

## Unit 1 Survival

### Section 1 Description: Lesson 1

1

A She cups her hands over her mouth. [3]

B Her Mum shouts a warning. [2]

C She hears a deafening noise. [1]

D She is thrown against a rock. [4]

E She hears a shout. [5]

2a Tick A: 'helpless' and C: 'scared'

2b Students' own answers. Suggested answer: We know the narrator feels helpless because she is being swept along by the avalanche and questions how she will end up. We know the narrator feels scared because the writer describes her 'terror' which 'grew in a flash'.

3a Possible answers: 'a moment of relief'; 'I heard a distant shout'; 'the bark of a dog'; 'My Mum and a rescue team perhaps?'; 'Mum will save me. I was sure of it.'

3b Students' own answers. Suggested answer: In the fifth paragraph of the extract the narrator seems hopeful with the line, 'A moment of relief.' This hints at the situation being not as desperate as the narrator first thought.

4 Students' own answers. Answers should follow the example provided in the activity.

### Section 1 Description: Lesson 2

5a Possible answers: 'tumbling helplessly'; 'hurled into a chasm'; 'buried'.

5b Students' own answers. Suggested answer: The writer's vocabulary creates a sense of helplessness with words such as 'helplessly' and 'hurled', which indicate the narrator is being swept along and cannot control what happens to her.

6 Tick A: 'What a brilliant party!' and D: 'She was shaking with laughter.'

Cross B: **is** Manchester the best city in England?'

[Corrected version: Is Manchester the best city in England?]

Cross C: 'Last night I couldn't sleep**!**'

[Corrected version: Last night I couldn't sleep.]

Cross E: 'That video is cool**!?**'

[Corrected version: That video is cool!]

[**shaded** = errors]

7a Students' own answers.

7b Students' own answers. Answers should follow the example provided in the table.

7c Students' own answers. Answers should draw on some of the descriptive words gathered in the table for Activity 7b.

**8a** Students' own answers. Answers should:

- describe the situation precisely and in a manner that conveys the desired mood
- describe the actions that occur in response to the situation
- describe or suggest the emotions that the character experiences
- use descriptive vocabulary that enhances the atmosphere, e.g. danger or humour.

**8b–c** Students' own answers.

## Section 2 Information: Lesson 3

**1** Tick B: 'your number one priority is to look for ways to reduce your exposure'.

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

- 'If you have head cover, shelter and water, it's probably best to stay where you are.'
- 'If you do decide to move, only do this at night.'
- 'Make a signal by building a fire or use a signal mirror.'

**2b** Students' own answers. Suggested answer: The most important point in this section of the text is that you should stay where you are if you have shelter. This is essential information because leaving shelter may be very dangerous.

**3** Students' own answers. Suggested answer: Summary B is the most effective because it is the only one that properly describes the key point of this section, which is how to avoid dehydration.

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

There are three things you must focus on to survive if you are lost in a desert:

- 1 You must reduce your exposure to direct sunlight
- 2 You must stay hydrated but do not drink all your water at once
- 3 You must wait for help if you have shelter, signalling for help if possible.

**5a–c** Students' own answers.

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

- include five key points
- be arranged in a logical order
- contain a summary paragraph that clearly articulates the main points of the article.

## Section 2 Information: Lesson 4

**6** Heading – Identifies the subject of the article.

Introduction – Gives a short overview of the issue or topic.

Subheadings – Identifies the topics covered by each section of text.

Text under subheadings – Provides detailed information.

**7** Statements A and C are true; statements B and D are false.

8 Adverbials of time: Finally; Firstly; Lastly; Never; Thirdly.

9 Students' own answers. Suggested answer: Firstly, look for ways to reduce your exposure. Next, cover your head to protect against direct sun. Finally, keep yourself as warm as possible at night.

10 Students' own answers. Answers should include:

- a heading
- an introduction
- two or three subheadings
- text under the subheadings
- ideas linked by adverbials of time.

### Section 3 Intention and response: Lesson 5

1 Students' own answers. Suggested answer: The writer wants us to feel sympathy for the characters who are in a terrible situation, and to feel the tension caused by the danger they are in.

2 Possible answers:

**The writer wants us to sense the danger before the characters do.**

Evidence:

'None of them noticed the approaching storm: the rising wind, the darkening sky.'

'They yelled in terrified surprise as the boat sharply lurched and reared up on a massive wave.'

**There is a brief moment of hope towards the end of the extract.**

Evidence:

"Land!" cried Cal as the sun was sinking, raising himself up and pointing a shaking finger into the distance. "Land! We're saved!"

3 Students' own answers. Suggested answer: The final section of the extract that describes the violent storm and how the men in the boat 'clung to it for dear life' creates the greatest sense of tension. The reader is left wondering whether the man will be able to survive, as 'sudden rain battered them' and 'waves crashed down on them'.

4a–b Students' own answers. Answers should include:

- an understanding of the writer's intention
- a description of how the student felt when they read their chosen text
- an explanation of how the writer achieved this effect, supported by quotations from the text
- two focused paragraphs covering the areas identified in parts (i) to (iii).

## Workbook Answers

**Section 3 Intention and response: Lesson 6**

5 The new paragraph should begin at the sentence 'By the time we got there, Dad was in a rage', because there is a change of time.

6a Students' own answers. Suggested answer:

There is a moment of hope when they find a coconut in the water.

Then the situation worsens when the storm batters the boat.

Finally, the situation gets better when they see land.

6b Students' own answers. Suggested answer: By structuring the text this way, giving a momentary sense of hope, the writer makes the sense of despair even more powerful.

7 Students' own answers. Answers will vary but are likely to begin with either F or H and end with I.

8 Students' own answers. Answers should include:

- a list of feelings to be expressed in the story
- a description of what happens to the character
- what the character feels and does
- notes on ordering events to achieve the intended effect.

9 Students' own answers.

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

1 Students' own answers. Possible answers:

**a Mira is excited:** 'far too excited to sleep; 'one big adventure'.

**b Mira is curious:** 'Intrigued, Mira slowly reached for her rucksack to pull out her torch'.

**c The bear is wild:** 'aggressive, high-pitched growl'; 'it'll attack if we scare it'; 'it rose up on its back legs, towering over them all and roared'.

**d Mira is scared:** 'Tears began to stream down her face'; 'she forced herself not to cry out'.

**e Mira is brave:** 'Mira forced herself to obey'; 'she tried to make herself feel brave'.

**f The bear calms down:** 'The bear dropped back down onto all four paws'; 'it turned its huge body back into the forest and lumbered back into the night.'

2 Students' own answers. Suggested answer: The short sentences create a very tense atmosphere, suggesting a whirl of thoughts and feelings, and breathless, choppy action.

3 Students' own answers. Suggested answer: The mainly long sentences in the first paragraph of the text include lots of description about Mira's thoughts and feelings. The description of Mira's thoughts and the sounds she hears reflects her excitement about coming on the camping trip.

4 Students' own answers. Answers should include:

- examples from the text on page 22 of the Student Book
- a clear definition of each grammatical term.

### Section 4 Sentence structure for effect: Lesson 8

5a I ran for the bus so I wouldn't be late.

5b He swam more slowly because he wanted to save his energy.

5c She decided to keep going until it was dark.

5d I said yes although I wasn't happy about it.

5e The cat purred and she went to sit in the sun.

6a two

6b one

6c three

7a Students' own answers. Answers must include feelings as well as actions.

7b Students' own answers. Answers should demonstrate understanding of how to use short sentences to heighten tension.

7c Students' own answers. Answers should demonstrate an understanding of how to slow the pace using longer sentences and more reflection on thoughts and feelings rather than action.

8 Students' own notes, including key points from each section.

### Section 5 Assessment: Lesson 9

1

- |   |   |         |
|---|---|---------|
| A | The Arctic is the coldest place on earth.                     | [T / F] |
| B | The Antarctic is a polar desert.                              | [T / F] |
| C | Polar bears only eat around one penguin per month.            | [T / F] |
| D | The Arctic Ocean is the shallowest on the planet.             | [T / F] |
| E | Climate change is causing more snow to fall in the Antarctic. | [T / F] |

[shaded] = correct answer]

2a Possible answers: 'spectacularly beautiful'

2b Possible answers: 'coldest'; 'driest'; 'windiest'

3 Students' own answers. Suggested answer:

- the beauty and danger of the polar regions are mentioned side by side in the first paragraph
- the subheadings cover opposite subjects, such as 'Arctic' – 'Antarctic' and 'Polar bear' (large mammal) – 'Penguin' (smaller bird)
- the writer uses the 'Arctic' and 'Antarctic' sections to describe the differences rather than similarities between them. For example, the Arctic is a 'frozen ocean' whereas the Antarctic is a 'frozen land'.

4a Students' own answers. Suggested improvements could include:

- addressing the question properly by looking at structure rather than merely summarising the argument
- using quotations to support points made.

4b Students' own answers. Suggested answer:

<sup>1</sup>The structure of the writer's ideas is clearly explored.

<sup>2</sup>Quotations from the extract are used as evidence.

<sup>3</sup>How the writer makes his point is considered.

The writer begins the section<sup>1</sup> about the polar bears by saying that they are the 'largest living land carnivore'<sup>2</sup> and they spend 'over half their time hunting'. It is therefore a surprise to learn in the next sentence that polar bears find hunting difficult, catching 'only one seal a week'. By establishing this shocking contradiction<sup>3</sup>, the writer effectively leads the reader towards the explanation that global warming is to blame. The image of polar bears having to 'swim for up to nine days to find sea ice' is a very powerful way to conclude this section, demonstrating the impact of global warming on polar bears' chances of survival.

## Section 6 Argument: Lesson 10

1 Students' own answers. Suggested answer: If children are taught that some things may be dangerous, they learn to be careful.

2 Students' own answers. Suggested answers:

**Paragraph 1:** Children should learn practical skills, teamwork and leadership.

**Paragraph 2:** We should teach children to do dangerous things in a safe way.

**Paragraph 3:** For example, they should learn to use sharp pen knives – blunt ones are more dangerous.

**Paragraph 4:** It's OK for children to get hurt – they will learn from it.

**Paragraph 5:** It's natural to want to keep your children safe, but you must let them have adventures sometimes.

**Paragraph 6:** Let's give children more freedom.

3 Students' own answers. Suggested answer: The first of the two sentences is a better summary because it describes the overall point the writer is making. The second summary, about children using knives and lighting fires, only describes part of the text by which the writer makes his argument.

4a–b Students' own answers. Answers should include:

- reasons supporting your chosen point of view
- five clear, distinct points in the argument.

**Section 6 Argument: Lesson 11**

5 Quotations A and D are examples of emotive language.

6 Students' own answers. Answers will vary following the example of a triple structure.

7a Lines A, C and D are examples of direct address.

7b Students' own answers. Suggested answer:

**Point 1:** Don't put your children's lives at risk by letting them out on the streets!

**Point 2:** You know how important it is for them to feel safe.

**Point 3:** Think about all the things that could go wrong if you're not there to help.

8

A Yesterday, the boy rode his bike to Anna's house.

B Every week the people met to discuss plans for the festival.

C Last night I saw a woman I had never met before.

D Sometimes people think I cannot speak.

9a–b Students' own answers. Answers should include:

- a range of clear points in separate paragraphs
- emotive language
- a triple structure
- direct address.

**Section 7 Newspaper report: Lesson 12**

1 Students' own answers. Suggested answer: Matthew Bryce, 22, was reported missing by his family when he did not return from a morning surf.

2 Students' own answers. Suggested answer: The article begins when the surfer thinks he is about to die because this is the moment of greatest tension and grabs the reader's attention.

3a Students' own answers. Suggested answer: B – A sharp branch almost killed a man on Thursday evening, missing his head by only several centimetres, as a tree fell through the roof of his house.

3b Students' own answers. Suggested answer: The man, 49-year-old Mr Bradley, was watching TV when the dramatic incident occurred. He reportedly had the fright of his life and said, 'I'm just so lucky to be alive!' Supportive neighbours pitched in to help the Bradley family clear the tree out of the way. Mr Bradley's wife put a light-hearted spin on the event by joking that the loft had needed clearing out for years!

## Workbook Answers

**4 Possible answers:**

The first sentence in bold grabs the reader's attention by describing the moment of greatest tension.

The first three paragraphs provide fuller details of the incident.

The fourth paragraph uses a quote from one of the survivors so that readers can imagine themselves in the situation.

The final two paragraphs round the story off by looking to the future.

**Section 7 Newspaper report: Lesson 13****5**

**A** The protester was trembling with rage as she approached the police.

**B** For a moment the crowd was silent. Then their roars nearly brought the roof down.

**C** The circus performers delivered a jaw-dropping, nerve-shredding routine.

**6a** Students' own answers. Suggested answers:

**(i)** She whacked the ball solidly into the back of the net.

**(ii)** Numerous trees are blocking the road after last night's storm.

**(iii)** The police tore after the mob along the motorway at full speed.

**6b** Students' own answers. Suggested answers:

**(i)** The words 'whack' and 'solidly' suggest that the person kicked the ball with much more force than in the original version.

**(ii)** The word 'numerous' suggests that there were many trees, rather than only a few in the original version.

**(iii)** The words 'tore after' suggest a high-speed chase and the word 'mob' suggests that there were many people, compared with 'gang' in the original which could refer to only a few people.

**7**

**a** Teenager breaks world record!

**b** Dog saves owner from cow

**c** Woman survives thirty-metre fall

**8a–b** Students' own answers. Answers should include:

- a dramatic headline
- an opening that describes the moment of greatest tension
- details of what happened
- quotes from people affected
- lots of dramatic language.

# Workbook Answers

## Section 8 Comparing texts: Lesson 14

1a

- A Extract B
- B Extract A
- C both
- D Extract B
- E Extract A

1b

- A Both writers lose their phones [T / **F**]
- B Both writers are injured [T / **F**]
- C Both writers are in darkness after their falls [**T** / F]
- D Both writers shout for help [T / **F**]

[shaded = correct answer]

2 Students' own answers. Suggested answer: The main similarity in the way that the two writers respond to their situations is that they think of their families. The writer of Extract A says that it is the thought of his mother 'never learning what had become of me' that pushes him 'through the pain and fear'. The writer of Extract B describes the fear he felt, wondering, 'Will I ever get to see my family again?'

3 Students' own answers. Possible answers could refer to the following differences:

- The writer of Extract A is proactive, the writer of Extract B sits and waits to be saved
- The writer of Extract A thinks of the impact on his mother if he doesn't survive. The writer of Extract B feels more sorry for himself than for his family.
- The writer of Extract A experiences more pain. The writer of Extract B experiences more fear.

4a–b Students' own answers. Answers should:

- identify key differences between two places
- identify key similarities between two places.

## Section 8 Comparing texts: Lesson 15

5 C – 'I started crying'

6a Students' own answers. Suggested answers:

- 'push through the pain and fear'
- 'I had to dig my way out of my own grave.'

6b '... it looked scary so I decided it was better to stay put and hope that someone would find me.'

# Workbook Answers

**7** Students' own answers. Suggested answer: The writers of both extracts are afraid they may die. The writer of Extract A takes a proactive stance, taking matters into his own hands by trying to 'dig my way out of my own grave'. However, the writer of Extract B takes the opposite approach, deciding to do nothing and just 'hope that someone would find me'.

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

**A** The bedroom in my old house was huge. Here in the new house, however, I feel like I'm living in a shoe box.

**B** Our camping trip last summer was great! We stayed by a lake and hired canoes. Similarly, this year we are camping by the water again.

**9a–b** Students' own answers. Answers should include:

- clear points of comparison between the two texts
- accurate quotations which are presented correctly
- ideas linked by adverbials.

## Section 9 Letters: Lesson 16

**1**

**A** Penny's brother is not with her because he is ill. [T / F]

**B** Penny arranges to meet the girl who lives next door at the beach. [T / F]

**C** Penny sees a man who seems to be struggling in the tide. [T / F]

**D** Penny is not surprised that she acted so calmly. [T / F]

[shaded = correct answer]

**2** Students' own answers. Suggested answer: Penny begins by saying that she appeared on TV because that is interesting to her and her reader. It also engages the reader by making them want to read on to find out what events led to Penny appearing on TV.

**3**

**A** 1st

**B** 3rd

**C** 1st

**4** Students' own answers. Suggested answer (either 'he' or 'she' can be used): He has spent the last week visiting his grandma in her cottage by the sea. On the day he arrived, he felt a bit lonely because his brother was too ill to come with him. He didn't think it'd be much fun playing on the beach all by himself!

**5** Students' own answers. Answers will vary, following the example provided in the table.

## Section 9 Letters: Lesson 17

6 Possible answers:

- The sender's address should be at the top of the page.
- The address of the person he is writing to should be on the left of the page, before the letter begins.
- The letter should begin 'Dear Sir' rather than 'Hello Sir'.
- The letter should conclude 'Yours faithfully' rather than 'Thanks'.
- The writer should include his surname.

7 Students' own answers. Suggested answer:

22 Broke Lane  
 Oxford  
 OX4 4OX  
 10th November 2019

Furniture Ltd  
 6 Leicester Drive  
 Nottingham  
 NN1 1NN

Dear Sir,

I was very disappointed with the chair that I ordered from your website.

It fell apart as soon as my cousin sat on it. Please give me my money back immediately.

Your faithfully,

Tom Graham

8 Students' own answers. Answers should include:

- the correct format and layout for a letter
- first-person viewpoint
- a variety of sentence starts
- detailed account of events and how they made you feel.

## Section 10 Reviewing and revising: Lesson 18

**1a** they had never seen an elephant before, they were amazed.

They had never seen an elephant before. They were amazed.

**1b** I could see he was bleeding, I ran over to help

I could see he was bleeding. I ran over to help.

**1c** It was her first ever birthday party. she was so excited.

It was her first ever birthday party. She was so excited!

[shaded] = mistakes

# Workbook Answers

2

flap	flapped	flapping
stomp	stompped	stompping
reload	reloadedd	reloadingg
chat	chatted	chatting

[shaded = incorrect spellings]

3 Students' own answers. Suggested answer:

a To find **punctuation mistakes**, look at full stops and capital letters.

b To find **spelling mistakes**, look at words with suffixes.

c To find **grammar mistakes**, look at each verb.

4a–b Students' own answers. Answers should include:

- test instructions
- text including errors for correction
- the corrected text.

## Section 10 Reviewing and revising: Lesson 19

5 Students' own answers. Suggested answers:

a The storm outside was violent.

b The dog bared its savage teeth and growled.

c She was trembling with anger.

6 Students' own answers. Suggested answer: The chase was on! In front of us the black van was **hurtling** through the streets, swerving **wildly** every now and then to overtake. We **sped** after them, **desperately** trying to keep up. None of us **dared to imagine what would happen** if these people got away. My heart was **pounding**. We had to stop them!

[shaded = changes]

7 Students' own answers. Suggested answer: Use a mixture of pronouns (such as he/she/they) as well as nouns.

8 Students' own answers. Suggested answer: Spelling, punctuation, grammar, vocabulary choice.

9 Students' own notes, including key points from each section.

## Workbook Answers

## Section 11 Assessment: Lesson 20

## 1a–b

We **have** been walking for three hours by the time the sun came up. We were happy because we had been walking for three hours and we liked the feel of the weight coming off our feet because now that our boots could no longer be heard the calm of the mountain was nice. Everything **feels** calm and nice and at peace

Then we heard a huge sound like a blender and high above us just below the peak, a huge bit of the white separated from the mountain and seemed to fall and we were all really tired.

“Avalanche!” someone said and we got back to our feet. It was obvious we wouldn’t make it. We stomped like elephants in mud. The avalanche got even more quicker. It was swept up more and more snow as it raced down the mountainside. then I triped and now I too was racing down the mountain on my chest.

[underlined = spelling or punctuation mistake] [**shaded** = verbs that are in the wrong tense]

**1c** Students’ own answers. Answers will vary, but vocabulary could be improved by:

- removing instances of repetition. For example the verb ‘walk’ is used twice in the first paragraph, and the adjective ‘huge’ is used twice in the second paragraph
- using more suitable descriptive words to match the scene. For example ‘blender’ seems an odd choice to describe the sound of the avalanche. One or two more threatening words other than ‘raced’ would be better to describe the approach of the avalanche.

**1d–e** Students’ own answers. Answers will vary, but sentence structure could be improved by more careful selection of longer and shorter sentences. For example:

- There are too many short sentences in the third paragraph. The final short sentence of the extract should be part of the previous sentence.
- The sentence in the first paragraph beginning ‘We were happy’ feels too long and tries to link unrelated points. (‘... and we liked the feel of the weight coming off our feet because... the calm of the mountain was nice.’)
- Some points are not explicitly made, which makes it difficult to follow the action. For example, in the second sentence of the first paragraph we are not explicitly told that the group has stopped to sit down.

2 Students' own answers. Suggested improved response:

<sup>1</sup>*Powerful description has been added to make the first line more engaging.*

We had been walking for three hours by the time the sun came up, **bathing the peak of the mountain in gold**<sup>1</sup>. I was at the back of the line. **At Mary's signal, the rest of us gratefully sat down to rest, relishing the relief of the weight being off our feet**<sup>2</sup>. Now that our footsteps could no longer be heard, the stillness of the mountain became more obvious. Everything felt calm, still and at peace.

<sup>2</sup>*The fact that the group has sat down for a break has been explicitly described.*

<sup>3</sup>*The simile has been rewritten more effectively.*

Then we heard **a long, loud ripping sound like thunder**<sup>3</sup>. High above us, just below the peak, a huge section of white separated itself from the mountain and crumpled, sending up billowing clouds of snow like dust after an explosion.

<sup>4</sup>*More dramatic vocabulary choices add effect.*

"Avalanche!" someone screamed, and we **leapt**<sup>4</sup> to our feet. It was obvious we wouldn't make it. **We stomped along like elephants in mud while the avalanche accelerated towards us, gathering more and more snow as it tore down the mountainside**<sup>5</sup>. Suddenly, I tripped and now I too was racing down the mountain, sliding on my chest, snow scratching against my face.

<sup>5</sup>*Sentences have been combined to highlight the preceding short sentence.*

## Unit 2 Danger!

### Section 1 Reading and understanding: Lesson 1

1 Students' own answers. Suggested answers:

- a Section 1 explains what tsunamis are and how they happen.
- b Section 2 explains what precautions you should take in case a tsunami happens.
- c Section 3 explains what you should do when a tsunami hits.
- d Section 4 explains what you should do to stay safe after a tsunami has hit.

2 Statements A and D are false; statements B and C are true.

Explanations are students' own answers. Suggested answers:

- A: The leaflet is an information text, designed to give important information, not entertain readers.
- B: The leaflet is intended to inform readers on how to prepare for a tsunami.
- C: The leaflet does warn readers what they should do before, during and after a tsunami.
- D: The text does not include any opinions; it only includes facts and information.

3a–b Students' own answers. Answers will vary but should include interesting facts found by skimming and scanning and three relevant subheadings for grouping the information.

### Section 1 Reading and understanding: Lesson 2

4a–b Students' own answers. Suggested answers:

**A Key words:** make, preparation

**Answer:** You should make a family communication plan.

**B Key words:** move

**Answer:** You should move inland towards higher ground.

**C Key words:** never, watch

**Answer:** If you can see the tsunami you won't be able to escape it.

**D Key words:** return, home, told

**Answer:** There can be more than one wave, and the ones that follow can be more dangerous.

**E Key words:** stay away

**Answer:** You should stay away from debris in the water.

5 Students' own answers. Answers should include:

- Get away from the sea if the water recedes from the shoreline.
- Move to higher ground.
- Stay away from the beach.
- Don't go home until you are told it is safe.
- Stay away from debris.
- Stay out of houses.

## Workbook Answers

6 Students' own answers. Answers will vary but should provide a comprehensive summary of pages 53–55 of the Student Book section on skimming and scanning texts.

**Section 2 Combining key points: Lesson 3**

1a quality

1b disaster

1c speed

1d fall in on itself

1e using gestures dramatically

2 Students' own answers. Answers will vary but should include words, definitions and correct use of the words in sentences.

**Section 2 Combining key points: Lesson 4**

3 Students' own answers. Suggested answers:

a He keeps veering inland when they are walking along the beach, then runs further inland when the water recedes from the shoreline.

b Instead of running away from the shore when the water recedes, people collect the fish that have been left on the sand.

c He goes against the current, climbs up the beach and carries Amber to a stone wall that she climbs onto.

d When Amber's mother and stepfather find her, they grab her and run to their first-floor room in the hotel.

4 Students' own answers. Answers will vary but should:

- refer to the elephant's accurate instinct that the tsunami is coming
- mention that the humans do not recognise the danger at first
- use comparative vocabulary to combine and link points.

5a–e Students' own answers. Answers will vary but should use comparative vocabulary to link and combine points.

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

1a Students' own answers. Possible answers: There was a small earthquake in the morning; Amber rode Ning Nong by the sea and he seemed anxious; a huge wave rushed towards them; moments earlier the tide had receded; some people rushed to pick up fish on the beach; Ning Nong ran as fast as he could inland; the trainer tried to encourage Ning Nong to stay on the beach but he wouldn't; Ning Nong saved Amber's life; Amber's mother rushed to the beach, looking for Amber; Amber's mother was panicked; Ning Nong climbed up the beach; Ning Nong stopped by a wall so that Amber could climb to safety; Amber was scared but relieved; Amber's mother found Amber and grabbed her, then rushed to their hotel; after they reached their first-floor room, another wave destroyed some ground-floor rooms.

## Workbook Answers

**1b** Students' own answers. Suggested answer: After a small earthquake that morning, Amber rode Ning Nong the elephant, who seemed unusually anxious, by the sea. Moments earlier, the tide had receded, and some people had rushed to pick up fish. Ning Nong, however, ran as fast as he could inland, ignoring the trainer, therefore saving Amber's life. He climbed up the beach and stopped by a wall so that Amber could climb to safety. Amber's panicked mother searched for Amber and finally found her with Ning Nong. She grabbed Amber and they rushed to safety, moments before another huge wave came.

**1c** Students' own answers. Suggested answer: Amber was riding Ning Nong the elephant when a huge wave rushed towards them. While others picked up fish, Ning Nong ran inland and saved Amber's life. Amber's panicked mother searched for Amber and finally found her with Ning Nong. She grabbed Amber and they rushed to safety, moments before another huge wave came.

**2a–b** Students' own answers. Answers will vary but should identify and combine key points in a summary of five sentences.

**Section 3 Summarising key information: Lesson 6****3**

- Red Riding Hood packs a basket of food and sets off to visit her grandmother.
- In the forest, a wolf asks her where she is going and she tells him.
- The wolf runs ahead to the grandmother's house, eats her, and lies in wait, disguised as the grandmother.
- Red Riding Hood arrives, and the wolf eats her before falling asleep.
- A woodcutter rescues Red Riding Hood and her grandmother by cutting the wolf open.

**4** Students' own answers. Suggested answer: Red Riding Hood goes to visit her grandmother and sees a wolf who asks her where she is going. The wolf runs to the grandmother's house, eats her, and disguises himself. Red Riding Hood arrives, and the wolf eats her too. A woodcutter rescues the two women by opening the wolf.

**5a–c** Students' own answers. Answers will vary but should include key points and a summary of up to 50 words.

**Section 4 Comparing key points: Lesson 7**

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

- a** They know they are in danger because they have been warned.
- b** The car moves sideways and the mother drives around a fallen tree and speeds away.
- c** They are both very afraid and are panicking.
- d** She overcomes her panic and becomes determined to find safety.
- e** They are slightly relieved but still shocked, confused and afraid.

# Workbook Answers

**2** Students' own answers. Suggested answer: At first, Anna was calm as she didn't really believe the hurricane would come. As Anna and her mum drove to the store, it started to get dark and Anna started to worry. Anna became frantic as a tree fell in front of the car and they almost crashed. Anna became upset and cried when she saw other people struggling with the extreme wind. Anna breathed a sigh of relief as she and her mum found a safe place to stay in the hotel.

**3a–b** Answers will vary but should include facts written in chronological order and a paragraph of comparison.

## Section 4 Comparing key points: Lesson 8

**4** Students' own answers. Suggested answer: At first, Amber was calm and was oblivious to the danger; Amber became terrified as she clung to Ning Nong and saw other people being hit by the waves; Amber was scared as Ning Nong struggled to safety and relieved when he found a wall for her to climb onto; Amber's mother was panicked when she couldn't find Amber as she thought she might have died; Amber's mother was hysterical with relief when she found Amber.

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

Key similarities	Key differences
Both Amber and Anna are initially calm and unaware of the impending danger.	Amber's mother panics but can do nothing, whereas Anna's mother takes control and saves her daughter.
Both Amber and Anna are very afraid when they see the violence of the events.	Amber and her mother seem more relaxed after the event.
Both mothers are extremely concerned for their daughters' safety.	Amber does more to save herself, clinging on to the elephant and climbing onto the wall, whereas Anna is looked after by her mother.
Both mothers experience panic.	
Both sets of characters end up somewhere high to escape the water.	

**5b** Students' own answers. Suggested answer: In both extracts, the characters are initially calm and unaware of the impending danger but become very afraid as the events unfold. The mothers in both extracts are concerned for their daughters' safety, but the way they react to the danger is different. In the first extract, Amber's mother panics as she is helpless and unable to find her daughter, whereas in the second extract, Anna's mother takes control and saves her daughter. Amber is alone so she does more to save herself from the tsunami by clinging onto the elephant and climbing into the wall, whereas Anna is looked after by her mother when the hurricane hits.

**6** Students' own answers. Answers will vary but should include key points from each section.

## Section 5 Assessment: Lesson 9

1

- Make yourself look bigger.
- Walk slowly backwards away from the wolf.
- Shout and throw things at the wolf.

2 A, C and D

3 Students' own answers. Suggested answer: Sam is on a trail in the forest in the evening. He needs to get to the cabin before dark. He encounters a wolf on the trail and tries to scare it away. He fails, and the wolf attacks.

4 Students' own answers. Suggested answers:

'A silence that Sam enjoyed' shows that Sam feels happy and enjoys the peace of the forest.

'A lump rising in his throat' shows that Sam feels suddenly nervous.

'His trembling fingers closed around a stick' shows that Sam is now very afraid.

5a Students' own answers. Suggested improvements could include:

- focusing on Sam's thoughts and feelings rather than simply describing what happens
- describing how Sam's thoughts and feelings change rather than simply saying that he feels scared
- using evidence from the text.

5b Students' own answers. Suggested improved response:

<sup>1</sup>*How Sam's feelings change in the extract is explored.*

<sup>2</sup>*Quotations from the extract are used as evidence.*

To begin with, Sam feels calm and peaceful and enjoys the silence in the forest. However, **he becomes anxious**<sup>1</sup> to reach the cabin before dark and, when he begins to jog, he feels 'a **tingle**'<sup>2</sup> in his spine as 'imaginary bears began to chase him'. When he encounters the wolf, he feels very nervous ('a lump rising in his throat') **and this turns to real fear**<sup>3</sup> ('his trembling fingers closed around a stick') before the wolf attacks.

<sup>3</sup>*The response remains focused on thoughts and feelings rather than actions throughout.*

## Workbook Answers

**Section 6 Inferring intentions: Lesson 10**

**1a** campfire; match; lightning

**1b** the danger of fire near the house

**1c** She has lost weight; she is paler.

**2a** Students' own answers. Suggested answer: He is tense/anxious/unhappy/nervous.

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

'Brin's stomach jumped.' This suggests that Brin is very tense and anxious.

'He tried to smile' suggests that he is very unhappy.

'He shivered' suggests that he is nervous.

**3** Students' own answers. Answers will vary but should follow the example provided in the instructions.

**Section 6 Inferring intentions: Lesson 11**

**4a** Possible answers:

'Brin had begun to worry about his Mum.'

'She seemed to have lost weight.'

'her skin looked paler and paler'

'he could hear her coughing softly'

'he lay awake worrying'

'Brin paced around the house, unable to relax.'

'Brin's stomach jumped.'

'ran to the door and threw it open.'

'he tried to smile'

'he shivered'

'She's in trouble... Or worse'

**4b** Students' own answers. Suggested answer: Brin is clearly described as becoming increasingly worried about his mother, to the extent that 'he lay awake worrying'. When his mother went out to fight the fire, Brin 'paced around the house', and when he smelt smoke 'he shivered' as though imagining what his mother was facing.

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

**a** The dog wagged his tail when he saw me.

**b** He stamped his foot as he realised he had forgotten his phone.

**c** The hairs on her arms pricked up and her eyes opened wide.

**d** Everyone in the room was either biting their nails or tapping their feet.

**6a–b** Students' own answers. Answers will vary following the prompts provided.

# Workbook Answers

## Section 7 Responding to a text: Lesson 12

**1a** Students' own answers. Suggested answer: I think that Sunflower wanted to go to Damaidi because it looked and sounded like a magical place. It is described as having 'clouds of pale lilac dusting the treetops' and 'milky-white cooking smoke curling up into the sky', with pleasant sounds such as a cockerel crowing and 'children's laughter everywhere'.

**1b** Students' own answers. Suggested answer: When sunflower started to climb down the steep cliff, we are told that people 'might have been alarmed by what they saw', suggesting that Sunflower was doing something dangerous. One man who saw her 'worried about her long after he had passed by', which suggests that he thought she might struggle to climb down the cliff.

**2a** Students' own answers. Suggested answer: The writer wants us to think of an idyllic and pleasant place and to have an understanding of Sunflower's longing to visit it.

**2b** The writer achieves his intention by describing what Sunflower sees and hears and making it sound idyllic. For example, she sees 'clouds of pale lilac' and hears 'children's laughter'.

**3a–b** Students' own answers. Answers will vary but should build on the Intention Bank in the Student Book (page 75).

## Section 7 Responding to a text: Lesson 13

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

Word	Synonyms	Antonyms
angry	furious	pleased
interesting	fascinating	boring
anxious	nervous	confident
big	large	small
dangerous	treacherous	safe
exciting	thrilling	dull
pain	agony	pleasure
fear	terror	joy

**5a** Students' own answers. Suggested answer: The writer describes how Sunflower appears to a man passing in a boat and describes how he worries for her safety.

**5b** 'little', 'clinging', 'like a gecko', 'afraid', 'startle', 'worried'

**5c** In this paragraph the writer describes how Sunflower appears to a man passing in a boat. The man is 'worried' for this 'little girl clinging to the embankment'. The writer's intention is to make the reader understand the danger Sunflower is in, and fear for her safety too.

## Workbook Answers

**6** Students' own answers. Answers will vary, but should reflect a clear understanding of the requirements of a good response to a text, including coverage of:

- the character's thoughts and feelings
- the reader's thoughts and feelings
- the author's intention
- the author's use of vocabulary
- use of quotations.

**Section 8 Supporting your response: Lesson 14**

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

'He dreamt of Paris and imagined all the hidden, underground history he could see – it would be incredible!'; 'Now here he was, and his heart raced with the thrill of it all.'

**1b** '... his heart raced with the thrill of it all.'

**1c** It is clear that Lucas was very happy to finally be in Paris because 'his heart raced with the thrill of it all'.

**2a** Students' own answers. Suggested answer: lost; confused; panicked

**2b** 'But the words meant nothing to him, and only increased his sense of being lost in a foreign world.'; 'The scrape of a footstep in the shadows ahead made his heart pound in his chest.'

**2c** 'his sense of being lost in a foreign world'

**2d** Lucas felt very afraid when he realised he had taken a wrong turn. Deep underground, unable to read the signs, he had the 'sense of being lost in a foreign world'.

**3** Students' own answers. Answers will vary but should all use precise examples to back up the points made.

**Section 8 Supporting your response: Lesson 15**

**4a** two

**4b** one

**4c** one

**4d** two

**4e** two

**5a** Students' own answer. Suggested answer: I saw the shark's fin before it disappeared.

**5b** I was scared now because it was dark and I was lost.

**6a–c** Students' own answers. Answers will vary.

**7a–c** Students' own answers. Answers will vary but should focus on one or more effect achieved by the writer and must use short quotations to support the points made.

## Section 9 Developing your response: Lesson 16

1 Students' own answers. Suggested answers:

**Paragraph 1:** Lucas is on a sightseeing trip in Paris visiting his overprotective uncle and ends up alone in the Crypte Archéologique. This makes me feel sorry for Lucas and concerned about his safety as he is described as being scared: 'frightening and lonely experience', 'alone, and surrounded by cold shadows'.

**Paragraph 2:** Lucas loves archaeology and is excited about visiting Paris. He visited Les Invalides but found it disappointing so decided to visit the Crypte Archéologique instead. I feel empathy for Lucas for wanting to make the most of his trip as he is described as happy and excited: 'his heart raced with the thrill of it all', 'he rushed over'.

**Paragraph 3:** Lucas is excited at first, but he then takes a wrong turn and realises he is lost. This makes me feel worried for Lucas as the environment he is lost in seems quite unwelcoming: 'dim, dank passages', 'crumbling walls'.

**Paragraph 4:** Lucas tries to find his way out but does not understand the language on the signs. Someone comes towards him shining a torch. At first, I continued to feel worried for Lucas, but the last line in the paragraph made me feel relieved as it suggests the person is friendly: 'His companion guessed his confusion, and turned the torch on himself.'

**The remainder of the extract:** The person with the torch is a guide who kindly asks Lucas if he is lost and guides him to the way out. This makes me feel even more relieved for Lucas as the guide seems kind and helpful: 'A gentle smile flickered across the old man's face', 'he murmured kindly, offering his arm'.

2a–d Students' own answers. Answers will vary but should follow the prompts provided.

## Section 9 Developing your response: Lesson 17

3a–i Answers will vary but should include a personal response and quotations.

4 Students' own answers. Answers will vary but must focus on how the writer achieves their intended effect, with particular reference to vocabulary choices, and must use quotations as evidence.

## Section 10 Writing your response: Lesson 18

1a–b Students' own answers. Answers will vary but should include powerful vocabulary and descriptions of thoughts and feelings.

2a–b Students' own answers. Answers will vary but should:

- use powerful vocabulary to create the intended atmosphere
- make sure that the atmosphere changes from excitement to fear
- imply emotions rather than stating them explicitly.

**Section 10 Writing your response: Lesson 19**

**3a** Students' own answers. Answers will vary but should follow the formula suggested in the instructions, so that in each paragraph the student should:

- state how the story made them feel
- select one or two short quotations that made them feel that way
- explain how they had this effect.

**3b** Students' own answers. Answers will vary.

**4** Students' own notes, including key points from each section.

**Section 11 Assessment: Lesson 20**

**1a–b** The narrator didnt like the way the house looks because there are bats everywhere and its a bit spooky and he wishes he was at home at his fathers house. But theirs a fire because its a palace and he knows he would find friends inside. He hear someone coughing inside but we don't no weather they can speak and theirs no dog.

I like how the hole thing feels really dark and scary.

[underlined = spelling or punctuation mistake] [shaded = verbs that are in the wrong tense]

**1c** Students' own answers. Answers will vary, but vocabulary could be improved by:

- more powerful adjectives to describe the house
- more description of the person inside the house.

**1d** Students' own answers. Answers will vary, but sentence structure could be improved by:

- breaking up rambling sentences, for example 'The narrator ... fathers house.'

**1e** Students' own answers. Answers will vary, but other suggested improvements could include:

- using quotations
- describing a personal response
- commenting on how the author created the effects discussed.

2 Students' own answers. Suggested improved answer:

<sup>1</sup>The atmosphere and how it is created is explained.

At first the narrator approaches the house, not knowing what to expect.

**The writer creates a dark and threatening atmosphere in his description<sup>1</sup> of the dreary house with many 'unglazed'<sup>2</sup> windows. The bats flying in and out of the house make it seem quite spooky.**

<sup>2</sup>Quotations from the extract are used within sentences to support the response.

When the narrator gets closer, he notices the 'glimmer'<sup>2</sup> of a 'little fire'<sup>2</sup> inside. **The writer uses this detail to make the house seem unwelcoming in comparison to what the narrator is used to at his father's house, where 'the fire and the bright lights would show a mile away'<sup>3</sup>.**

<sup>3</sup>The effects of the extract are explained and a personal response is given.

We get a sense of mystery about who might be living in the house as we are only given a few descriptive details such as 'someone rattling with the dishes' and 'a little dry, eager cough', so the reader is left wondering who this person could be.

## Workbook Answers

## Unit 3 Travels in Space

## Section 1 Creating an impression: Lesson 1

1a A loud knocking noise.

1b She presses a red button.

1c They have disappeared.

1d Passenger 72350 is Hiroyuki.

1e Return to his sleeping pod.

2a Students' own answers. Suggested answer:

(i) nervous

(ii) confused

(iii) worried

2b 1 confused; 2 worried; 3 nervous

3a Students' own answers. Answers will vary but should show how the character becomes increasingly anxious as demonstrated in the way that they speak and how they respond and behave.

3b Students' own answers. Answers will vary but good descriptions will show that the character is confident or arrogant as demonstrated in the way that they speak and how they respond and behave.

3c Students' own answers. Answers will vary but should explain how a certain impression of a character was created.

## Section 1 Creating an impression: Lesson 2

4a "Come on," she hissed urgently through clenched teeth.

4b Students' own answers. Suggested answer: "Come on," she snapped urgently through clenched teeth.

4c Students' own answers. Suggested answer: "Come on," she hissed nastily through clenched teeth.

4d Students' own answers. Suggested answer: The girl seems determined to take action and keen to take charge ("Come on," she hissed urgently') and she is clearly very anxious as she speaks 'through clenched teeth'.

5 Students' own answers. Answers will vary.

6a Students' own answers. Answers will vary.

6b–c Students' own answers. Answers will vary but should use carefully chosen vocabulary to create coherent impressions of setting and character using a mixture of dialogue, action and description.

## Workbook Answers

**Section 2 Exploring intention and structure: Lesson 3**

**1a** 'Stopping just before the doorway, he realised that his heart was skipping but the sound of his own pulse was loud and slow in his ears. He walked in, doing his best to seem confident.'

**1b** Suggested answer: Cas does not see himself as 'confident', so he tries to appear as though he is.

**1c** 'Cas realised that they might be the first people to have ever had this view. All at once he felt tiny, an insignificant speck in front of this vast awe-inspiring sight.'

**1d** Cas feels overwhelmed by the sight in front of him, which makes him feel 'tiny' and 'insignificant'.

**2a** Students' own answers. Suggested answer: What was Cas's dream?

**2b** Students' own answers. Suggested answer: What is it that Cas senses is wrong? Why does he feel the need to seem confident? Will the spaceship be pulled into the black hole?

**3a–d** Students' own answers. Answers will vary but should use similar techniques to those identified in the previous activity to create unanswered questions.

**4** Students' own answers. Answers will vary.

**Section 2 Exploring intention and structure: Lesson 4**

**5** The focus shifts from a description of what Cas is doing to a description of his colleagues.

**6a** Of the five paragraphs in this section of the text, the writer states or suggests the characters' thoughts and feelings in paragraphs 8, 9, 10 and 11.

**6b** Students' own answers. Suggested answer: By interspersing the characters' thoughts and feelings throughout the description, the writer engages the reader, who experiences the scene through their eyes rather than simply reading a description of the scene.

**6c** Students' own answers. Suggested answer: In my opinion, the text would have been less effective because we would not have had such a clear sense of how the characters feelings change as the action develops.

**7a–b** Students' own answers. Answers will vary.

**8a–b** Answers will vary but should be carefully structured, with thoughts and feelings interspersed throughout the description of setting which should reference physical sensations.

**Section 3 Selecting verbs: Lesson 5**

**1a** 'If you get through all those tests,'

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

'a series of gruelling challenges'

'crushing your body and squeezing the last gasps of air from your lungs'

'the most terrifying challenge is the *dunker*'

## Workbook Answers

**2** Students' own answers. Suggested answer: 'Escape' makes the situation sound extremely dangerous. The word 'escape' would more usually be used when describing a situation where someone is being held against his or her will, such as a prison or a trap.

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

- a** The asteroid smashed into the planet.
- b** Pieces of rock exploded up after the impact.
- c** Desperately, she veered out of the way.

**4** Students' own answers. Answers will vary.

**Section 3 Selecting verbs: Lesson 6**

**5a** Silently, she crept across the room.

**5b** He hammered frantically on the door.

**5c** "Here we go again," he muttered quietly.

**5d** She glanced sharply at the door.

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

- a** She shouted desperately.
- b** The two objects collided violently.
- c** She gripped the controls tightly.
- d** He spoke quietly.

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

- a** She tiptoed across the room.
- b** When she got to the oxygen tank she was panting.
- c** She stared at it.
- d** She broke into it.

**8** Students' own answers. Possible answers: banged, wagged, shouted, yelled, huffed

**9a–c** Students' own answers. Answers will vary but the focus should be on very carefully chosen verbs and adverbs.

**Section 4 Building noun phrases: Lesson 7**

**1a** Students' own answers. Suggested answer: Families are leaving Earth because it is no longer safe for them to live there. The phrase 'The Disaster from which we were escaping' suggests that Earth is about to be destroyed or to become uninhabitable for humans.

**1b** Students' own answers. Suggested answer: 'Father didn't cry; he didn't look either' as they leave Earth behind. This could imply that he does not feel much, or more likely that he is very sad and does not want to look.

## Workbook Answers

2 Students' own answers. Suggested answers:

a The tiny, distant, blue **dot** of a **star**.

The star seems very small and insignificant

b Its cold, clear, emotionless **voice**.

The voice seems unfriendly.

c The gut-twisting, muscle-flattening, eye-popping **surge** of the nuclear **engines**.

The surge seems incredibly powerful.

d The warm, friendly, luxurious **glow** of **sunlight** on our **backs**.

The glow seems to create a beautiful and very welcome feeling.

[underlined = adjectives, **shaded** = nouns]

3 Students' own answers. Answers will vary.

### Section 4 Building noun phrases: Lesson 8

4a

(i) The spaceship was hovering over the crater.

(ii) The asteroid tumbled towards us.

(iii) Behind the panel there was a red button.

(iv) He scuttled across the floor.

(v) The red dust was seeping into the airlock.

4b Students' own answers. Suggested answers:

(i) She ran to the park.

(ii) The quadbike sped around the field.

(iii) In front of them, the dunes stretched on for miles.

5a–b Students' own answers. Answers will vary following the example provided.

6 Students' own answers. Answers will vary.

7 Students' own answers. Answers will vary but should include key points from each section.

### Section 5 Assessment: Lesson 9

1 Students' own answers. Suggested answer: The boy states, 'I don't like it' and he is running, which suggests that he is afraid.

2 'elbowing' and 'jostling'

# Workbook Answers

**3** Students' own answers. Suggested answer: Ogilvy seems to be very tense and aware of the danger as he says, 'We don't know what's in the confounded thing'. He also seems eager to take charge of the situation, saying to the narrator, 'Help keep those idiots back', as if he is used to people doing what he tells them to do.

**4** Students' own answers. Suggested answer: The focus moves from describing the scene to introducing the new idea of what is about to emerge.

**5a** Students' own answers. Suggested improvements could include:

- using quotations from the extract
- explaining how we know that something strange is about to happen
- explaining how the writer achieves the effect using description.

**5b** Students' own answer. Suggested answer:

<sup>1</sup>*The response begins with a clear statement focusing on the question.*

**The writer uses vivid description in the extract to create the sense that something strange is happening<sup>1</sup>.**

The first clue is the '**scattered groups**'<sup>2</sup> and the 'crowd' gathering which suggest that people were running from something but also wanted to see what was happening. When the narrator gets closer to the action, a 'peculiar humming' is described as coming from the pit, which gives the impression that something unusual is located there and helps to create tension as we wonder what is about to happen.

<sup>2</sup>*Quotations from the extract are used as evidence.*

<sup>3</sup>*How the descriptions create the sense that something strange is happening is clearly explained.*

The description of the thing emerging from the cylinder appears to be familiar and yet unfamiliar. The writer describes 'two luminous disks – like eyes' and 'something resembling a little grey snake', **which allows the reader to build a vivid picture in his or her mind, but subverts our expectations that a human-like figure would emerge from the machine. This reinforces our impression that this is a very strange situation<sup>3</sup>.**

## Section 6 Creating a viewpoint: Lesson 10

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

Initially, the reader has no sense of Pan's emotions. However, when the emergency intensifies, Pan remembers that she is alone and fear sets in, which 'hits the bottom of my stomach'. She begins to panic, her 'thoughts racing', and this increases during the first part of the extract. There is a temporary respite, 'a wave of relief' as the computer starts rebooting. When this fails, however, Pan experiences abject terror, with 'tears stabbing at the back of my eyes'.

**1b** Students' own answers. Answers will vary but key improvements are:

- use of quotations
- more detailed description of how Pan's fear intensifies
- reference to the 'wave of relief' before the worst of the fear hits.

## Workbook Answers

**2a** Students' own answers. Suggested answer: 'hit' and 'kicked' make the sensation seem more physical and immediate, as well as violent and aggressive.

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

**Example 1:** 'I can hear my voice is shaking'. The word 'shaking' suggests that Pan is so consumed by fear that she can barely speak.

**Example 2:** 'I feel tears stabbing at the backs of my eyes'. This conveys Pan's emotions very powerfully because we learn that she is crying but also get the sense of fear as a violent, dangerous enemy, stabbing at her and causing her pain.

**3a–d** Students' own answers. Answers will vary but should reflect careful consideration of how to order events to build tension, including, if possible, a moment of temporary relief.

### Section 6 Creating a viewpoint: Lesson 11

**4a** Fear grips my throat and squeezes.

**4b** I was shaking as I tried not to laugh.

**4c** She says she'd rather eat her own arm.

**4d** He stared at me as if I were a stranger.

**4e** Who does he think he is?

**5a** "In the event of an emergency," said the manual, "the alarm will sound. After thirty seconds, all power will be diverted to the automated repair system."

"Shutting down in 5 seconds," said my screen. "4... 3... 2... 1." The screen went blank. The lights in my cabin darkened to a dull red glow. And I remembered I was completely alone on a spaceship, about a billion miles from everywhere. Fear hit the bottom of my stomach like it had been kicked. I ran to the ship's cockpit, my thoughts racing. The first thing I noticed was the darkness. Normally the drive-display filled the room with dancing light as it monitored the engine health, mapping, steering, air supply, all the stuff the ship needed to get it from one end of the universe to the other. Now all it said was *Error. Estimated time of repair: 4 minutes.*

**5b** Students' own answers. Answers will vary but should refer to the fact that the present tense puts us in the narrator's shoes more immediately.

**6a–c** Students' own answers. Answers will vary but should correctly use the present and past tenses in the two versions and should offer a clear reason for stating which version creates more tension.

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

**1a** Students' own answers. Suggested answer: The writer wants to persuade readers of the amazing experience of travelling in space and viewing Earth from a great distance.

**1b** The writer uses vivid description rather than detailed explanation in the opening paragraph as this is more engaging for readers and captures their interest in the article.

**1c** Students' own answers. Suggested answer: Vivid description allows the writer to capture the reader's imagination, whereas clear information helps the writer to answer questions the reader may have. A combination of both techniques allows the writer to engage the reader's interest throughout an article as it responds to their potential thoughts, feelings and questions as they read through the article.

**2a** Students' own answers. Suggested answer: Readers will need to be extremely rich in order to participate, requiring 'an estimated 10 million US dollars'. This will mean that many ordinary people who are not rich will not be able to go on holiday in space.

**2b** Students' own answers. Suggested answer: But if none of that puts you off, why not sign up? You will need to be (according to one company) between the ages of 10 and 90, physically fit, and have enough money to buy the ticket.

**3a–b** Students' own answers. Answers will vary but should use carefully chosen positive and negative vocabulary to describe or suggest the positive and negative experiences.

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

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

**a** The surge of adrenaline when you take off is intense.

**b** Trust me, the Northern Lights will capture your imagination.

**c** Experiencing zero gravity is unique and unforgettable.

**d** I will never forget the experience – it was fantastic!

**5a–b** Students' own answers. Answers will vary.

**5c** Students' own answers. Answers will vary following the examples provided in the table.

**6** Students' own answers. Answers will vary.

**7** Students' own answers. Answers will vary but should aim to elicit an emotional response from the reader early on, use interesting facts and structure points coherently in paragraphs.

## Section 8 Exploring sentence structure: Lesson 14

1 Students' own answers. Suggested answers:

**Paragraph 2:** The camera would firstly see the landscape (sand and rock, two suns in the sky, a dome of rocky ground, roughly half a mile from one end to the other, crowned with a black conical peak, and surrounded by a forest of dense green trees). The camera would then focus on Mina's happy and hopeful face.

**Paragraph 3:** The camera would focus on the interior of the spacecraft and show the cabin crew arriving one after another. Firstly, Margot (looking tense and exhausted), followed by Karson (who goes straight to the instrument panel, and finally Sully (frowning and rubbing his eyes). Karson and Margot would talk, look excited and nod their heads.

**Paragraph 4:** The camera would show the whole crew walking on the new planet towards the oasis. The camera would include close-ups of items of interest (such as the pale blue sand with tiny pink gemstones). The camera would show Mina pulling binoculars from her backpack, and then focus on the forest surrounding the oasis. The camera would then focus specifically on the boulders in front of the cave before spanning out and showing the crew marching towards the cave.

2a 'They had landed!'

2b 'No food or water.'

2c Possible answers: 'The sand was not red or gold, as on Earth, but pale blue, fashioned into patterns of ridges and dunes by the wind, and littered with tiny pink gemstones of a type she had never seen before.'; 'At the base of the cliff was a cave, in front of which was a patch of thin yellow grass, strewn with grey boulders of various sizes and shapes.'; 'Something about the arrangement of the boulders puzzled her... they seemed neatly ordered, almost as if they had been deliberately rolled into place, to provide a barrier against the wind.'

3 Students' own answers. Suggested answer: It was a lake, ringed by tall trees whose lower branches hung down and swept the surface of the clear, blue water.

4a Students' own answers. Answers will vary.

4b Students' own answers. Answers will vary but should include a mixture of short sentences for impact and longer sentences to build descriptive detail.

## Section 8 Exploring sentence structure: Lesson 15

5a For a moment, she failed to realise the meaning of the sound.

She failed for a moment to realise the meaning of the sound.

5b Breathlessly, she clambered up the ladder from her cabin.

She clambered breathlessly up the ladder from her cabin.

5c Margot... emerged first, tense and exhausted.

Tense and exhausted, Margot emerged first.

5d Suddenly, a cry halted their discussion.

A cry suddenly halted their discussion.

## Workbook Answers

6 Students' own answers. Answers will vary.

7a–b Students' own answers. Answers will vary.

8a–b Students' own answers. Answers will vary.

9 Students' own answers. Answers will vary but should use a variety of sentence openings and lengths and should describe the emotions experienced as well as the physical scene.

**Section 9 Gathering ideas for a description: Lesson 16**

1–3 Students' own answers. Answers will vary.

**Section 9 Gathering ideas for a description: Lesson 17**

4 Students' own answers. Answers will vary, following the example.

5–7 Students' own answers. Answers will vary.

8 Students' own answers. Answers will vary but should include the elements practised throughout this section, namely:

- story structure of a problem – rising tension – resolution
- well-chosen noun phrases to add descriptive detail
- sensory and emotional description.

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

1a

(i) The planet was...

(ii) I felt nervous...

(iii) I saw some kind of building...

1b Students' own answers. Suggested answer: The ground was covered with purple dust which smelled like matchsticks and there was smoke coming out of holes in the ground in between groups of strange plants like giant mushrooms.

1c Students' own answers. Suggested answers:

- Stepping outside for the first time, I felt nervous.
- It was impossible to be sure that it was safe.
- Thoughts of family, home and what had happened to Earth filled my mind.
- Ahead of me was some kind of building.

1d Students' own answers. Suggested answer: Then a door began to open. I ran to hide behind one of the weird plants, my breath catching in my throat as I imagined what could be emerging from the building.

# Workbook Answers

**2a** Students' own answers. Suggested improvements could include:

- using paragraphs
- using a wider variety of sentence openings
- using some shorter sentences for impact, and longer sentences to build up descriptive detail
- using more sensory language
- conveying more of a sense of changing emotions, in particular when the building and then the creature are introduced.

**2b** Students' own answers. Strong answers will include the elements listed in Activity 2a above.

**2c** Students' own answers. Answers will vary.

## Section 10 Reviewing and revising: Lesson 19

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

**a** "We're not going to make it!" I screamed.

**b** I grasped the controls even more tightly.

**c** For a moment we regained control, then the spaceship plunged suddenly to one side.

**d** Objects bounced around the cockpit.

**4a–c**

I was trying realy hard to keep control of the spaceship as it **tumbles** towards the moon. But whatever I did, the spining got faster and faster, I new there was a real danger we would **crashed** and die. **[missing speech marks]** We've only got 30 seconds left to get out of this spin! **[missing speech marks]** I shouted **[missing full stop]** I **can** see the fear on **Toms** face. The surface of the moon **was got** closer and closer.

[underlined = incorrect spellings, **shaded** = verbs in the wrong tense, **bold** = incorrect punctuation]

Correct spellings: trying, really, whatever, spinning, knew

Corrected verbs: tumbled, crash, could, was getting

Corrected punctuation: '...faster. I...'; "We've only got 30 seconds left to get out of this spin!" I shouted.; Tom's

**5** I was trying really hard to keep control of the spaceship as it tumbled towards the moon. But whatever I did, the spinning got faster and faster. I knew there was a real danger we would crash and die. "We've only got 30 seconds left to get out of this spin!" I shouted. I could see the fear on Tom's face. The surface of the moon was getting closer and closer.

**6** Students' own notes, including key points from each section.

**Section 11 Assessment: Lesson 20**

**1a–b**

The door slid open We were amaized. we were on a ridge and we **can** see for miles. There was forest everywere and there were some rivers and the air smelled sweet and there **were** no sound. Except for our breething, that **feels** strange to me. We started walking along the ridge and then we new we **was** in danger because we herd a loud buzing and then we saw the insects. We **were running** back to the spaceship and we got there just in time.

[underlined = spelling and punctuation mistakes, **shaded** = verbs in the wrong tense]

**1c** Students' own answers. Answers will vary, but vocabulary could be improved by:

- more powerful and sensory descriptive vocabulary to convey the initial beauty of the scene
- more threatening adjectives and verbs to convey the threat of the insects and the emotional response of the narrator.

**1d** Students' own answers. Answers will vary, but sentence structure could be improved by:

- reworking the second and third sentences as one long descriptive sentence with fewer uses of the conjunction 'and', followed by a shorter sentence for impact about feeling strange
- using some longer noun phrases in the description of the setting
- using some short sentences for impact when the insects are first spotted, and the narrator runs back to the spaceship.

**1e–f** Students' own answers. Answers will vary, but other suggested improvements could include:

- breaking the response into several paragraphs
- including an engaging opening sentence
- making the final sentence more intriguing, leaving readers eager to find out more.

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

<sup>1</sup>*This opening sentence engages interest and encourages people to read on.*

**As the door slid open, every one of us gasped in wonder<sup>1</sup>.** We were on a high ledge and we could see for miles. **Below us, lush, green forest stretched out as far as the eye could see, broken only by the sparkling silver ribbons of rivers. The air smelled sweet and fresh, and we all breathed it in gratefully after the months we had spent in the artificial environment of the spaceship<sup>2</sup>.**

<sup>2</sup>*Descriptions are more powerful and engage the senses. The use of longer noun phrases add interest and help the reader imagine the setting. Sentences have been rewritten, making them clearer and easier to read.*

It was a few moments before I noticed the silence. **There was nothing<sup>3</sup>.** No sound at all apart from our breathing. ~~There was something unsettling about that, but at first, I struggled it off.~~

<sup>3</sup>*Short sentences have been included for impact.*

We took our first steps into this new land, along the ridge which led steadily down. But we had not been walking for five minutes before we realised we had been too hasty. The silence was broken by a **terrible, harsh buzzing<sup>4</sup>** that grew and grew until we had to press our hands over our ears.

<sup>4</sup>*Adding threatening verbs and adjectives makes the reader feel the threat to the characters.*

**Then we saw the insects<sup>5</sup>.**

<sup>5</sup>*Moving this phrase to the final line and separating out this short paragraph makes the ending very effective.*

## Unit 4 Love and Hate

### Section 1 Exploring and responding: Lesson 1

1 Students' own answers. Suggested answers:

**Stanza 1:** This stanza is about people who make you feel tired and dull.

**Stanza 2:** This stanza is about people who make you feel happy and bright.

**2a** The second and fourth lines in each stanza.

**2b** 28

**2c** Yes

**3a** 'Like leaves all brown and dried!' – The way some people make you feel is being compared to dead leaves.

**3b** Students' own answers. Suggested answer: The people in the first stanza make the poet feel tired, dull and lacking in inspiration.

**4a** 'As thick as fireflies' – The way some people make you feel is being compared to a cloud of bright, glowing fireflies.

**4b** Students' own answers. Suggested answer: The people in the second stanza make the poet feel happy, energetic and inspired.

**5a–d** Students' own answers. Answers will vary following the examples provided.

### Section 1 Exploring and responding: Lesson 2

**6a** Students' own answers. Suggested answer: The first stanza makes me consider who has made me feel 'so tired inside' and remember times that I have felt dull and uninspired like the poet.

**6b** Students' own answers. Suggested answer: The second stanza makes me consider who has made me feel 'all shiny' and remember times that I have felt happy and energetic like the poet.

**6c** Students' own answers. Suggested answer: Overall, I think this poem is more happy than sad because it ends with the positive stanza about 'thoughts as thick as fireflies'. By discussing the negative effects of people who make you feel 'all tired inside', followed by the positive effects, such as thoughts 'all shiny in your mind', this means that the reader is left with a positive impression overall.

**7a–c** Students' own answers. Answers will vary.

**8a–d** Students' own answers. Answers will vary.

## Workbook Answers

**Section 2 Responding to ideas: Lesson 3**

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

- a** Nurse comes across as an unpleasant and uncaring character as she is unkind to the speaker, telling her she is 'not pretty' and 'seldom very good'.
- b** The speaker is not particularly concerned that she may not get married, as she says, 'I shan't mind very much'.
- c** The speaker seems happy with the future she imagines, filling it with the things she enjoys like squirrels, rabbits, ponies and lambs.

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

- a** The speaker is young, has a nurse who is unkind to her, likes animals and does not mind whether or not she gets married.
- b** We can see that animals are important to the speaker because she fills her imagined future with 'a squirrel', 'a little rabbit-hutch', 'a pony' and 'a little lamb'. Motherhood is also important to her as she plans to adopt an orphan to raise if she does not marry.
- c** The speaker seems happy and content with the future she has imagined for herself. Her tone is positive throughout, referring mainly to positive things she can do such as 'have a cottage near a wood' rather than negative things she can't. Even when the speaker refers to things that would be considered negative such as 'nurse says I'm not pretty' and therefore the speaker probably won't get married, this is followed by a positive reaction from the speaker: 'I shan't mind very much'.

**3a–d** Students' own answers. Answers will vary but should clearly express the speaker's feelings and emotions about their futures.

**Section 2 Responding to ideas: Lesson 4**

**4a** Students' own answers. Answers will vary.

**4b** Students' own answers. Answers will vary.

**5a** Students' own answers. Suggested answer: The speaker seems to care most about having animals and children to look after. She refers to various animals throughout the poem such as a squirrel, a rabbit, a pony and a lamb. She also refers to adopting an orphan 'and bringing her up as mine'. It seems important to the speaker that she has animals/children for company and also to care for.

**5b** Students' own answers. Suggested answer: It is clear that getting married and having children are seen as the expected goals of a young girl the speaker's age. The speaker 'shan't mind very much' if she does not marry, because she can still be a mother by adopting an orphan.

**5c** Students' own answers. Suggested answer: The speaker differs from expectations in her thoughts about marriage. She envisages her future to be alone and speaks about herself in the singular pronoun 'I' throughout, whereas it would be expected for her to meet a man and marry him. The speaker matches expectations in that she ultimately wishes to become a mother, even though she envisages adopting rather than giving birth to a child of her own.

## Workbook Answers

**6a–d** Students' own answers. Answers will vary but should respond to the poem in different ways and give an opinion.

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

**1a** Students' own answers. Suggested answer: He deliberately listened to his fears about his foe in order that his anger would grow.

**1b** Students' own answers. Suggested answer: He felt fond of his anger OR he smiled at his foe while at the same time encouraging his anger to grow.

**2** Students' own answers. Suggested answer: He pretends to like his foe but is really tricking him to feel safe and to not expect that the author wants to take revenge.

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

**a** I don't agree with this statement because the poet does not express any regret in the poem. In fact, he didn't only allow his anger to grow, but he actively encouraged it to grow when he 'watered it in fears' and 'sunned it with smiles'. At the end of the poem, the poet expresses that he was happy his enemy was poisoned: 'glad I see/My foe outstretched beneath the tree'.

**b** I agree with this statement because the poet admits that he was dishonest when he said 'I sunned it with smiles', indicating that he would smile at his foe even though in reality he was angry with him. The poet also refers to 'soft deceitful wiles' which could refer to dishonest games the poet would play with his foe to trick him into thinking he was safe, when really the poet was actually very angry with him.

**c** I agree with this statement because, at the end of the poem, the poet expresses that he was happy his enemy was poisoned: 'glad I see/My foe outstretched beneath the tree'.

**4a–c** Students' own answers. Answers will vary.

**5** Students' own answers. Answers will vary but should explore how the foe from the poem acts, thinks and feels.

**Section 3 Responding to a poem: Lesson 6**

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

**a** He was my foe, yet I did not tell him that I was angry.

**b** He wanted the apple, even though he knew it was mine.

**c** He crept into the garden because he wanted the apple.

**d** The apple killed him because it was poisonous.

## Workbook Answers

**7a** Students' own answers. Suggested answer: Both the speaker and the foe were partly at fault in the poem. The speaker allowed his anger to grow as he 'watered it in fears' and was deceitful and dishonest towards his foe to the point of growing an 'apple bright' that could harm him. On the other hand, the foe 'beheld it shine', crept into the poet's garden and ate an apple that wasn't his, which was also dishonest. Ultimately, the foe received a terrible punishment by being poisoned by an apple, which is too harsh a punishment for his crime.

**7b** Students' own answers. Suggested answer: Yes, I do feel as though I am on the speaker's side because I have been told about the speakers' thoughts and feelings. For example, the speaker initially feels 'angry', then he is deceitful and finally he is 'glad' to see his foe has been poisoned by the apple. I have not been given any information about the foe's thoughts and feelings therefore I am unable to empathise with his point of view.

**7c** Students' own answers. Suggested answer: I think the poet wants the reader to understand the danger associated with not talking about your feelings, particularly anger, and how these feelings can grow if they're not communicated. The poet uses the metaphor of a tree to illustrate how anger can grow and cause harm if it is not dealt with.

**8a–e** Students' own answers. Answers will vary.

**9** Students' own answers. Answers will vary but will be about taking revenge and should include a metaphor.

**Section 4 Selecting evidence: Lesson 7**

**1a** climbing; fishing; running

**1b** sword = sister; torch = speaker; pen = speaker; fishing rod = sister

**2** Students' own answers. Suggested answer: The speaker in the poem is clever as she is 'good with a pen' and 'can always think/Of exactly the perfect word'. The speaker is also cautious as she is described as the opposite of her 'brave' sister and she has 'fears' that her sister laughs at.

**3** Students' own answers. Suggested answer: I disagree with this statement. Throughout the poem, the speaker highlights differences between her and her sister but she doesn't necessarily suggest that the traits her sister has are better than her own. In fact, by ending most stanzas in the poem with the word 'But' and an explanation of the speaker's strengths, this highlights that the speaker has qualities that are just as important as her sister's.

**4 a–c** Students' own answers. Answers will vary.

**5** Answers will vary but should include key inferences based on the poem.

## Workbook Answers

**Section 4 Selecting evidence: Lesson 8**

**6a** Although her sister 'laughs at my fears', the speaker is happy to be the 'one with the torchlight'.

**6b** The speaker describes her sister wielding 'a makeshift sword'.

**6c** The speaker feels the stories she reads will 'leave their spark'.

**7a–b** Students' own answers. Possible answers:

- 'She's in charge of our precious den.'
- 'She's the hero of every game,'
- 'She's the one who laughs at my fears,'

**7c** Students' own answers. Suggested answer: The sister is more assertive and bossier than her sister and appears to always be in control when they play games together: 'She's in charge of our precious den'.

**8** Students' own answers. Answers will vary.

**9** Students' own notes, including key points from each section.

**Section 5 Assessment: Lesson 9**

**1** Yes

**2** 'Coffins of black' are used as a metaphor for chimneys.

**3** Students' own answers. Suggested answer: The speaker seems kind when he comforts Tom: 'Hush, Tom, never mind it'.

**4** Students' own answers. Either answer is acceptable if it is clearly argued and backed up by evidence from the poem.

# Workbook Answers

**5a** Students' own answers. Suggested improvements could include:

- addressing the question by describing a personal emotional response
- using well-chosen quotations from the poem to back up statements made
- avoiding simply describing what the poem is about.

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

<sup>1</sup>The opening line of the response clearly states a personal emotional reaction to the poem.

<sup>2</sup>Quotations from the poem are used as evidence to support the points made.

<sup>3</sup>Each paragraph in the response focuses on a different emotion so that each can be clearly

**This poem made me feel sad and sympathetic towards the characters described in it<sup>1</sup>.** I felt sympathy for the speaker from the first line when we learnt about him that **'my mother died when I was very young'<sup>2</sup>** and 'my father sold me' to be a chimney sweep. Through the speaker's eyes I then felt sympathy for 'little Tom Dacre who cried' because of the way he was treated. Both the speaker and Tom seem to be young characters with no other option than to sweep chimneys, which increased my feeling of sympathy for them. The imagery in Tom's dream, of children escaping their 'coffins of black', 'leaping' and 'laughing' before floating away on clouds is quite shocking, showing us that the life of a chimney sweep is a miserable prison that can only be escaped through death. **This made me feel extremely sad for the fate of these characters<sup>3</sup>.**

## Section 6 Exploring vocabulary: Lesson 10

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

"Calm down."

"No! I don't want to. I don't like you – don't touch me or I will fight you."

"You're making me sad."

"I don't care."

"You're being bad."

"Oh good, I'm glad!"

"Calm down."

"No! I don't want to. I don't like you – don't touch me or I will fight you."

"Please stop."

"I'm going to hold my breath until I pop!"

"Shhhhh"

"[yells]"

"Calm down."

"No! I don't want to. I don't like you – don't touch me or I will fight you."

"Please eat something."

"No! I don't want to."

"Please go to sleep."

"No! I don't want to."

"Calm down."

"No! I don't want to. I don't like you – don't touch me or I will bite you."

"I love you."

"I love you too."

## Workbook Answers

**2a** Students' own answers. Suggested answer: The person being addressed in the poem must feel angry at first and then become increasingly frustrated as they try to manage the speaker's worsening behaviour. When the speaker calms down at the end of the poem, I imagine they would feel happy and relieved.

**2b** Students' own answers. Suggested answer: The part of the poem that most clearly indicates the person's frustration is the fourth stanza where the person tries to 'calm me down', 'make me stop' and 'Shhhhh me'.

**3a** Students' own answers. Suggested answer: The person being addressed in the poem comes across as very patient as they continue to try to manage the speaker's behaviour and to feed and comfort him even though his behaviour is extremely bad.

**3b** Students' own answers. Suggested answer: The person's patience is highlighted in the sixth stanza of the poem when they have already been extremely patient with the bad behaviour of the speaker and still try to 'sing a lullaby' to him.

**4** Students' own answers. Answers will vary but should include dialogue and convey the thoughts and feelings of the speaker.

**Section 6 Exploring vocabulary: Lesson 11**

**5a** The woman's name is Rupal.

**5b** The boys' games are in the other room.

**5c** Nanda's goal was the best.

**5d** Hau's bedtime is 8:00 p.m.

**6a** 'roll around' and 'pop'

**6b** Students' own answers. Suggested answer: By using the words 'roll around' and 'pop', the poet is creating a strong suggestion that the speaker is a child.

**7** Students' own answers. Answers will vary.

**8a–c** Students' own answers. Answers will vary.

**9** Students' own answers. Answers will vary but should express the feelings of the speaker through powerful vocabulary.

## Workbook Answers

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

**1a** The tentacles of jealousy. (metaphor)

Suggested answer: Feelings of jealousy like tentacles.

**1b** Rays of hope warmed me. (metaphor)

Suggested answer: Hope warmed me like rays of sunshine.

**1c** My phone is a true friend. (metaphor)

Suggested answer: My phone is as reliable as a true friend.

**1d** The house was like a rabbit warren. (simile)

Suggested answer: The building was a rabbit warren.

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

**Positive:** 'A gold and titanium friend.'

**Negative:** 'A baby croc snapping at my heels.'

**3** Students' own answers. Suggested answer: The poet uses figurative language to initially create a positive impression of the speakers' relationship with the phone: the metaphor 'A gold and titanium friend' suggests that phone was helpful and supportive to the speaker. As the poem progresses, however, more negative metaphors indicate that the relationship has deteriorated. For example, the metaphor 'A baby croc snapping at my heels' suggests that the phone was hurtful and wouldn't leave the speaker alone.

**4a–e** Students' own answers. Answers will vary but should follow the examples provided.

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

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

**a** as hard as a steel bridge

**b** as dull as a cloudy day

**c** as pretty as a field of flowers

**d** as quick as a jumbo jet

**6a–c** Students' own answers. Answers will vary.

**7a–c** Students' own answers. Answers will vary but should express changing feelings and use similes and/or metaphors.

**Section 8 Exploring form: Lesson 14**

**1a** A young chimney sweep who has had a hard life and is kind to other children.

**1b** He tells Tom that his shaved head means he will not have to worry about spoiling his hair with soot.

**1c** Tom dreams of the chimney sweeps being set free from their coffins, allowed to run and play and leave work behind.

## Workbook Answers

**2a** 'bright'; 'free'; 'green'; 'leaping'; 'laughing'; 'run'; 'wash'; 'river'; 'shine'; 'sun'; 'sport'; 'joy'

**2b** Students' own answers. Suggested answer: The poet uses lots of very positive imagery in the stanzas describing the dream to create a contrast with the grim reality of a chimney sweep's life.

**2c** Students' own answers. Answers will vary but should note that the statement is ironic and the poet does not believe chimney sweeps need fear nothing if they get on with their work.

**3a–c** Students' own answers. Answers will vary.

**4** Students' own answers. Answers will vary but should include vivid descriptions of a childhood event.

### Section 8 Exploring form: Lesson 15

**5a** The first version sounds more playful as it contains end of line rhyme ('night' and 'sight').

**5b** Students' own answers. Answers will vary but may conclude that the poet wanted a playful-sounding rhythm and rhyme to draw attention to the idea of childhood and the lack of a normal childhood experienced by the chimney sweeps.

**6a** one

**6b** Students' own answers. Suggested answer: There's little Tom Dacre, who cried when his head that curled like a lamb's back was shaved. So I said, "Hush, Tom! never mind it. For when your head's bare, you know that the soot cannot spoil your white hair."

**7** Students' own answers. Answers will vary but may comment on the poet's desire to mirror the range of emotions felt by the speaker and the boy, and in particular the anger felt by the speaker, with a jagged arrangement of line lengths.

**8** Students' own answers. Answers will vary.

**9** Students' own answers. Answers will vary but should explore how changing the line lengths and rhythm changes the feel of the poem.

### Section 9 Exploring structure: Lesson 16

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

**a** Privacy invader

**b** Phone call disturber

**c** Fun destroyer

**2** 'Sadness stealer'; 'Cut-knee healer'; 'Hug-me-tighter'; 'Wrongness righter'; 'Gold star carer'; 'Chocolate sharer'; 'Hamster feeder'; 'Bedtime reader'; 'Great game player'; 'Night fear slayer'; 'Treat dispenser'; 'Naughty sensor'

## Workbook Answers

**3** Students' own answers. Suggested answer: The speaker considers his mother to be comforting as she makes him feel better by being a 'sadness stealer' and 'wrongness righter'. The speaker feels that his mother is generous, both with gifts ('chocolate sharer') and with her time ('great game player'). Finally, the speaker feels that his mother is fair ('wrongness righter') and can sense bad behaviour ('naughty sensor').

**4a–b** Students' own answers. Answers will vary but should be based on inferences from the poem.

**Section 9 Exploring structure: Lesson 17**

**5** Students' own answers. Suggested answer: My mother is amazing. She looks after us all when we're ill. Her bedtime stories are brilliant. My brother and I fight over who gets to sit on her lap but we always think that she is fair.

**6a**

**Line 1:** 2

**Line 2:** 3

**Line 3:** 3

**Line 4:** 4

**Line 5:** 5

**6b** The line lengths increase.

**6c** Students' own answers. Suggested answer: The increase in the number of syllables in this stanza give the impression that the verse is building up to a climax.

**6d** Students' own answers. Suggested answer: I think the poet chose to end the poem with the word 'Mum!' because she is the subject of the poem. Furthermore, by ending with a single word, this draws the reader's attention to it and makes it stick in the reader's mind. The final line of the poem is the only line to feature only one word so this makes it stand out.

**7a–d** Students' own answers. Answers will vary but will express the writer's feelings and use rhyme where possible.

**Section 10 Comparing poems: Lesson 18**

1a Students' own answers. Suggested answers:

How does the speaker feel about the person they are describing?	
'Bookworm'	'Mum'
Admiration: 'She can climb the side of a crumbling cliff'	Love/Gratitude: 'Wrongness righter'
Animosity: 'They can't work out why we bicker'	Supported: 'Gold star carer'
Not supported: 'She's the one who laughs at my fears'	Admiration: 'Naughty sensor (how come she always knows?)'

What do we learn about the speaker?	
'Bookworm'	'Mum'
She's good at writing: 'it's me who's good with a pen.'	He admires his mum: '(how come she always knows?)'
She's enjoys reading: 'I'm the one who reads books.'	He has fears: his mum is a 'Night fear slayer'
She's can be anxious/afraid: her sister 'laughs at my fears'	He listens to and respects his mum: 'We're under her thumb!'

1b Students' own answers. Suggested answers:

- The speakers in 'Bookworm' and in 'Mum' both feel a sense of admiration towards the people they are describing.
- The speaker in 'Bookworm' feels animosity towards her sister as they argue a lot, whereas the speaker in 'Mum' feels love and gratitude towards his mum.
- The speaker in 'Bookworm' feels that her sister doesn't support her as she laughs at her, whereas the speaker in 'Mum' feels very supported and cared for by his mum.
- We learn that the speakers in both poems have anxieties/fears.

2a Students' own answers. Suggested answers:

What choices have the poets made about the form of their poems?	
'Bookworm'	'Mum'
Stanzas of equal length and consist of fairly long lines	Stanzas of mostly equal length, and consist of fairly short lines
2nd and 4th lines in a stanza rhyme	Rhyming changes throughout: it changes every 2 lines in the first two stanzas, then stays the same for each line in the 3rd stanza
Punctuation at the end of each line	No punctuation at the end of lines
	Last line of the poem stands out as only one word: 'Mum!'

What interesting vocabulary choices have the poets made?	
'Bookworm'	'Mum'
Interesting verbs used to describe the sister's actions: 'skewers', 'climbs'	Most of the poem consists of descriptive nouns, such as 'sadness stealer'
'leave their spark' – makes the stories seem magical	Some humorous asides in brackets: '(well, sometimes!)
Many comparative descriptions: 'bigger', 'tougher' 'faster'	Descriptions are all positive: 'cut-knee healer'

2b Students' own answers. Suggested answers:

- Both poems mostly contain stanzas of equal length.
- 'Bookworm' contains quite long lines in each stanza whereas 'Mum' consists of mainly short lines.
- 'Bookworm' has a steady rhyming pattern whereas the rhyming pattern in 'Mum' changes during the poem.
- 'Bookworm' uses punctuation at the end of each line whereas 'Mum' doesn't.
- 'Bookworm' uses some interesting verbs to describe the speaker's sister whereas 'Mum' consists of mainly descriptive nouns.
- The descriptions of the speaker's mum in 'Mum' are all positive, whereas 'Bookworm' contains many comparative descriptions suggesting that the speaker compares herself often to her sister.

### Section 10 Comparing poems: Lesson 19

3 Students' own answers. Answers will vary, but should include similarities and differences, plus examples from the two poems.

4 Students' own notes, including key points from each section.

## Section 11 Assessment: Lesson 20

## 1a–b

This poem **was** about a mother an a child talking to each other in the nite. The child is sic and **seemed** quiet scarred like things are trying to get him and the mother trys to look after him. But he **didnt** know were he is or what he is scarred of and he is very confused because the room **seemed** strange. The mother is upset because her child is sic and she **told** him not to be scarred and she prays for morning to come so that the child can go to sleep.

[underlined = spelling or punctuation mistake] [**shaded** = verb in the wrong tense]

1c Students' own answers. Answers will vary, but vocabulary could be improved by:

- avoiding repetition of adjectives to describe the characters, such as 'sick' and 'scared'
- using more of the terminology explored in this unit such as 'poet' and 'stanza'.

1d Students' own answers. Answers will vary, but sentence structure could be improved by trying to limit sentences to covering one point only so that they are less long and rambling.

1e Students' own answers. Answers will vary, but other suggested improvements could include:

- addressing the question of how the poet conveys the characters' emotions
- using quotations from the poem to back up points made
- describing how we learn about each character from what they say and from what the other says to them.

2 Students' own answers. Suggested improved response:

<sup>1</sup>Adding specific examples of what the characters are feeling means the answer goes further than just describing the events in the poem.

This poem is a conversation between a sick child and his mother, in which the poet reveals each character's emotions through the words they themselves say. The child seems to be feverish, wondering, 'Where am I now?' and 'Why is the room so gaunt'? **The word 'gaunt' suggests that the child feels there is something horrible about the world around him. This is confirmed when he says, 'I have a fear that I cannot say', and his confusion is made clear when he wonders, 'what do I fear'<sup>1</sup>.**

<sup>2</sup>Evidence from the poem is used to support points.

The mother is trying to comfort the child, telling him to **'fear not at all: the night is still'**<sup>2</sup>. She seems **desperate**<sup>1</sup> to make it through the night, and this is shown when she is thankful for the first signs of activity outside (**'Out in the city, sounds begin'**<sup>2</sup>). Her **hope**<sup>1</sup> is that when morning comes, 'then shall my child go sweetly asleep'.

<sup>3</sup>Here again, the answer contains more specific and detailed descriptions of how emotions are conveyed.

The poet also reveals each character's emotions through the way the other character reacts. **For example, in the second stanza we first learn that the child is afraid when the mother tells him, 'nothing is here that means you ill'. Similarly, we learn that the mother is very upset in the third stanza when the child asks, 'Why are you crying, mother dear?'<sup>3</sup>.**

## Unit 5 Eat it

### Section 1 Describing: Lesson 1

1a his father

1b meat, vegetables, potatoes and gravy

1c his room

2a The narrator finds it funny/difficult/easy/annoying to eat the food.

Quotations: 'eating it was like putting sand into a bucket of water'; 'full and could take no more'; 'straining to finish'; 'heave in the last scrapings'

2b The narrator wants to please/annoy/disobey/challenge his father.

Quotations: 'speaking clearly so my father could hear'.

2c His father does not want the narrator to worry/argue/relax/speak.

Quotations: 'Father wasn't going to let me get away so easily'; 'my father was enjoying the discomfort he was causing me'.

3a Students' own answers. Suggested answers:

- 'Father wasn't going to let me get away so easily'
- 'I couldn't refuse'
- 'I stood up, speaking clearly so my father could hear.'

3b Students' own answers. Suggested answers:

- 'under my father's watchful eye'
- 'my father was enjoying the discomfort he was causing me.'

4a–b Students' own answers. Answers will vary but all the words selected should be suitable for use in describing food.

### Section 1 Describing: Lesson 2

5a I hated him. I stared at the floor.

5b The mouse was annoyed but the cat was excited.

5c Incorrect sentences are B and C.

Corrected sentences: Looking at it carefully she could see it was some kind of writing. It was a diary! Tomorrow will be awful but at least I only have to do it once.

6 Students' own answers. Answers will vary following the examples provided in the table

7a Students' own answers. Answers will vary but should use well-chosen negative vocabulary to describe unpleasant food and an unpleasant mood.

7b Students' own answers. Answers will vary but students should have turned their writing into an entirely positive description.

**Section 2 Persuading: Lesson 3**

1 Students' own answers. Suggested answers:

<b>Paragraph 1</b>	Fact: You will always have to eat. Opinion: Cooking is fun.
<b>Paragraph 2</b>	Fact: The book contains lots of facts about food. Opinion: Food is important.
<b>Paragraph 3</b>	Fact: Every item of food has a different mix of nutrients Opinion: Being adventurous makes you try lots of different ingredients.
<b>Paragraph 4</b>	Fact: The book is filled with real dishes. Opinion: You will enjoy making them for years to come.

2a Students' own answers. Suggested answer:

(i) Running gives you more energy.

(ii) Running improves your fitness.

2b Students' own answers. Suggested answer: When you're playing computer games, you may as well be telling your body, "I don't care about you!"

3a–c Students' own answers. Answers will vary but will include facts, phrases and sentences that readers can infer opinions from.

**Section 2 Persuading: Lesson 4**

4a I've never believed in hard work.

4b You'll never know until you try.

4c She couldn't have made it more obvious.

4d Climbing that mountain will be the hardest thing I'll ever do.

4e Who's going to stop me?

5a

A Raising money for a charity is one of the most rewarding things you'll ever do. [1]

Sign up today! [2]

B Let's clean up our act. [2]

We are all responsible for the natural environment. [1]

C Find the time to be still. [2]

Meditation is a great way to relax and clear the mind. [1]

5b–d Students' own answers. Answers will vary.

6a–b Answers will vary but should include:

- contractions with apostrophes for an informal tone
- a clear opening sentence to introduce the topic and the writer's opinion
- a benefit, the writer's opinion about it and a related call to action in each paragraph
- a final call to action that inspires the reader to do more exercise.

## Workbook Answers

## Section 3 Vocabulary choice: Lesson 5

1a Bangkok

1b coconut sauce

1c garlic, cinnamon and peppercorns

1d his aunt's stir-fry

2a

(i) and the mouth-watering aromas of garlic, cinnamon and peppercorns

(ii) Our first feast was a fiery sweet curry with Thai steamed rice

(iii) lightly salted, and perfectly fragrant with lemon grass, ginger and basil

2b Students' own answers. Suggested answer:

(i) The cake was covered with light cream.

(ii) The smell of warm bread filled the air.

(iii) Finally, she drizzled golden honey over her creation.

3 Students' own answers. Answers will vary.

4a–b Students' own answers. Answers will vary but should include positive adjectives that describe a variety of senses.

## Section 3 Vocabulary choice: Lesson 6

5a

sweet = sweets

desserts

flavours

recipe = recipes

herbs

5b

taste-buds [C]

joy [A]

memory [A]

mouth [C]

satisfaction [A]

6a–b Students' own answers. Answers will vary.

7a–b Students' own answers. Answers will vary. Strong descriptions should provide specific details and well-chosen adjectives to describe the experience and should appeal to all the senses.

## Workbook Answers

**Section 4 Persuasive vocabulary: Lesson 7**

1 Students' own answers. Suggested answers:

- a This extract suggests that the restaurant must be really good because customers come back again and again.
- b This extract suggests there is something delicious for you, whatever food you normally like.
- c This extract suggests all the food is really well cooked and tasty.
- d This extract suggests the staff will work hard to make sure you have a great time.
- e This extract suggests it is easy to get to the restaurant.

2 Students' own answers. Suggested answer:

- a '... award-winning chefs select the freshest ingredients'
- b 'Whether it's a quiet meal for two or a family celebration for twenty'
- c '... the perfect way to end a busy day in the city – or the best possible start to a great night out.'

3a–c Students' own answers. Answers will vary but should include persuasive language and reasons.

**Section 4 Persuasive vocabulary: Lesson 8**

4 Students' own answers. Suggested answers:

- a a nutritious sandwich
- b a cold empty room
- c a large bowlful of soup
- d a very delicious cake
- e an extremely expensive restaurant.

5

- A The race tomorrow will be the longest I have run.
- B Who has made the tastiest jam?
- C That was the best, most exciting film I have ever seen!

6a The broken machine clicked and clacked clumsily.

6b Students' own answers. Answers will vary.

7a–c Students' own answers. Answers will vary.

8 Students' own notes including key points from each section.

**Section 5 Assessment: Lesson 9**

1 To persuade the reader to sign up for the summer camp.

2 Possible answers: 'biggest'; 'best-loved'; 'best'

# Workbook Answers

3 'The best teachers make lessons FUN!'

4 'tongue-tingling'; 'gorgeous'; 'goeey'

5 Students' own answers. Suggested answer: You will make some great new friends at the summer camp.

6a Students' own answers. Suggested improvements could include:

- using quotations from the text
- referring to the techniques the writer has used to persuade the reader
- commenting on how effective those techniques are.

6b Students' own answers. Suggested answer:

<sup>1</sup>*This response clearly states the persuasive techniques used by the writer.*

<sup>2</sup>*Quotations from the extract are used to support the points made.*

<sup>3</sup>*The effects of the persuasive techniques are analysed.*

<sup>4</sup>*The structure of the text is also explored.*

**Using direct address and lots of imperative verbs<sup>1</sup>**, the writer presents a range of reasons to show that the summer camp will be a great experience with lasting benefits. The school is described as **'the biggest and best-loved'<sup>2</sup>** in the country and it focuses on making learning 'FUN!' to persuade the reader both of the school's quality and the enjoyment that students will experience in their learning.

'Whatever your skill level' makes clear that the summer camp is suitable for a wide range of people. Carefully chosen, sensory adjectives such as 'tongue-tingling' and 'gorgeous' **evoke powerful and appealing sensations<sup>3</sup>**, linked to the food that students will learn to cook. **Clear headings<sup>4</sup>** introduce the range of benefits on offer, from making friends to living a healthier life.

The final call to action, 'Sign up today for a fun-filled summer of cooking you'll never forget', makes the writer's intention clear and ends on a very positive note.

## Section 6 Structuring persuasive writing: Lesson 10

1 Tick A, C and D.

2a Students' own answers. Suggested answers:

- eating better
- making time for breakfast
- consuming carbohydrates
- filling up on fruit and vegetables
- cutting down on salt, fat and sugar

2b Students' own answers. Answers will vary but should indicate an understanding that imperative verbs create a powerful call to action so are more effective as subheadings.

## Workbook Answers

3 Students' own answers. Suggested answer:

**Get outside more**

It is well known that spending too much time inside can be bad for your health. Try to get outside for at least one hour every day and you will soon feel the benefits.

**Make it part of your routine**

Think about ways to include time spent outside as part of your daily routine. Research shows that people who walk or cycle for part of their journey to school spend twice as much time outside as others.

4 Students' own answers. Answers will vary, but should include five planned paragraphs, each with a subheading that uses an imperative verb and the key point for each paragraph.

**Section 6 Structuring persuasive writing: Lesson 11**

5a 'It'll all be better in the morning,' said Mum.

5b 'I wish I believed that was true!' Amy replied.

5c Mum thought for a minute. Then she said, 'I've got an idea.'

6 Students' own answers. Suggested answers:

**Paragraph 1:**

**What?** Eat a wide range of foods.

**Why?** To ensure your body gets everything it needs.

**Paragraph 2:**

**What?** Eat breakfast.

**Why?** Because you're less likely to be overweight and more likely to be able to think clearly.

**Paragraph 3:**

**What?** Eat starchy carbohydrates.

**Why?** Because experts recommend it.

7 Students' own answers. Answers will vary but should include imperative verbs, explanations and evidence.

8a–b Students' own answers. Answers will vary but should include clear paragraphs each containing a point or instruction supported by a reason and, if possible, a quotation.

## Workbook Answers

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

- (i) do
- (ii) do
- (iii) don't
- (iv) don't
- (v) do
- (vi) do
- (vii) both

**1b** Students' own answers. Answers will vary but should refer to the idea that negative 'don't' instructions may be less persuasive than positive 'do' instructions.

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

- (i) Don't let your dog eat chocolate. Dogs have extremely sensitive stomachs and chocolate can make them very unwell.
- (ii) Try to keep your cats indoors when you move to a new house. They can take a while to accept a new home and if you let them out too soon they may run away to look for the home they are familiar with.

**2b**

- (i) dogs – noun
- (ii) they – pronoun

**3** Students' own answers. Answers will vary following the example provided in the instructions.

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

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

- a** Feed your cat nutritious food and don't let them eat your leftovers.
- b** Allow your cat to explore their outside environment but let them come back inside when they want to.
- c** Play with your cat as they need mental stimulation, and this encourages them to be social.

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

- (i) Cats are great fun – you can play with them all the time!
- (ii) Don't let your cat near expensive furniture – they might scratch it.
- (iii) Cats have good reflexes; they are great at landing on their feet.

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

- A** Gerbils are relatively clean animals – their cages only need to be cleaned once per week.
- B** If you keep more than one gerbil in a cage, you should clean out the cage more regularly and spot-cleaning should take place more often.
- c** Spot cleaning is essential for gerbil cages. This technique involves removing soiled bedding and cleaning the water bottle and food dish, and it should be completed once per day.

**7a–b** Students' own answers. Answers will vary. Strong answers will use a variety of sentence structures.

### Section 8 Rhetorical devices: Lesson 14

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

- a** Teaching children about growing and cooking food is a vital lesson.
- b** Good quality food is important for children's success.
- c** Teaching children to cook is important in many ways.
- d** Every child should learn to cook at school.

**2a** rhetorical question

**2b** emotive language

**2c** emotive language

**2d** repetition

**2e** direct address

**3** Students' own answers. Answers will vary.

### Section 8 Rhetorical devices: Lesson 15

**4a**

**(i)** Every day the weather is the same: grey, wet and cold.

**(ii)** Cats are amazing: they're so clever!

**4b** Students' own answers. Suggested answers: These are some elements of good weather: sunshine, warm heat and an absence of wind.

**4c** Students' own answers. Suggested answers: Painting is a great way to relax: it focuses your mind.

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

- a** Have you ever seen anything so exciting?
- b** Has food ever looked this good?

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

- a** You should always make time to cook using proper, fresh ingredients.
- b** Read the ingredients on food packaging carefully.

**7a** Students' own answers. Suggested answer: I can't describe the horror of seeing a child whose teeth had all rotted and fallen out simply because they had drunk too many sugary drinks.

**7b** Students' own answers. Suggested answer: Can you imagine the horror of seeing a child whose teeth have all rotted and fallen out?

**7c** Students' own answers. Suggested answer: To care for yourself, take care what you drink.

# Workbook Answers

**8a–b** Answers will vary. The best answers will use emotive language, rhetorical questions, repetition and direct address effectively.

## Section 9 Leaflets: Lesson 16

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

**a** The hotel's relaxed atmosphere will help you unwind at the end of a busy day.

**b** We offer quality accommodation with spacious rooms, comfortable beds and luxurious bathrooms.

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

**a** We use tasty ingredients to make delicious food.

**b** Try our food and you'll be back again and again!

**3** Students' own answers. Answers will vary but should make the link between the formality of the experience offered and the formality of the appropriate language.

**4**

Numbered list	Bulleted list
Travel directions	Packing list
Instructions for making a chair	Shopping list
Recipe	
List of events planned for the day	

**5a–b** Students' own answers. Answers will vary but should include all the features of persuasive leaflets covered in this section of the Student Book.

## Section 9 Leaflets: Lesson 17

**6a–b** Students' own answers. Answers will vary.

**6c** Students' own answers. Answers will vary following the example provided.

**6d** Students' own answers. Answers will vary.

**7** Students' own answers. Answers will vary but should include all the features detailed in the activity instructions.

# Workbook Answers

## Section 10 Reviewing, revising and proofreading: Lesson 18

1 Students' own answers. Suggested answer:

**Its a good day out!**

You can play the best games, you can enjoy the rides and amusements. You can listn to some great music. Weve got the best food and drink. Curies and salads. Juices are four sale and tea. You will also enjoy the cakes. You can do some shopping and buy the best clothe, jewelerry and art. You will find lots of things that you like!

[shaded = spelling, punctuation and grammar errors]

2 Students' own answers. Suggested answers:

**kebabs:** tasty

**curries:** aromatic

**salads:** fresh

**juices:** nutritious

**tea:** soothing

**cakes:** delicious

**3a**

most brilliant [s]

great

super

tastiest [s]

loveliest [s]

freezing

delicious

super

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

**(i)** You can play the most exciting games.

**(ii)** We've got the tastiest food and drink.

**4a–b** Students' own answers. Answers will vary, but should contain adjectives and superlatives for food, and examples of alliteration.

## Section 10 Reviewing, revising and proofreading: Lesson 19

**5a** Students' own answers. Suggested answer: Delicious juices, delicious teas and delicious cakes!

**5b** Students' own answers. Suggested answer: Are you ready for a fantastic day out?

6

Adjective	Adverb
delicious	deliciously
quick	quickly
convenient	conveniently
colourful	colourfully
gentle	gently

7 You can play the best games, you can enjoy the rides and amusements.

**Corrected version:** You can play the best games. You can enjoy the rides and amusements.

8a

Uncontracted	Contracted
I will	I'll
they have	they've
did not	didn't
you had	you'd
he is	he's

8b it's; we've

9 Students' own notes, including key points from each section.

### Section 11 Assessment: Lesson 20

#### 1a-b Cakes and biscuits for sale

We **made** lot's of cakes and lot's of biscits. We **hoped** you want to try them.

We make birthday cakes and gingerbread and weding cakes, lot's of other kinds of cakes. Our bakers are the best. Whatever you want, weve got it. Weve got the best ingredients.

You should come to our cake shop, its the best cake shop in town.

Special offer: buy one of our tastey cakes and get five biscits as well.

[underlined = spelling or punctuation mistake] [**shaded** = verbs that are in the wrong tense]

1c Students' own answers. Answers will vary, but vocabulary could be improved by:

- removing instances of repetition. For example, four of the first six sentences begin with 'we'
- using more powerful adjectives (including in the shop name) and not relying exclusively on 'best' and 'tasty'.

# Workbook Answers

**1d** Students' own answers. Answers will vary, but sentence structure could be improved by adding more variety in length and form. For example:

- there are too many short sentences in the second paragraph
- the range of products on offer could better be presented as a list.

**1e** Students' own answers. Answers will vary, but other suggested improvements could include a better use of rhetorical devices:

- although the answer does include some examples of direct address towards the end, this should appear throughout
- a rhetorical question could easily be included, as could alliteration and/or repetition and more emotive language.

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

**Treat yourself<sup>1</sup> to something delicious!**

<sup>1</sup>The reader is addressed directly throughout the leaflet.

**Why not give yourself<sup>1</sup> the treat you<sup>1</sup> deserve<sup>2</sup>? Choose from our mouth-watering macaroons, scrumptious sponges, and cute little cupcakes<sup>3</sup>.**

<sup>2</sup>Addition of a rhetorical question.

We've got every kind of cake you can imagine, all made by the best bakers using the finest ingredients. We make:

- magnificent wedding cakes
- delicious gluten-free cakes
- unforgettable birthday cakes
- yummy handmade gingerbread...

<sup>3</sup>A better variety of products is mentioned, described by using alliteration and engaging adjectives.

**...and much, much more!<sup>4</sup>**

<sup>4</sup>The list of choices adds contrast when used between longer sentences.

Look out for **The Delicious Cake Shop<sup>5</sup>** speciality, our Double Delicious Triple-tier Chocolate and Cherry Gateaux.

So what are you waiting for? Come along **to The Delicious Cake Shop<sup>5</sup>** today and find out why everyone says we're the **best<sup>6</sup>** in town!

<sup>5</sup>The name of the store is repeated several times.

**Special offer: Buy one of our delicious cakes and get five yummy cookies absolutely free!**

<sup>6</sup>Superlatives are used effectively.

## Unit 6 Teach me

### Section 1 Exploring key features: Lesson 1

1

- a Einstein discovered gravity when an apple fell on his head. [T / F]
- b Jules Verne was an early astronaut. [T / F]
- c Rockets were first used in China. [T / F]
- d Rockets are light so that it is easier to propel them into orbit. [T / F]
- e Rockets must travel at 280 km/h in order to enter orbit. [T / F]

[shaded = correct answer]

2 'a powerful gun'; 'powerful magnets'

3a Everything is held down by gravity.

3b We use rockets to reach space and overcome gravity.

3c Rockets have been around a long time.

3d The Chinese used rockets in battle and the technology spread via the Middle East to Europe.

4 Students' own answers. Suggested answer: Rockets work by exhaust gases coming out of the engine pushing them forward. Modern rockets are very heavy and need lots of fuel to enter orbit in space. Once a rocket has used up its fuel it is separated and either falls back to Earth or burns up in the atmosphere.

5 Students' own answers. Answers will vary but should include interesting facts as the basis of an information text.

### Section 1 Exploring key features: Lesson 2

6a 'It is said that Isaac Newton discovered gravity when an apple fell on his head.'

6b '– similar to the fireworks we use today.'

6c '... where they were also used as weapons' OR 'Later, they also became popular for spectacular firework displays.'

6d 'Have you noticed what happens if you let the air out of a balloon? ... Rockets work in much the same way.'

7 Students' own answers. Suggested answer: This is because the aim of information texts is to present information clearly and chronological order allows the reader to clearly see the order in which events have happened.

8a–d Students' own answers. Answers will vary.

# Workbook Answers

9 Students' own answers. Answers will vary, but should use a chronological structure and include:

- subheadings
- explanations of concepts
- explanations of purpose
- familiar examples
- explanation of history
- statistics.

## Section 2 Exploring an instruction text: Lesson 3

1

Features	Uses
heading	identifies the subject of the text
subheading	identifies the topic of a section of text
diagram	gives a visual explanation of something
paragraph	contains one key point
bullet point	presents a list but not a sequence
numbered list	outlines a sequence in a particular order

2 Students' own answers. Suggested answer: Numbered lists present points where their order is important, for example step-by-step instructions, whereas items in a bulleted list need not appear in a particular order.

3a

- A State the process for completing the task [4]
- B Explain the concept [2]
- C State what items are needed [3]
- D Introduce the topic [1]
- E Highlight something important to remember [5]

3b The overall purpose of instruction texts is to explain clearly how to do something.

4a–b Students' own answers. Answers will vary but should include an explanation of the concept and purpose, a list and explanation of the key features, a list of steps to complete and a key point to remember.

## Section 2 Exploring an instruction text: Lesson 4

5 Students' own answers. Answers will vary. Some possible improvements include:

- write an introductory sentence or two about the cat
- give more detail (for example, where to find the food)
- offer some advice linked to point 4
- the numbered list doesn't work because the instructions are not in a sequence.

## Workbook Answers

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

My cat is a 3-year-old brown tabby domestic shorthair. She is very friendly but can sometimes be scared by loud noises.

Please could you follow these steps to look after my cat:

- 1 Check that her water bowl is full every morning and add more water if needed.
- 2 Feed her every lunchtime – she eats one bowl of cat food per day, which you can find in the cupboard under the sink.
- 3 Be nice to her – she loves being stroked!
- 4 Make sure she always wears her collar and leave the cat flap open at all times as she sometimes runs away.

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

First, check you have your bus pass.

Then, walk to the end of the road and wait for the bus.

Next, wave to the bus so that the driver knows to stop.

Then, tell the driver the name of the school you are going to.

Finally, get off the bus outside school.

**8** Students' own answers. Answers will vary, but should be clear and include:

- an introduction explaining why someone should follow the instructions
- a list of things the reader will need in order to complete the challenge
- instructions for the reader to follow in order to complete the challenge
- any important warnings that will keep the reader safe.

Use of adverbials, numbers or bullets should be carefully considered.

### Section 3 Organising information: Lesson 5

**1a** It was driven to extinction.

**1b** Accounts describe dodos tasting unpleasant.

**1c** They were based on written descriptions.

**1d** It was not properly preserved.

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

**a** Where and when did it start?

**b** What caused it?

**c** How do we know about it?

**d** What happened after the fire?

**3** Subheadings help the writer to organise the text and help the reader to understand what topic will be covered in each section.

**4** Students' own answers. Answers will vary but should include facts organised under different subheadings.

# Workbook Answers

## Section 3 Organising information: Lesson 6

5 Students' own answers. Suggested answer: However, he believes the real cause of the dodo's extinction was 'human ignorance' – it was humans who brought the other animals to the island.

6a–d Students' own answers. Answers will vary.

7 Students' own answers. Answers will vary following the plans students made in Activity 6. The text should include subheadings and should reflect an intention to achieve a certain effect on the reader.

## Section 4 Choosing precise vocabulary: Lesson 7

1 Students' own answers. Suggested answers:

A Gather dry grass and small twigs, bigger sticks, and thicker logs.

B Place the dry grass and twigs in a small pile.

C Light the grass and twigs carefully with matches or a lighter.

D After a few minutes, add one or two small logs.

E Do not leave the fire unattended.

2a Students' own answers. Suggested answers:

A Grab some dry grass and small twigs, bigger sticks and thicker logs.

B Put the dry grass and twigs in a small pile.

C Get the fire going by lighting the grass and twigs carefully with matches or a lighter.

D After a few minutes, stick a couple of small logs on the fire.

E Enjoy! But don't wander off while the fire is burning – they can be dangerous.

2b You would use a formal register because safety information is serious and should sound authoritative.

3a–b Students' own answers. Answers will vary but should demonstrate understanding of how and when to use adjectives and adverbs in this context, such as when they help to explain things more clearly.

## Section 4 Choosing precise vocabulary: Lesson 8

4a You drive past the big red sign.

4b You wait for five minutes.

4c You use oven gloves.

4d You make a note of the time.

4e You put the fire out carefully.

## Workbook Answers

**5a** Students' own answers. Suggested answer: Pour cold water on the fire to put it out but be careful of the steam that may rise from the fire when you do this.

**5b** When the fire begins to die down, add more logs. Place the logs on the fire carefully so that they do not cause the fire to spread.

**5c** Students' own answers. Suggested answer: Keep any blankets or other flammable items a short distance from the fire.

**6** Tick A, C, D and G. Place a cross next to B, E, and F.

**7a–b** Students' own answers. Answers will vary, but should have a consistent register, use the appropriate tense and person for instructions and include carefully chosen adjectives and adverbs to aid understanding.

### Section 5 Writing clearly: Lesson 9

**1a** Suggested answers:

- developed by Steve Russell of the Massachusetts Institute of Technology
- battle game
- played by two players
- each controlling a spaceship circling a planet
- the spaceships could turn, accelerate and shoot at each other
- it could only be played on the PDP-1 computer.

**1b** The Atari console was inspired by The Odyssey.

**2a** It was a version of the pen-and-paper game, noughts and crosses. Noughts and crosses is also known as tic-tac-toe.

**2b** It was first known as The Brown Box. It was later renamed The Odyssey.

**3a** Video games are a massive part of many of our lives and research suggests that young people in some parts of the world spend more time playing video games than watching television or playing sport.

**3b** Four years later, Steve Russell of the Massachusetts Institute of Technology created *Spacewar!*, which was a battle game played by two players, each controlling a spaceship circling a planet.

**4a** Students' own answers. Answers will vary but should demonstrate understanding of the difference between single and multi-clause sentences and should use a range of conjunctions.

**4b** Students' own answers. Answers will vary but should explain which versions of sentences are preferred and why.

## Workbook Answers

**Section 5 Writing clearly: Lesson 10**

5a Students' own answers. Answers will vary following the example provided.

5b Students' own answers. Answers will vary.

6a–b Students' own answers. Answers will vary.

7 Students' own answers. Answers will vary but should include a variety of single- and multi-clause sentences.

8 Students' own notes, including key points from each section.

**Section 6 Assessment: Lesson 11**

1

A Tarantulas are the most poisonous spiders in the world. [T / F]

B Tarantulas are not the biggest spiders in the world. [T / F]

C Tarantulas sometimes eat birds. [T / F]

D Everyone is afraid of tarantulas. [T / F]

E Female tarantulas sometimes eat males. [T / F]

F Tarantulas catch wasps in their webs. [T / F]

[shaded = correct answer]

2 'nightmares'

3 Tick C: 'The author wants us to understand more about tarantulas.'

4 'these giant spiders can grow to nearly 30 cm across'; 'up to 1,000 baby tarantulas may hatch'

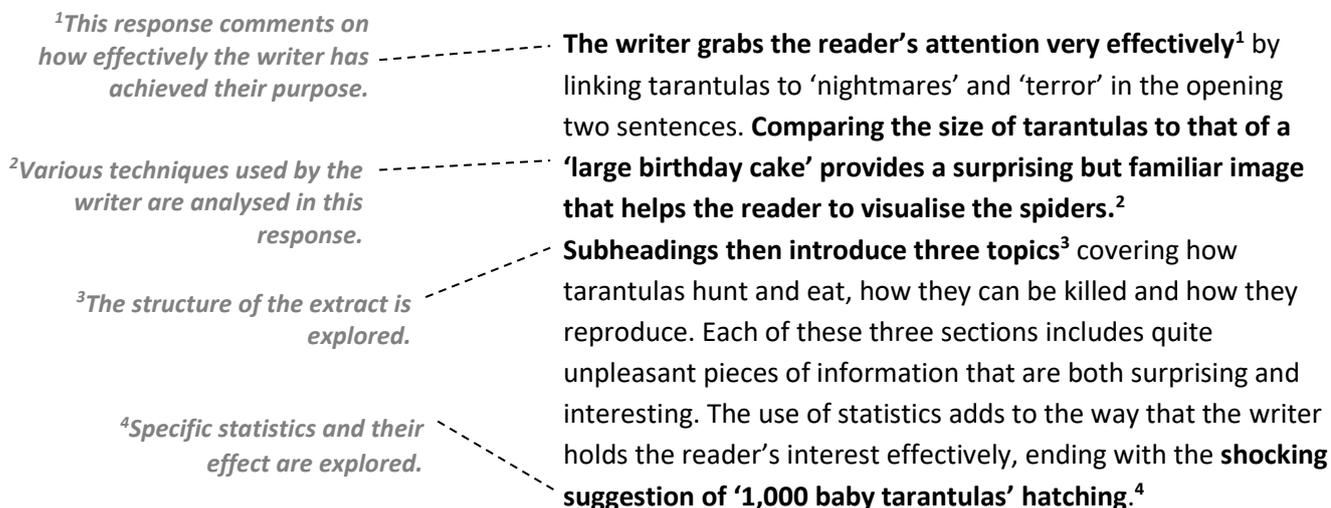
5 Suggested answers: 'Tarantulas are carnivores.' OR 'They don't catch their prey in webs.'

# Workbook Answers

**6a** Students' own answers. Answers will vary. The key improvements that should be made are:

- to refer to the writer
- to describe the techniques the writer has used to present the topic in an interesting way
- to comment on how effectively the writer has achieved their purpose.

**6a** Students' own answers. Suggested answer:



## Section 7 Paragraphing information: Lesson 12

**1a** The Andes contain some of the most challenging mountains in the world. Anyone wanting to climb them must be very fit and strong.

**1b** You can be the best climber in the world, but your foot can still slip. Climbing can be extremely dangerous.

**2a** 'Simon realised that if he was to survive, he had to cut the rope and let Joe die.'

**2b** Students' own answers. Suggested answer: The writer wants us to understand that Simon was under extreme stress and did not have a choice. The writer also wants us to understand that Simon was decisive and that he felt very guilty about it afterwards.

**2c** Students' own answers. Suggested answer: The writer creates the impression of Simon by telling us that 'tears well up in Simon's eyes' when he remembers the event. The writer makes it clear Simon did not have a choice by saying, 'if he was to survive'. We know he is decisive from the words 'Simon made the decision very quickly'.

**3** Students' own answers. Answers will vary, but should include subheadings and related topic sentences.

## Workbook Answers

**Section 7 Paragraphing information: Lesson 13**

**4a** When Diego regained consciousness he was lying with his face in the snow.

**4b** Javier and Diego had climbed together for years. They knew each other very well.

**4c** Diego could hear the sound of running water. It made his throat feel even drier.

**4d** Other climbers soon heard about the incident. They were not very forgiving.

**5a** Sentence A

**5b** Sentence C

**5c** Sentence B

**6** Students' own answers. Suggested answer: Armadillos are resourceful armoured mammals native to the Americas. They are skilled at escaping predators as they are able to move quickly and roll up into a ball when threatened. They are also effective at hunting for food, using their long claws and strong sense of smell to catch insects.

**7** Students' own answers. Answers will vary but each paragraph must include a topic sentence and some supporting sentences which give extra information or description.

**Section 8 Engaging the reader: Lesson 14**

**1** Suggested answers:

- 'It looks a bit like an old cauliflower'
- 'Every day your brain sends more signals around your body than all the text messages sent from every phone in the world.'
- '... more powerful than the fastest supercomputer ever created.'
- '... unlike bones and skin, it cannot mend itself.'

**2** four times

**3** Check water before diving in; wear helmets when skateboarding or biking.

**4** Students' own answers. Suggested answer: This sentence engages the reader by referring to each element of the physical sensations of being alive (sight, hearing, smell, touch and taste) and linking these to the brain. Effectively, this sentence suggests that everything we are able to do or experience is linked to our brains.

**5** Students' own answers. Suggested answer: The writer uses numerous techniques to engage the reader in this article. For example, he uses familiar comparisons such as 'It looks a bit like an old cauliflower'. He also uses interesting statistics, such as that the signals sent from our brains to our nerves travel at 'around 320 km/h'. The writer also uses a familiar tone throughout and includes several memorable humorous descriptions such as describing the fluid in your brain as preventing it from 'rattling around the inside of your skull'.

**6** Students' own answers. Answers will vary but should include surprising or interesting facts.

## Workbook Answers

**Section 8 Engaging the reader: Lesson 15**

7

amazing – incredible  
carefully – cautiously  
nervous – anxious  
excited – thrilled  
slowly – gradually

**8a** Students' own answers. Suggested answers: noisy; deafening; blaring; blooming; piercing; ear-splitting; intense; powerful; thundering; roaring

**b** Students' own answers. Answers will vary.

**9a** Tick B. 'So it keeps your heart beating, your lungs breathing and your eyes blinking.'

**9b** Students' own answers. Suggested answer: The smell of the hot spring hits your nostrils like rotten eggs.

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

**a** The ear drum is extremely delicate.

**b** The cheetah can run at breakneck speed. It is the fastest animal on Earth.

**c** The ground shook with a terrifying roar as the earthquake hit. People scattered frantically out of the buildings.

**11a–b** Students' own answers. Answers will vary, but should use powerful vocabulary and techniques that will engage the reader such as:

- comparison
- explanation
- humour
- statistics
- advice.

**Section 9 Reaching conclusions: Lesson 16**

**1** Students' own answers. Suggested answer: At nearly 4,000 metres high, Mount Fuji is the biggest mountain in Japan. It is also extremely busy – over 200,000 people climb 'Fuji-san' every year. Most people think that Mount Fuji is a volcano but not many realise that it is actually three volcanoes piled on top of one another. Don't worry though, it is not still active.

**2** Students' own answers. Suggested answer: This one short sentence immediately tells the reader they are about to learn about someone remarkable and unique.

**3a–b** Students' own answers. Answers will vary.

## Workbook Answers

**4a–b** Students' own answers. Answers will vary but at least some of the facts should reflect some understanding of what other people may find interesting or unusual. Answers should include one surprising fact chosen to engage the reader, along with some basic details.

**Section 9 Reaching conclusions: Lesson 17**

5

**A** A paragraph about their childhood. [2]

**B** A paragraph including a strong statement about what the person achieved along with an interesting, unusual fact about them. [1]

**C** A paragraph about how what they achieved had a lasting impact. [4]

**D** A paragraph about the work they became famous for and their achievements. [3]

**6** Students' own answers. Answers will vary but should contain key information and interesting, unusual facts.

**7a–c** Students' own answers. Answers will vary but should include facts, interesting and dramatic information and follow the planned order.

**Section 10 Planning a lesson: Lesson 18**

**1** Students' own answers. Answers will vary.

**2** Students' own answers. Answers will vary.

**3a–b** Students' own answers. Answers will vary.

**4a** Students' own answers. Answers will vary.

**4b** Students' own answers. Answers will vary but should reflect a solid grasp of the conventions of instructional texts, namely a clearly laid out sequence of instructions with well-chosen adjectives and adverbs in place to make the instructions as clear as possible.

**4c** Students' own answers. Answers will vary.

# Workbook Answers

## Section 10 Planning a lesson: Lesson 19

**5a** Students' own answers. Suggested answer: Biographies and accounts of historical events are often best presented in chronological order to make it easier for readers to understand how events progress over time.

**5b** Students' own answers. Suggested answer: Texts describing how to do something are best presented as step-by-step instructions so that the reader understands what order to do things in.

**5c** Students' own answers. Suggested answer: Informative texts on a subject where chronology is irrelevant, such as 'The brain', are best presented using paragraphs focussing on different aspects of the topic. Each paragraph should cover a different area of the topic, helping readers to understand how facts and ideas are grouped together.

**6a–b** Students' own answers. Answers will vary.

**7** Students' own notes, including key points from each section.

## Section 11 Assessment: Lesson 20

### 1a and b

You **rode** a bike by pedal and if you want to stop then people **squeezed** the break but there are two breaks, one for each wheel so to steer they **can turning** the handle bars. It can be difficult to balance and there **is** lots of different types of bikes and some people **raced** them in competitions because bikes are fun to ride.

Bikes **have been** invented arond 200 years ago. Bikes are very effishent. Bikes are very cheep to make compaired to cars. Bikes are very good for the environment. Bikes are cheep to look after. Bikes last a long time. Bikes **were used** all over the world. Peple **used** bikes for fun and to get around.

[underlined = spelling or punctuation mistake] [**shaded** = verb in the wrong tense]

**1c** Students' own answers. Answers will vary, but vocabulary could be improved by:

- removing instances of repetition. For example, 'bikes' is used repeatedly, and most instances should be replaced with a pronoun
- using more precise vocabulary, particularly in the section that describes how to ride a bike.

**1d** Students' own answers. Answers will vary, but structure could be improved by adding more variety in length and form. For example:

- The sentences in the first paragraph should be shorter and clearer and take the form of instructions written in the second person, present tense.
- In the second paragraph there are lots of short sentences. Some could be combined to create a more flowing text.

**1e** Students' own answers. Answers will vary, but suggested improvements could include:

- presenting the instructions as a numbered or bulleted list
- grouping sentences and paragraphs by topic
- using the second person, present tense form to make the information more relevant to the reader.

2 Students' own answers. Suggested improved response:

<sup>1</sup>Pronouns are used to avoid the word 'bikes' being repeated many times.

Bikes have been around for over 200 years and are one of the most efficient ways of getting around: **they're**<sup>1</sup> cheap, they're good for the environment and they're loads of fun.

**If you want to learn how to ride a bike, here are some instructions to help you get started**<sup>2</sup>:

- 1 **Find**<sup>3</sup> some flat ground to begin with – hills make things harder.
- 2 Stand with one leg either side of the bike and one hand on each handle of the crossbar.
- 3 Sit down on the saddle, keeping your left foot on the floor and your right foot on a pedal
- 4 Look straight ahead, not down. You need to see where you are going.
- 5 Use your left foot to firmly push the bike forward.
- 6 Lift your left foot off the ground and place it on the left pedal as the bike glides smoothly forward.
- 7 Begin to pedal by pushing down with one foot and then the other.
- 8 Stop the bike by gently squeezing the brakes, and place one foot on the ground as the bike comes to a stop.

<sup>2</sup>Writing in the second person, present tense is more suitable for an informative speech.

<sup>3</sup>Adding a numbered list means that step-by-step instructions are easier to follow.

**Don't worry if it doesn't work the first few times you try it. It takes most people a few days to get the hang of it. The main thing is to have fun and take your time!**<sup>4</sup>

**Remember, always wear a helmet when riding a bike just in case you fall off and bump your head**<sup>5</sup>.

<sup>4</sup>Sentences and paragraphs are grouped by topic, making the whole text easier to follow.

<sup>5</sup>Longer sentences help the text flow.