because it explains the effect of the delicious smells, triggering a natural reaction to want to eat the food.

**2c** The writer adds the detail of the garlic, cinnamon and peppercorns.

**2d** Students' own answers. Suggested answer: These details suggest that the aunt's cooking involved a variety of ingredients to give the food strong, delicious flavours.

# Student Book Answers

## Section 3 Vocabulary choice: Lesson 6

### Grammar Boost: Exploring nouns

**1a** delicious

**1b** Suggested answers: parents; students; flavours; pans; aromas; spices; secrets

**1c** Suggested answers: thrill; cooking

**1d** Suggested answers: chore; thrill; secrets; knowledge; success; time

### Activity 3

**1** Students' own answers. Suggested answers:

**a** I think the writer chose the word 'feast' because it conveys the picture of a luxurious meal, consisting of lots of delicious food in large quantities, often prepared for a celebration or special occasion.

**b** I think the writer chose to name three individual herbs because their names give the reader more detail and are all associated with delicious flavours.

**c** I think the writer chose to use the word 'inspiration' because it conveys the idea of something extraordinary and very special. It also links to the idea of creativity and individuality.

### Activity 4

**1–5** Students' own answers.

**6** Students' own answers. Answers should:

- be structured into two paragraphs, with the first paragraph describing the venue and arrival and the second paragraph focused on the food
- use adjectives about size, shape, colour and temperature
- describe what can be heard, smelt and tasted
- give details of the food and ingredients
- describe the physical effects of the food on your body as well as how you feel about it
- choose words with interesting associations to create strong images in the reader's mind.

## Section 4 Persuasive vocabulary: Lesson 7

### Activity 1

**1** Students' own answers. Suggested answer: The writer is trying to persuade the reader to come to the restaurant.

**2a** Many of the customers have been coming for a long time, and now bring their children and grandchildren.

**2b** The chefs have won awards and create a menu with wide appeal.

**2c** The staff at the restaurant are friendly and helpful.

## Student Book Answers

3 Students' own answers. Suggested answers:

- The fact that the customers are loyal and long standing might persuade the reader to visit the restaurant.
- The fact that the chefs have won awards indicates that the cooking must be of a high standard and might persuade the reader to visit.
- The fact that the staff are friendly and helpful might reassure visitors who are less confident or less knowledgeable about the food.

4 Students' own answers. Suggested answer: The advice to book a table suggests that the restaurant is very popular and sometimes gets fully booked. It suggests that people might be 'disappointed' if they don't book in advance.

5 Students' own answers. Suggested answers: The restaurant is happy to cater for just couples, or larger parties. It is close to the station.

**Activity 2**

1 The opening times are factual information, rather than persuasive techniques.

2 Students' own answers. Suggested answers: award-winning chefs; it is family run; the recipes and ingredients are selected on a daily basis for top quality.

3a Students' own answers. Suggested answers: the chefs have won awards.

The fact that the chefs have won awards shows that they have been judged to be skilled at what they do by an independent organisation – it isn't just a claim by the restaurant that they are good.

**Section 4 Persuasive vocabulary: Lesson 8****Grammar Boost: Noun phrases**

1 Students' own answers. Suggested answers:

- a the pudding
- b the delicious pudding
- c the really delicious pudding
- d the really delicious pudding in my bowl

**Activity 3**

1 'friendly, helpful staff'

2 Students' own answers. Suggested answers: 'succulent seafood'; 'sizzling stir-fries'

3 Students' own answers. Suggested answers: 'freshest ingredients'; 'most authentic spices'; 'finest recipes'

4 Students' own answers. Suggested answer: the creamiest, richest risotto

## Student Book Answers

**Activity 4**

1–3 Students' own answers.

4 Students' own answers. Answers should:

- use the students' plans
- include vocabulary to make the food sound attractive
- use alliteration
- include superlatives
- use noun phrases which include a determiner, an adverb and adjective, as well as a noun, and in some, include a prepositional phrase
- use description to appeal to the senses, e.g. sight, smell, taste.

**Section 5 Assessment: Lesson 9****Activity 1**

1 Students' own answers. Suggested answer: The writer wants the reader to understand her personal enjoyment of different types of fruit and perhaps be persuaded that they are delicious.

**2a**

Negative: 'stodgy'; 'greasy'; 'dull'; 'unhealthy'; 'boring'

Positive: 'exotic'; 'luxurious'; 'fragrant'; 'gleaming'; 'shiny'; 'bright'

2b Students' own answers. Suggested answers:

- 'stodgy' – unpleasant, indigestible; 'greasy' – unhealthy
- 'exotic' – rare, special, exciting; 'luxurious' – a special treat, expensive, rare

3a Students' own answers. Suggested answer: 'Grabbed' suggests the writer was eager or excited to eat the banana.

3b 'ravenous'

3c 'Ravenous' emphasises how hungry the writer was.

4 Students' own answers.

5 Students' own answers. Suggested answer:

The writer clearly enjoys the experience of eating the fruit. She describes the fruit using adjectives like 'creamy' and 'glistening' making the fruit seem delicious and precious. This is also suggested by the fact that she describes the fruit as 'exotic and luxurious', as if it's a rare treat. Also she describes her college diet as 'dull and unhealthy', which emphasises not only that the fruit is exciting and enjoyable, but that it is better for her.

## Student Book Answers

**Activity 2**

Students' own answers. Answers should:

- be planned
- trigger a specific reaction in the reader
- be well structured
- convey the effects of the experience in an exciting, vivid way, ideally with some drama
- use carefully chosen vocabulary
- be accurate in terms of punctuation.

**Section 6 Structuring persuasive language: Lesson 10****Activity 1**

**1** The writer's intention is to persuade the reader to eat healthily by giving information about a balanced diet.

**2a** Suggested answers: 'eat'; 'have'; 'aim to'

**2b** Suggested answers: 'Fruit and vegetables give us plenty of the vitamins, minerals and fibre we need to keep healthy.'; 'too much fat and sugar can make us overweight'; 'a medium-sized portion of fast food fries contains nearly a quarter of the fat an adult should eat in one day'.

**2c** Suggested answers: 'Experts recommend that around a third of our diet should be starchy carbohydrates'; 'a can of soda can contain the equivalent of 13 cubes of sugar: more than 150% of the amount an adult should eat in a day!'; 'a medium-sized portion of fast food fries contains nearly a quarter of the fat an adult should eat in one day'; 'research shows that eating breakfast every day means you're less likely to be overweight'.

**2d** Suggested answers: 'It gives us the energy, nutrients and vitamins we need to stay alive and keep well'; 'they're big on flavour and small on fat, so you can fill up with plenty of vegetables on your plate'; 'making us more likely to develop heart disease or have a stroke'

**3** Students' own answers. Answers should:

- include a variety of food, including carbohydrates, vegetables and/or fruit
- not include too much fat, sugar or salt (which are often found in processed foods).

**Activity 2**

**1a** five

**1b** These subheadings divide up the information and advice into easily identifiable sections.

**2** five

**3** five

**4** five

## Student Book Answers

5 Students' own answers. Suggested answer: The writer starts the second paragraph because it focuses on advice about breakfast. The writer starts the third, fourth and fifth paragraphs because they look at a different food groups.

6 Students' own answers. Suggested answer: Exercise is good for you! Subheadings – Try new sports; Build exercise into your routine; Exercise with your friends.

**Section 6 Structuring persuasive language: Lesson 11****Punctuation Boost: speech and quotation punctuation**

1 'You're going to be late for school,' said Dad.

'I've got plenty of time,' I replied.

'You're still in bed!' Dad pulled the covers off me and stormed out of the room.

2 Students' own answers.

**Activity 3**

1a B and C

1b A and B

2a Students' own answers. Suggested answer: 'You should have no more than one teaspoon of salt a day'.

2b Students' own answers. Suggested answer: 'Too much salt can give us high blood pressure, making us more likely to develop heart disease or have a stroke'.

**Activity 4**

1 and 2 Students' own answers. Answers should:

- include a direct instruction, using an imperative verb
- give reasons for this instruction
- contain well-ordered sentences within the paragraph, for maximum persuasiveness.

**Activity 5**

1–3 Students' own answers.

4 Students' own answers. Answers should:

- build on the plans drawn up earlier
- use subheadings
- include an expert opinion (real or made up)
- use imperative verbs
- give explanations for the instruction
- use punctuation correctly, including speech marks.

## Student Book Answers

**Section 7 Structuring persuasive sentences: Lesson 12****Activity 1**

**1** These tips have been organised as a numbered list. The writer's intention is to influence the way that parents treat their children who are picky about their food.

**2** Students' own answers. Suggested answers: Parents should help their children to cook meals. Parents should eat with their children. Parents should not force their children to clear their plate. Parents shouldn't offer 'rewards' for children to eat certain foods.

**Activity 2**

**1a** 'Be patient.'

**1b** These short sentences tell the reader what to do.

**1c** Students' own answers. Suggested answer: I think that using short sentences make these points more persuasive because they are memorable and direct. They have more impact because they are short.

**2a** 'Plant a herb garden on a windowsill'

**2b** 'let your child help in planting and watering seeds'

**2c** 'so they can be responsible for creating food'

**2d** 'and'

**2e** 'so'

**3a** 'You may have to offer a child a new food...'

**3b** 'Children should learn...'

**Section 7 Structuring persuasive sentences: Lesson 13****Activity 3**

**1a** Eat together. Do not give your child separate mealtimes. Show them how much you are enjoying your food.

**1b** Students' own answers. Suggested answer: One long sentence is easier to understand because it shows how the ideas are all linked together and relate to each other, rather than separate ideas.

**2a** Students' own answers. Suggested answer: Be patient as you may have to offer a child a new food at least 10 times before they truly grow to accept it.

**2b** Students' own answers. Suggested answer: I think that the first version is easier to understand as the two sentences are simpler and shorter, but the second version is more persuasive, as it links the ideas together more clearly.

**Punctuation Boost: Using colons, semi-colons and dashes**

**1a** I love tomatoes: they are so tasty.

**1b** I love cooking; I hate tidying up afterwards.

**1c** I have never eaten chilli – I never will!

## Student Book Answers

**Activity 4**

1–3 Students' own answers.

4 Students' own answers. Answers should:

- include five tips organised as a numbered list
- cover the topics indicated in the plan
- include some imperative verbs
- include an explanation for the instruction
- use a variety of sentence structures, including some conjunctions
- include sentences which start in different ways
- use a variety of punctuation, accurately.

**Section 8 Rhetorical devices: Lesson 14****Activity 1**

1a D – Many children do not know how to cook.

1b A – Children should be taught to cook.

1c E – Home-cooked food tastes better and is better for our health.

**Activity 2**

1a Students' own answers. Suggested answers: 'What are the most important lessons we need to learn in our lives? To be kind? To read and write? To be able to grow and cook our own food?'

1b Students' own answers. Suggested answers: 'We must...'; 'we teach...'; 'in our schools'; 'your children'

1c Suggested answers: 'They will never experience...'; 'they will never know...'; 'how to grow food, how to keep it fresh, how to cook with real ingredients and how to create real food'.

1d Suggested answers: 'alive'; 'foundation'; 'success'; 'dangerous'; 'starved'

**Section 8 Rhetorical devices: Lesson 15****Punctuation Boost: Using colons**

1a The takeaway comes in three sizes: small, medium and large.

1b There is only one way to get enough sleep: go to bed earlier.

1c I had four items on my shopping list: milk, bread, apples and onions.

1d I always eat breakfast: it helps me to concentrate at school.

2a Students' own answers. Suggested answer: Every night, before I go to bed, I always do three things: wash my face, clean my teeth, read my book.

2b Students' own answers. Suggested answer: I had some good news this morning: my team won the science competition.

2c Students' own answers. Suggested answer: I've had a great idea: we can train every morning before school.

# Student Book Answers

## Activity 3

1 You do not want to eat food that is bad for your health.

2 Students' own answers. Suggested answer: Do you want to eat food that is bad for your health?

3 Students' own answers. Suggested answer: Do you want to eat food that is catastrophic for your health?

4 Students' own answers. Suggested answer: Do you want to eat food that is catastrophic for your health? Do you want to eat food that may shorten your life?

## Activity 4

1–4 Students' own answers.

5 Students' own answers. Answers should:

- express an argument clearly
- give an opinion and an explanation
- include rhetorical devices such as: a rhetorical question, emotive language, direct address, repetition
- be one paragraph in length.

## Section 9 Leaflets: Lesson 16

### Activity 1

1 most informal – C; most formal – A

most informal – B; most formal – C

most informal – C; most formal – B

2 Students' own answers: Suggested answer: I think that the Build-A-Pizza leaflet is quite informal. This is because it wants to appeal to a wide customer base and give its message simply, in a friendly, conversational way.

### Activity 2

1 Students' own answers. Suggested answers:

Organising the text	Language choices
a logo: Build-A-Pizza a heading: Fast, fun, filling... a special offer: 10% discount bullet points: Choose your pizza	imperative verbs: Try positive vocabulary: Delicious! Alliteration: fast, fun, filling rhetorical devices: rhetorical question 'Why not...' 

## Student Book Answers

**Section 9 Leaflets: Lesson 17****Punctuation Boost: Bullet points and lists**

**1a** Students' own answer. Suggested answer: The writer has used bullet points to list the ingredients clearly, so the reader can easily see what they need.

**1b** Students' own answer. Suggested answer: The writer has used a numbered list to that it is clear to the reader the order in which they need to do things in order to create the Ice cream sundae.

**2** Students' own answer. Suggested answer:

1 Go to the end of the path.

2 Turn left.

3 Walk for 1 km.

4 Walk around the lake to a wooden bench.

5 Along the way you will need to find:

- a white stone
- a feather
- a red flower
- a coin.

**Activity 3**

**1–5** Students' own answers.

**Activity 4**

**1–5** Students' own answers. Answers should:

- include appropriate adjectives
- list at least five dishes
- use positive descriptions
- include imperative verbs to give instructions
- have a variety of sentence structure
- use a variety of rhetorical devices.

**Section 10 Reviewing, revising and proofreading: Lesson 18****Activity 1**

**1** Students' own answers. Suggested answer: Super sandwiches

**2** Students' own answers. Suggested answers:

**a** creamy cheese

**b** fresh vegetables

**c** crisp salad

**d** spicy sauces

**e** succulent fish

## Student Book Answers

**Activity 2**

**1a** Students' own answers. Suggested answers: most mouth-watering; finest

**1b** Students' own answers. Suggested answer: The finest sandwich shop in town. Our super sandwiches are heavenly. With the tastiest ingredients, locally sourced and lovingly put together, one bite of our sandwiches will transport you to sandwich bliss.

**Activity 3**

**1a** Students' own answers. Suggested answer: Our sandwiches are the best because we carefully choose the best ingredients in order to make the most beautiful sandwiches.

**1b** Students' own answers. Suggested answer: Our sandwiches are the best. We carefully choose the best ingredients in order to make the most beautiful sandwiches.

**1c** Students' own answers. Suggested answer: I prefer the version that contains one longer and one shorter sentence because it is easier to read and separates out the key points.

**Section 10 Reviewing, revising and proofreading: Lesson 19****Activity 4**

**1a** You choose what type of sandwich you want. We make your sandwich while you wait. It's fresh. It's delicious. It's exactly how you want it.

**1b** Students' own answers. Suggested answer: I prefer the version that uses the direct address.

**2 B**

**Spelling Boost: Word families**

**1a** careful

**1b** cheerful

**1c** colourful

**2a** angrily

**2b** extremely

**2c** carefully

**3** Suggested answers: 'carefully'; 'beautyfull'; 'exactly'

**Activity 5**

**1 C** – Mum had made cakes, biscuits, buns and sandwiches. There was so much food!

**2** Yes – after the words 'sauces' and 'rolls'. Corrected version: 'They can choose meat, cheese, vegetables, salad and sauces. They can choose white or brown bread or rolls. They can choose whether to have the sandwich fresh or toasted.'

## Student Book Answers

**Activity 6****1a** can't**1b** won't**1c** I'm**1d** she's**1e** we've**2**

'Its' – corrected version: 'it's'

'do'nt' – corrected version: 'don't'

'youll' – corrected version: 'you'll'

**Section 11 Assessment: Lesson 20****Activity 1****1** Students' own answers. Answers should:

- be planned carefully in terms of names, persuasive vocabulary and level of formality
- be written using persuasive techniques such as alliteration, rhetorical devices, paragraphs and a variety of sentence structures.

**Activity 2****1 and 2** Students' own answers. Answers should:

- be reviewed and improved
- be accurate in terms of spelling, grammar and punctuation.

## Unit 6 Teach me

### Section 1 Exploring key features: Lesson 1

#### Activity 1

Suggested answers:

**1a** Gravity holds everything down on Earth; Isaac Newton discovered gravity when an apple fell on his head; we would all float off into space without gravity.

**1b** using a rocket-powered launcher; using powerful magnets

**1c** invented in China 800 years ago; used to defeat the Mongol army

**1d** Exhaust gases coming out of the engine nozzle at high speed push the rocket forward.

**1e** Rockets need so much fuel in order to overcome Earth's gravity; when a stage has used up all of its fuel, it is separated to get rid of the dead weight.

#### Activity 2

**1a** C

**1b** Most modern launchers are very complicated and weigh hundreds of tonnes at lift-off.

**1c** Third paragraph: Rockets need so much fuel in order to overcome Earth's gravity.

Fourth paragraph: When a stage has used up all of its fuel, it is separated to get rid of the dead weight.

**2** Exhaust gases coming out of the engine nozzle at high speed push the rocket forward. Rockets need to carry a lot of fuel to get into orbit. The stages carrying fuel are shed once the fuel is used up.

**3** Rockets are propelled by burning fuel. The fuel is carried in sections of the rocket which are shed once the fuel is used up.

### Section 1 Exploring key features: Lesson 2

#### Activity 3

**1**

**A** (v)

**B** (ii)

**C** (iv)

**D** (iii)

**E** (i)

**2** Students' own answers. Suggested answer: I find the information that explains a key idea most helpful because it tells me the most basic facts. I also find that using a familiar example helps my understanding because it relates a concept to something that I already know.

# Student Book Answers

## Skills Boost: Textual features of information texts

1 D, C, G, F, B, H, E, A

2 Students' own answers. Suggested answers: Shakespeare's family; Where he lived; When he wrote his plays.

## Activity 4

1–3 Students' own answers. All plans should include:

- a clear topic
- at least three subheadings
- different types of information.

## Section 2 Exploring an instruction text: Lesson 3

### Activity 1

1a–c Students' own answers. Suggested answers:

In section A, the writer is summarising how to make a bottle rocket. The writer has used two paragraphs. This helps make the information clear because the first paragraph explains how to make the rocket and the second paragraph explains the parallels with a space rocket.

In section B, the writer lists all the things that are needed to make a bottle rocket. The writer has used a bullet list to lay out clearly everything that is needed. This helps make the information clear for the reader because each item is featured on a separate line.

In section C, the writer instructs the reader how to actually make the bottle rocket, using numbered steps. These help to make the information clear for the reader because they take them through the process in the correct sequence, step by step.

In section D, the writer gives a diagram to reinforce the information given in the instructions. This helps to make the information clearer for the reader, so they can actually see what they should be doing, in a picture.

In section E, the writer is giving a warning to the reader. The writer uses imperatives to convey the importance of the safety instructions.

### Activity 2

1 Students' own answers. Suggested answer: The writer has written this at the start of the text because it gives a broad overview of how to make the bottle rocket.

2 Students' own answers. Suggested answer: The writer has written section B before section C because the reader has to gather together all the necessary equipment before actually starting to make the rocket.

## Student Book Answers

**3** Students' own answers. Suggested answer: The writer has written section D to the right of section C because it provides a visual aid to help the reader carry out the steps outlined in section C

**4** Students' own answers. Suggested answer: The writer has positioned this section at the end because it refers to what should be done once the rocket has been made.

## Section 2 Exploring an instruction text: Lesson 4

### Activity 3

**1 C** – It tells you what to do.

**2** Students' own answers. Suggested answer: The instructions for making a bottle rocket are effective because they clearly tell you what you need to do, step by step, in order to make the rocket.

**3** Students' own answers. Suggested answer: The advice needs to be more detailed.

### Grammar Boost: Adverbials for sequencing

**1–3** Students' own answers.

### Activity 4

Students' own answers. Answers should:

- include an introduction
- contain a list of necessary equipment
- have step by step instructions, either bulleted, numbered or sequenced by adverbials
- include a safety warning.

## Section 3 Organising information: Lesson 5

### Activity 1

**1a** in the 16th century

**1b** many birds and animals that they had never seen before

**1c** animals including rats were with them

**2a** It was about a metre tall with small wings.

**2b** Its exact appearance is unknown as there are no photographs of it, only artists' impressions.

**3a** It became extinct within 100 years of the Dutch sailors landing on Mauritius.

**3b** It was destroyed by the animals that the sailors introduced to the island.

**3c** They ate the dodo's eggs and destroyed their habitat.

## Student Book Answers

**Activity 2**

**1a** paragraph 1

**1b** paragraphs 2 and 3

**1c** paragraph 4

**1d** paragraphs 5 and 6

**2** Students' own answers. Suggested answers:

Paragraph 1 – Finding the dodo

Paragraphs 2 and 3 – How did the dodo become extinct?

Paragraph 4 – What we know about the dodo

Paragraphs 5 and 6 – What remains of the dodo

**Section 3 Organising information: Lesson 6****Activity 3**

**1** Students' own answers. Suggested answers:

**a** curiosity

**b** shock

**c** anger

**d** interest

**Skills Boost: Chronological and non-chronological structures**

**1** D, E and C, F, B, A

**2a** Events aren't recounted in exact chronological order in the text.

**2b** Students' own answers. Suggested answers: Sometimes it's good to give information out of chronological order, so that the key ideas or most important information can be featured near the beginning to catch the reader's attention.

**Activity 4**

1

Appearance	Strengths and weaknesses	History	Extinction
They were actually dark grey in colour, not black.	Their very poor sense of sight made them vulnerable to hunters.	Poachers illegally hunted them for their horns.	It is believed that the last western black rhino died in 2006.
They could be up to 1.6 m tall at the shoulder.	They were unable to see anything more than 30 m away.	They are believed to have survived for 7–8 million years.	They were declared officially extinct in 2011.
They could weigh up to 1.5 tonnes.	They had excellent senses of smell and hearing.	They lived mainly in Cameroon, in Africa.	Three other species of black rhino survive but are critically endangered.
	They could run as fast as 55 km/h.	The estimated population of western black rhinos was: 1 million in 1900, 135 in 1980, 10 in 1997, 0 in 2011.	

**2 and 3** Students' own answers. Answers should:

- contain factual information about the western black rhino
- include four paragraphs
- each paragraph should contain information linked to one particular topic.

**Section 4 Choosing precise vocabulary: Lesson 7**

**Activity 1**

1 young, broadly, small, multi-coloured, quickly, wild, twinkling, blue

2a The first is clearer.

2b right; left; smooth

2c to be precise and exact in the instructions

2d Students' own answers. Suggested answer: The addition of adjectives or adverbs would not help to make the instructions any clearer, because they are more accessible with just the minimum of information.

**Activity 2**

1a The first instructions in each pair (A) sound more friendly and helpful.

1b The helpful, friendly tone has been created by the use of the direct address 'you', and the inclusion of exclamation marks and repetition.

## Student Book Answers

**Section 4 Choosing precise vocabulary: Lesson 8****Grammar Boost: Tense and person**

- 1a past continuous, third person singular
- 1b simple present, first person plural
- 1c future, third person plural
- 1d present perfect, third person singular
- 1e present continuous, first person singular
- 1f simple past, second person (could be singular or plural)

2 present tense, second person

**Activity 3**

- 1a Suggested answers: 'into the air'; 'and rounded'; 'to a height'
- 1b Students' own answers. Answers should point out how the additional information merely lengthens the explanation, without really helping to clarify it.

2 Students' own answers. Suggested answer: Go to the sink and turn on the tap. Position your hands in the water so they get wet.

**Activity 4**

1 and 2 Students' own answers. Answers should:

- remove descriptive vocabulary
- remove unnecessary detail
- use imperatives
- include numbering or adverbs of number
- finish with an informal final instruction.

**Section 5 Writing clearly: Lesson 9****Activity 1**

1 *OXO; Tennis for Two; Spacewar!*

2 Students' own answers. Suggested answer: The Odyssey was the first video game console.

3 The game *Tennis for Two* and the games that could be played on The Odyssey all involved dots and lines. They all behaved differently depending on the game being played.

4 Students' own answers.

**Activity 2**

1a C, D and E

1b 'was'; 'had advanced'; 'were becoming'

## Student Book Answers

2a A and B

2b A – ‘was’, ‘could... be played’; B – ‘was’, ‘cost’

2c ‘but’, ‘and’

## Section 5 Writing clearly: Lesson 10

### Grammar Boost: Subject-verb sentence openings

1a The first computer game was called *OXO*.

1b It was invented in the 1940s.

1c Many old computer games were set in space.

1d Computer games have changed a lot have since then.

1e They will be popular for a very long time.

### Activity 3

1a *Spacewar!* was extremely popular with students at universities around the world. It could only be played on a PDP-1 computer.

The PDP-1 was the size of a car. It cost hundreds of thousands of dollars.

1b Students' own answers. Suggested answer: The information is clearer in the multi-clause sentences because the conjunctions explain the link between the clauses.

2a Students' own answers. Suggested answer: It was, therefore, only available to universities and large companies, but by the 1970s, computer technology had advanced and computers were becoming smaller and less expensive.

2b Students' own answers. Suggested answer: The single-clause sentences feel rather stilted and break up the information. It is clearer in multi-clauses sentences because the links between the clauses are clearer with the conjunctions.

3 Students' own answers. Suggested answer: *Spacewar!* was created in 1962 as a two-player game. Each player controlled a spaceship and shot at the other player's spaceship. Although the game could only be played on a PDP-1 computer, it was very popular.

### Activity 4

1–4 Students' own answers.

5 Students' own answers. Answers should:

- build on the plan
- have a clear subject
- cover at least four aspects of the game
- use a mix of single-clause sentences and multi-clause sentences
- convey the information clearly and fluently.

## Student Book Answers

**Section 6 Assessment: Lesson 11****Activity 1**

**1 B** – to emphasise how interested he is in the natural world

**2a** ‘fascinated’ and ‘passionate’

**2b** ‘I was totally hooked.’

**3** Students’ own answers. Suggested answers: He saw a natural history programme about spiders on TV, he took a degree in zoology at Edinburgh University, he gained a PhD in entomology.

**4** Students’ own answers. Suggested answers: The overall tone is fairly informal, conveying a friendly, conversational register. The writer uses contractions and reveals his personal feelings and attitudes in phrases such as ‘my dream job’.

**5** Students’ own answers. Suggested answer: In my opinion the writer has been effective in explaining how interesting and important insects are. His enthusiasm is infectious, as he draws the reader’s attention to the details of insect life. He also conveys some amazing facts, such as nearly all animals eat insects, and insects have been on the planet for hundreds of millions of years.

**Activity 2**

Students’ own answers. Answers should:

- focus on one clear topic
- follow a careful plan in order to organise the information effectively
- use subheadings and paragraphs
- be written in a consistent, appropriate tone and level of formality
- use a variety of sentence structures
- include precise vocabulary
- convey information clearly and fluently
- be free from spelling, grammar and punctuation errors.

**Section 7 Paragraphing information: Lesson 12****Activity 1**

**1a** Students’ own answers: Suggested answer: I think this is going to be about a man who was a fossil hunter and what he discovered.

**1b** Paragraph 1 – What fossils are

Paragraph 2 – Charles Doolittle Walcott

Paragraph 3 – A great discovery

Paragraph 4 – How land moves

Paragraph 5 – What was revealed

Paragraph 6 – *Opabinia*

**1c** Students’ own answers.

## Student Book Answers

2 Paragraph 1 – Yes, the first sentence is the topic sentence.

Paragraph 2 – Yes, the first sentence is the topic sentence.

Paragraph 3 – Yes, the first sentence is the topic sentence.

Paragraph 4 – No, the second sentence is the topic sentence.

Paragraph 5 – Yes, the first sentence is the topic sentence.

Paragraph 6 – Yes, the first sentence is the topic sentence.

**Activity 2**

1 Students' own answers. Suggested answer: The details give the impression that Walcott was inquisitive and intelligent. He was also hardworking as he wrote a lot of books.

2 Students' own answers. Suggested answer: 'He was so curious that he wanted to get outside and explore the world for himself.' I think this sums up his enthusiasm and inquisitive nature. He obviously had energy and wanted to find out about the natural world.

3 Students' own answers. Suggested answer: The most important information about Charles Doolittle Walcott is that he was a palaeontologist. This is important because he discovered many fossils in Burgess Shale and wrote about them.

**Section 7 Paragraphing information: Lesson 13****Grammar Boost: Using pronouns accurately**

1a *Anomalocaris* was huge. It could grow up to a metre long.

1b Walcott found some fossils when he was walking in the Canadian Rockies.

1c The fossils were the remains of strange-looking creatures. They had been hidden inside the rock for 505 million years.

1d Fossils are fascinating because they are like time capsules.

1e Walcott saw a glistening rock. He picked it up.

1f Walcott loved exploring, but he disliked school because it was boring.

**Activity 3**

1a A – 'Remember how the land is always moving and changing?'

1b Students' own answers. Suggested answer: E – 'The place where he found them is known as the Burgess Shale, named after nearby Mount Burgess.'

1c Students' own answers. Suggested answer: D – 'Walcott's fossils are some of the oldest ever found.' This is an effective topic sentence for the paragraph because all the rest of the sentences explain it in more detail.

## Student Book Answers

**Activity 4**

1–3 Students' own answers. Answers should:

- include appropriate subheadings
- consist of two paragraphs
- use topic sentences for each paragraph
- include detail about each topic sentence
- use pronouns to avoid repetition of nouns or noun phrases.

**Section 8 Engaging the reader: Lesson 14****Activity 1**

**1a** Students' own answers. Suggested answer: I find the extract very informative. It gives facts about the brain's appearance, what it does and how it is protected.

**1b** Students' own answers. Suggested answer: The brain looks a bit like a grey cauliflower. 'Your brain sends more signals around your body than all the text messages sent from every phone in the world'.

**2a** Students' own answers. Suggested answer: I think the extract is entertaining and engaging because it describes things in an interesting, accessible way.

**2b** Students' own answers. Suggested answers: 'more powerful than the fastest supercomputer ever created'; 'your brain is very clever and probably knows that already!'

**Activity 2**

**1a** The writer has engaged the reader with a comparison in this sentence. The human brain is compared to a cauliflower.

**1b** The writer has engaged the reader with statistics about the speed of the human brain.

**1c** The writer has engaged the reader with advice about protecting your brain, for example always wear a helmet when cycling or skateboarding.

**1d** The writer has engaged the reader with some humour. The human brain is clever, so probably doesn't need this advice.

**2a** Students' own answers. Suggested answer:

Paragraph 1 – The brain looks like a cauliflower, twice the size of your fist.

Paragraph 2 – The brain sends messages to your body very quickly.

Paragraph 3 – The brain is more powerful than a supercomputer.

Paragraph 4 – The brain is protected by the skull, layers of tissue and fluid.

Paragraph 5 – The brain can be damaged, so always wear a helmet for activities such as cycling and skateboarding

**2b** Students' own answers. Suggested answer: The engagement techniques are spread out throughout the extract.

**2c** Students' own answers. Suggested answer: This structure means that different engagement techniques are used at different times to sustain the reader's interest and to provide variety.

## Section 8 Engaging the reader: Lesson 15

### Skills Boost: Using synonyms

1 Students' own answers. Suggested answer: 'The human body'; 'amazing'; 'machine'

2 Suggested answers:

a big – huge; enormous; large; massive

b scary – frightening; intimidating; menacing; threatening

c move – act; shift; mobilise; place

d quickly – speedily; hastily; swiftly; immediately

3 Students' own answers. Suggested answer: *Tyrannosaurus rex* was a massive, menacing dinosaur but it could not act very speedily.

### Activity 3

1a C – 'This is called cerebrospinal fluid'

1b A – 'a large grey wrinkled lump about twice the size of your fist'

1c C – 'stops your brain rattling against the inside of your skull'

1d B – 'more powerful than the fastest supercomputer ever created.'

### Activity 4

1 and 2 Students' own answers. Answers should:

- focus on what and where the heart is (first paragraph)
- focus on what the heart does (second paragraph)
- include a topic sentence, facts, statistics, a comparison and some technical scientific language
- use powerful language to create images in the reader's mind
- sustain the reader's interest in a variety of ways.

## Section 9 Reaching conclusions: Lesson 16

### Punctuation Boost: Proofreading full stops

1 Albert Einstein was one of the greatest scientists and thinkers that has ever lived. He was born in Germany in 1879. Albert learned a lot about science and electronics from his father, who ran an electronics company. Albert was always very good at maths and physics. By the age of 14, he had taught himself algebra, geometry, and calculus. When Albert was 15, his family moved to Italy because his father's company had failed. Albert did not do well at school in Italy.

### Activity 1

1a Students' own answer. Suggested answer: I think the writer admires Frida Kahlo.

1b Students' own answer. Suggested answer: 'Frida Kahlo was an artist like no other.'

## Student Book Answers

**2** Students' own answer. Suggested answer: I think the writer focuses on Frida Kahlo's early life because it had an important influence on her later development as an artist.

**3a** when and where Frida was born; Frida's unique and surprising qualities; dramatic events in Frida's life.

**3b** Students' own answer. Suggested answer: I think the writer chose to include these pieces of information because they give some context for when and where she lived and also explain things that later influenced her work.

**4** Students' own answers. Answers should:

- be no longer than 66 words
- contain four ideas
- be one paragraph
- be written in the first person.

## Section 9 Reaching conclusions: Lesson 17

### Activity 2

**1a** paragraph 4

**1b** paragraph 5

**1c** paragraph 3

**2** Students' own answer. Suggested answer: Frida Kahlo and her art

**3** Students' own answer. Suggested answers:

A – The first sentence shows that Frida's artwork is very popular today.

B – The second sentence shows that she is acknowledged as a serious, influential artist.

C – The third sentence shows how many people are interested in her and her work today.

### Activity 3

**1** Students' own answer. Suggested answers:

**a** At the beginning of the article, the writer gives details of Frida's childhood.

**b** In the middle, the writer focuses on when Frida began to paint and what she painted.

**c** At the end of the article, the writer focuses on the popularity of her artwork today.

**2** Students' own answer. Suggested answers: C, A, B, D, E

## Student Book Answers

**Activity 4**

1–3 Students' own answers.

4 Students' own answers. Answers should:

- use paragraphs to structure the article
- cover childhood, achievements and the consequences of those achievements
- build on the plan prepared earlier
- use carefully chosen vocabulary
- be about 200 words
- be written as a first-person biography.

**Section 10 Planning a lesson: Lesson 18****Activity 1**

1 and 2 Students' own answers.

**Activity 2**

1 Students' own answers.

**Section 10 Planning a lesson: Lesson 19****Skills Boost: Ways of planning**

1a and b Students' own answers. Suggested answers: (2) Facts about gorillas; (1) Gorillas and humans; (3) Gorillas under threat

2a and b Students' own answers. Suggested answers: (1) Why is first aid important?; (2) Assessing the situation; (3) Treatments

3 Students' own answers.

4 Students' own answers.

**Activity 3**

1a How to create a cartoon

1b The life of Mahatma Gandhi

1c Climate change; Black holes in space; Chocolate; The Olympic Games

**Activity 4**

1–3 Students' own answers.

# Student Book Answers

## Section 11 Assessment: Lesson 20

### Activity 1

1–5 Students' own answers.

### Activities 2 and 3

1 Students' own answers. Answers should:

- be clear and engaging
- written in Standard English
- use an appropriate register
- have accurate punctuation
- include a variety of sentence lengths and vocabulary
- use pronouns appropriately.