

Unit 1 Mysteries

Section 1 Summarising: Lesson 1

Skills Boost: Using context for understanding

1 Students' own answers. Suggested answer: In the sentence from the extract, the word 'bound' means tightly secured and held together.

2 Students' own answers. Suggested answers:

a shook

b bowl

Activity 1

1 The journey started at London Bridge Station.

Then it went to Folkestone.

Next it went to Boulogne in France.

Finally, it reached Paris.

2 It was only when the boxes were opened at Paris that people knew the gold had been stolen.

3 The gold was sealed and bound with iron bars.

The boxes were weighed, to check that the contents hadn't changed.

The boxes were stored in the railway company's iron safes.

The safes were locked and needed two keys to open them.

Each key was held by a different employee.

The safes were in the guard's van.

On the steam ship, the captain was given the keys to the safes.

Section 1 Summarising: Lesson 2

Activity 2

1 C (it is more important to know how much the money is worth today, than how much it was worth in 1855)

2 Students' own answers. Suggested answer: A, C, E, H, I

3 Students' own answers. Suggested answer: On the 15th May 1855, gold that would be worth more than £1.25 million today was transported in three sealed boxes from London Bridge by train to Paris.

Activity 3

1 Students' own answers. Suggested answers:

a The guard seemed trustworthy.

b The weight of the boxes was checked again in Boulogne.

c Bags of lead shot were found inside the boxes.

Activity 4**1a** Paragraph 1:

- Gold was often transported mid-19th century between London and Paris
- Robberies increased
- Security was tightened

1b Paragraph 3:

- Boxes were weighed
- Locked in safes
- Two keys
- Safes in guard's van
- James Burgess – the guard
- Believed to be reliable

Paragraph 4:

- Train in Folkestone
- Box on steam ship
- Across channel to Boulogne
- Captain had keys

Paragraph 5:

- Boxes weighed – one slightly lighter but no sign of damage
- Taken to Paris – weight unchanged
- Final destination – opened and contained lead shot

2 Students' own answers. Suggested answer:

In the mid 19th century, gold was often transported between London and Paris. Security was tight because of attempted robberies. In 1855, gold worth more than £1.25 million today, was transported in three sealed boxes from London Bridge to Paris. The gold was weighed, locked in safes and put inside the guard's van on a train to Folkestone. The guard was James Burgess who was believed to be trustworthy. At Folkestone, the boxes were transferred to a steam ship to cross to Boulogne. Only the captain had keys. The boxes went to Paris and then to their final destination, but when opened, they were found to contain only lead shot.

3a-c Students' own answers. Suggested answer:

In the ~~mid~~-19th century, gold was often transported between London and Paris. Security was tight because of attempted robberies. In 1855, gold that would be worth more than £1.25 million today, was transported in ~~three~~ sealed boxes from London ~~Bridge~~ to Paris. The gold was weighed, locked in safes and put ~~inside the guard's van~~ on a train to Folkestone. The guard was James Burgess who was believed to be trustworthy. At Folkestone, the boxes were transferred to a steam ship to cross to Boulogne. Only the captain had keys. The boxes went to Paris and then to their final destination, but when opened, they ~~were found to~~ **contained** only lead shot.

[~~striketrough~~ = less-important words **bold** = adjustments]

4a and b Students' own answers. Answers will vary, but should not exceed 100 words.

Section 2 Responding to information: Lesson 3

Activity 1

1a Both set out from New York, heading for Europe.

1b They were Benjamin Briggs, his wife and young daughter, plus seven crewmen.

1c The captain took his ship over to the *Mary Celeste* because it appeared to be adrift in choppy waters.

1d Possible answers: There was no one on board; There was no lifeboat; There were provisions for six months on the ship.

1e 25th November 1872

2 Students' own answers.

Activity 2

1 Students' own answers. Suggested answers:

a shocked

b curious

2 Students' own answers. Suggested answer: I felt shocked when I read that no one remained on board on the *Mary Celeste* because something terrible must have happened to them all to have left absolutely no record of their fate.

I felt curious about what events had led up to this deserted ship bobbing around on the rough seas.

Section 2 Responding to information: Lesson 4

Spelling Boost: Regular and irregular plurals

1a mysteries **b** knives **c** boxes **d** businesses **e** cities **f** dishes **g** families **h** glasses **i** ladies **j** leaves **k** lives
l wives

2a man **b** woman **c** person **d** child **e** foot **f** tooth

Activity 3

1 Students' own answers. Suggested answers:

a I think the writer chose to start with details of the family to engage the reader's interest in the people involved.

b I think the writer placed this information in the middle of the extract in order to create some suspense and to arouse the reader's curiosity about what had happened to the ship and the people on board her.

c I think the writer chose to end the extract with this information because it leaves the reader wondering what could possibly have happened, and how these people could have completely disappeared. It creates uncomfortable feelings and a sense of mystery.

Activity 4

1 Students' own answers. Answers will vary, but all should present a completed graph showing rising and falling levels of mystery.

2 Students' own answers. Answers will vary, but all should consist of two paragraphs, each focusing on a different part of the extract.

3 Students' own answers. Answers will vary, but each paragraph should include a key point, evidence to support this and an explanation of the effects of the writer's choices.

Section 3 Describing for effect: Lesson 5**Activity 1**

1 66 million years ago

2a 40,000 miles (64,000 kilometres) an hour

2b more than 115 miles (185 kilometres) across

3 Students' own answers. Suggested answer: The extract creates the impression that life on Earth just before the asteroid struck was warm and bright, and full of vegetation, noisy animals and insects.

4 Students' own answers. Suggested answer: The extract creates the impression that life on Earth was devastated, obliterated and catastrophically damaged after the asteroid struck.

5 a tsunami up to 1,000 feet (305 metres) high; a wind travelling at 600 miles (965 kilometres) per hour; a 105-decibel roar of the explosion.

Activity 2

1 Students' own answers. Suggested answer: The writer is trying to highlight the drastic changes that the asteroid brought to life on Earth.

2a the size of a mountain

2b brighter than the sun

2c over 100 trillion tons of TNT

2d a 105-decibel roar as deafening as a jet

2e Students' own answers. Suggested answer: I think the writer has used these comparisons to help the reader picture the impact and scale of the asteroid strike in terms that everyone can understand.

Section 3 Describing for effect: Lesson 6**Grammar Boost: Non-finite clauses**

1a The text begins with a description of Earth, creating an impression of peace.

1b The writer describes the asteroid's impact, explaining how it wiped out 80 per cent of life.

1c The writer makes the asteroid sound terrifying, describing the speed it travelled and the damage it caused.

Activity 3

1 Possible answer: 'shafts of sunlight'; 'teem with life'; 'blood-warm seas'

2 Possible answer: 'gouging a crater'; 'the burning landscapes'; 'a phenomenal tsunami'

3 Possible answer: 'hurtling towards Earth'; 'a fireball'; 'slams into the Earth'

Activity 4

1–3 Students' own answers. Answers will vary, but all should show planning for two or three paragraphs, including a clear focus for each paragraph supported with quotations and explanations.

4 Students' own answers. Answers will vary, but all should be a full draft of the first paragraph, including at least one non-finite verb.

Section 4 Selecting evidence: Lesson 7

Activity 1

1 Sasquatches are described as 'huge hairy creatures' who 'walk on two legs' and leave 'huge footprints'.

2 The people on the bus describe the creature as '7 feet tall', weighing '300 pounds' and with 'black or dark brown fur'.

3 'frightened and nervous'; 'pale and shaking'

4 We learn that Ken Ticehurst is '5 feet 11 inches' tall and weighs '165 pounds'.

5 Possible answers: 'a monkey outfit'; 'a giant foot' to make footprints

Activity 2

1 Students' own answers. Suggested answer: The writer is suggesting that the people who saw and described the creature remembered it inaccurately, or deliberately made it sound more impressive than it was.

2 Students' own answers. Suggested answer: The writer is implying that other people imagine that they have seen the Sasquatch, or deliberately make up a story that they have.

Student Book Answers

3 Students' own answers. Suggested answers:

a I think that the writer doubts whether the Sasquatch really exists because he is retelling this story, showing how people enjoy making up hoaxes about the sightings and how people are easily deceived, and deceive themselves.

b 'the Sasquatch was actually a man'; 'victims of a hoax'

Section 4 Selecting evidence: Lesson 8

Skills Boost: Varying sentence starts

1 Students' own answers. Suggested answers:

a Because it lives in the wilderness, the Sasquatch is rarely seen.

Rarely seen, the Sasquatch lives in the wilderness.

Living in the wilderness, the Sasquatch is rarely seen.

b Explaining that it was a hoax, the men solved the mystery.

The men solved the mystery when they explained that it was a hoax.

The men explained that it was a hoax, therefore solving the mystery.

Activity 3

1 Students' own answers. Suggested answers:

a A

b The word 'huge' shows how large the creatures are.

2 Students' own answers. Suggested answers:

a E

b The word 'shaking' describes how fearful the driver felt as a consequence of his encounter with the creature.

3 Students' own answers. Suggested answers:

a D

b The word 'thought' implies that this is what the bus driver believed.

4 Students' own answers. Suggested answers:

a A

b The word 'legend' implies a story that is traditional and possibly based on some truth, but has been elaborated over the generations into something fictional.

Activity 4

1a–f Students' own answers. Answers will vary, but all should:

- include quotations to support each paragraph
- include comments about one or two words within each quotation.

Section 5 Building a response: Lesson 9

Activity 1

1a the stone figures

1b Students' own answers. Suggested answer: I think the stone figures are most interesting because there is a mystery attached to them.

1c Possible answer: unique

Activity 2

1 Students' own answers. Suggested answers:

The writer highlights how large and heavy the stone figures on Rapa Nui are. She tells us that some of the statues are 'over 30 feet' in height and that the heaviest 'weighs around 82 tonnes'. This emphasises to the reader how amazing it is that the people of Rapa Nui were able to carve and move such enormous objects.

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Section 5 Building a response: Lesson 10

Grammar Boost: Writing in a formal register

1a A is informal; B is formal

1b Possible answer: 'them stones' is non-Standard English; the use of 'you'; the use of the word 'weird'

Activity 3

1 Students' own answers. Suggested answers:

a The moai have long, solemn faces. They were carved from volcanic ash.

b 'intrigue'; 'haunting and mysterious'

2 Students' own answers. Suggested answers:

a They have 'long solemn faces'.

b This detail shows that the writer is presenting the figures as unusual and highly stylised.

c The figures have a 'haunting and mysterious' effect on visitors to the island.

d This description emphasises, for the reader, the striking impact that these figures have.

Activity 4

1 Students' own answers. Answers will vary.

2 Students' own answers. Answers will vary, but all should include two chosen points that could be included in a response, with explanation for the choice.

3 Students' own answers. Answers will vary, but all should:

- focus on one of the chosen key points from **Activity 2**
- include one paragraph, using evidence about ideas and vocabulary choices and explaining that evidence
- be written in formal language.

Section 6 Assessment: Lesson 11**Activity 1**

1a Edgar Allen Poe; the Archduchess Marie Theresa, Empress of Austria

1b Possible answer: The Archduchess thought the automaton was a brilliant machine; Edgar Allen Poe thought that the automaton was operated by someone, possibly William Schlumberger.

2 Students' own answers. Suggested answers:

a 'a brilliant illusion'; 'a wonder of the age'

b 'illusion'; 'a wonder'

3 Students' own answers. Suggested answer: Wolfgang Von Kempelen's invention appeared to be an automaton that could play chess at an extraordinary high level. In reality, the automaton was controlled by humans. It was not a thinking machine.

Activity 2

1 Students' own answers. Answers will vary, but all should include:

- impressions of the automaton, from the reader and contemporary witnesses
- evidence and comments on their impact on the reader
- formal language.

Section 7 Exploring structure: Lesson 12**Activity 1**

1a A, B, C

1b A 'a consistent, low-pitched noise'; B 'low-frequency sounds'; C 'even moved house'

2 Students' own answers. Suggested answers:

a perplexing, disturbing

b perplexing – 'mysterious'; disturbing – 'insomnia to headaches to dizziness'

Student Book Answers

Activity 2

1 Students' own answers. Suggested answer: The writer has achieved all the aims, because the topic is introduced and summarised in the heading, then expanded on in the first line, and the reader is engaged by the personal account in the first paragraph.

2 Students' own answers. Suggested answer: The writer concludes the text by summarising the fact that the mystery continues, thereby making the reader curious about what future research might reveal.

Section 7 Exploring structure: Lesson 13

Punctuation Boost: Using upper-case letters for effect

1a The writer has used an upper case H in the word Hum.

1b Possible answer: This is unusual because the word is a common noun and so usually has a lower case h – hum. However, by giving it an upper case H, the writer is suggesting that it is a very specific noise and is giving it status, like a name.

2 At the start of a sentence; for the pronoun 'I'; for proper nouns (for example, Simon Payne)

3a 'Darkness'

3b 'Trouble'

4 Students' own answers. Suggested answer: These upper-case letters create the sense that a very specific, important concept is being referred to. It magnifies the importance of these words, suggesting something very powerful and significant.

5 Students' own answers. Suggested answer: The Silence told the teacher everything she needed to know.

Activity 3

1 Students' own answers. Suggested answers:

Facts – MacPherson created the World Hum Map and Database

Statistics – 4% of people are said to hear the Hum

Description – 'a strange low-pitched noise'

Expert opinions – 'According to Geoff Leventhall, a senior acoustician...'

Quotations from witnesses – 'Whenever I wake up it is there and it is unbelievably loud.'

Activity 4

1–9 Students' own answers. Answers will vary, but all should follow planning steps 1 to 9.

Section 8 Exploring sentences: Lesson 14

Activity 1

1 Possible answer: Built about 11,000 years ago; in south-eastern Turkey; the tallest pillars are nearly 5 metres high.

2a Possible answer: mysterious

2b Students' own answers. Suggested answer: I think the site is mysterious because no one knows why it was built. There is no evidence of human habitation nearby, although there are lots of animal bones on the site.

Activity 2

1a The stones have carvings of snakes, scorpions, lions and vultures.

1b The word 'stunning' reveals the writer's opinion that these carvings are very impressive.

2 Students' own answers. Suggested answer:

a 'The first glimpse of Göbekli Tepe to impress the visitor'

b This phrase suggests that there are many aspects of the site that will have a strong impact on the visitor – this is just the first one.

3 Students' own answers. Suggested answer: The fact that no one knows why the site was built is extraordinary. The lack of evidence for human habitation is curious because large numbers of people would have been involved in the construction of this site.

Section 8 Exploring sentences: Lesson 15

Grammar Boost: Relative clauses

1 Possible answers:

a The stones, which are decorated with images, are described as 'stunning'.

b Radar surveys, which can see beneath the earth, show many more stones below ground.

c The megaliths, which are carved with images of animals, weigh up to ten tonnes.

Activity 3

1 Students' own answers. Suggested answers:

a Archaeologists believe that the ancient stone structure, Göbekli Tepe, was built about 11,000 years ago.

b 'Göbekli Tepe was built before the invention of the wheel.'

c This final sentence adds greatest emphasis to the paragraph's key idea.

2 Students' own answers. Suggested answers:

a The key idea in this paragraph is that there is still a huge amount to discover about Göbekli Tepe.

b The writer uses a short sentence as the final sentence in the paragraph to emphatically sum up the key idea.

Activity 4

1 Students' own answers. Suggested answers:

a long and complicated

b long, multi-clause

c The sentence structure echoes the long, many-staged description of the process of the creation, erection and covering up of the pillars.

2 Students' own answers. Suggested answers:

a 'finally'

b I think that the word 'finally' is effective because it emphasises that a lot of stages have had to be completed before getting to this point in the process.

3 Students' own answers. Answers will vary, but all should:

- be one paragraph
- follow the structure outlined
- include a key point, evidence and explanation.

Section 9 Planning a response: Lesson 16**Activity 1**

1 Students' own answers. Suggested answers:

a My first impression of the Antikythera Mechanism is of something rather mysterious.

b The writer creates this impression by her description of 'an altogether stranger object'.

2 Students' own answers. Suggested answers:

a By the end of the article, my impression of the Antikythera Mechanism is of a fascinating, very sophisticated piece of engineering.

b The writer creates this impression by describing the mechanism as an astronomical clock which has 'astounding accuracy', and was made using engineering and scientific skills that were regarded as typical in the sixteenth century CE, rather than the second century BCE.

Skills Boost: Making notes

1 Possible answer: Small grammatical words such as 'a' and 'in' have been missed out in the notes. Less important details such as the full name, the fact that it was a 'cargo' ship and the depth at which it was found have also been missed out.

2a and b Students' own answers. Suggested answers: ~~It is thought that the Antikythera Mechanism was an astronomical clock with seven hands, which showed the movements of the Sun, Moon and planets.~~

[~~strikethrough~~ = less-important details]

Section 9 Planning a response: Lesson 17

Activity 2

1 Students' own answers. Answers will vary, but all should include three key ideas or pieces of information to focus on when writing about the impression the writer creates.

Activity 3

1–3 Students' own answers. Answers will vary, but all should highlight significant vocabulary relating to the key points identified in **Activity 2**.

Activity 4

1–3 Students' own answers. Answers will vary, but all should highlight significant sentence structures from the paragraphs identified in **Activity 3**.

Activity 5

1–3 Students' own answers. Answers will vary, but all should include planning for three paragraphs.

Section 10 Comparing texts: Lesson 18

Activity 1

1 Possible answer: 'mythical ape-like creature'; lives in Himalayas or Siberia; 'covered in grey or brown fur'

2 Students' own answers. Suggested answers:

a I think the writer is sceptical about the existence of yetis.

b The writer says that analysis of samples said to be from yetis have all turned out to be from other animals. He also refers to sightings and photographs of the yeti, which have later proved to be incorrect.

3 Students' own answers. Suggested answer: I think the writer's choice of evidence indicates that it is unlikely that anyone will ever prove that yetis exist because every claim that is explored seems to be found false.

Activity 2

1a Possible answers: 'a huge ape-like creature'; 'a species of Almas'; 'a prehistoric bear'

b Students' own answers. Suggested answer: Some of the information about the yeti is similar in Extract A and Extract B, for example, both refer to a sort of 'ape-like creature', 'wild man' and 'man-bear'. Other pieces of information differ.

2 Students' own answers. Suggested answers:

a I think the writer of Extract B believes that yetis may exist.

b The photograph of the footprint may be evidence of this viewpoint. The capture of a huge, red-haired, athletic female in 1850 may also be evidence.

c The evidence is different from that given in Extract A.

3 Students' own answers. Suggested answer: The writer's choice of evidence does make me more inclined to accept the writer's viewpoint. The evidence of the photograph was taken by a respected climber – someone unlikely to be making it up. The report of the female Almas in the nineteenth century also makes me think perhaps these creatures do still exist.

Section 10 Comparing texts: Lesson 19

Grammar Boost: Adverbials for comparison

1 Students' own answers. Suggested answer:

Extract A is doubtful about the existence of yetis. However, Extract B suggests that the myth may have some basis in reality.

Both extracts acknowledge that the existence of yetis has not been proved indisputably.

Neither extract offers conclusive evidence about the existence of yetis.

Extract A refers to 'the legend of the yeti'. Similarly, Extract B talks about 'legends of wild men, yetis and Sasquatch'.

Both extracts use the same title 'The Yeti' as the main heading.

Activity 3

1 Students' own answers. Suggested answers:

a 'a mythical ape-like creature'

b Extract B uses similar vocabulary to create a similar impression of the yeti: 'a huge ape-like creature'.

2 Students' own answers. Suggested answers:

a 'believed by some'

b 'supposed sightings'

3 Students' own answers. Suggested answers:

a 'highly respected and highly experienced'

b 'the focus of serious scientific study'

4 Students' own answers. Suggested answers:

a Extract A – 'The legend of the yeti could live forever.'

Extract B – 'Could this be a coincidence, or are these hidden creatures giving us glimpses of another world, unknown to human science?'

b The simple, short final sentence in Extract A sums up the viewpoint of the writer in a succinct, convincing conclusion.

The final question in Extract B leaves the reader wondering about the chances of there being an unknown species that we know very little about and have rarely witnessed. The use of the word 'or' links two possibilities, and invites the reader to draw their own conclusion.

Student Book Answers

Activity 4

1 and 2 Students' own answers. Answers will vary, but all should:

- be planned in note form
- consist of one paragraph plan comparing the description of the yeti, and another paragraph plan comparing how the writers express their viewpoint
- focus on a key point, and give evidence and an explanation (referring to information, vocabulary or sentence structure) for each paragraph.

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

1 Students' own answers. Suggested answer: I think that the writer is ambivalent about Nessie's existence. Even if its presence has not been proved, the writer likes to believe that there is still a possibility of its existence. He enjoys the sense of mystery it creates.

2 Students' own answers. Suggested answers:

a The writer creates a positive impression of the sightings of the Loch Ness Monster.

b The writer refers to 'numerous sightings of the monster' and 'the first photograph'. He also describes Lachlan Stuart's photograph as triggering publicity as 'further proof' of the monster's existence. These references all help to create a feeling of excitement and curiosity in the reader. However, the final sentence of the extract points out that there is great value in having a mystery, which implies that perhaps the mystery is being perpetuated for the sake of a mystery, rather than because people really still believe the monster may exist.

Activity 2

1 Students' own answers. Suggested answer: I think that the writer feels that the cryptotourists are slightly foolish people, who are either just having a bit of fun, because they want 'to escape the boring routine' of daily life, or are simply rather gullible and believe that mythical monsters still exist. He points out that the reward for spotting cryptids has not yet been claimed, which reinforces the impression that these monsters are unlikely to exist.

2 Students' own answers. Suggested answers:

a that it is very lucrative and extremely profitable for certain regions and travel companies

b 'not to be sniffed at'; '\$140 million per year to the US economy'; 'more than £40 million' to the Scottish economy; 'so popular'; 'defy the wisdom of scientists'; 'mythical creatures'. 'Why is this?' ends with a challenge to the reader to suggest people's motivations and desire to go on such holidays.

Activity 3

1 Students' own answers. Answers will vary, but all should:

- consist of 2–4 paragraphs
- be about the writers' views on mythical creatures, or people who seek or claim to see them
- comment on ideas and information, vocabulary and sentence structure
- include quotations from both extracts.

Unit 2 Growing up

Section 1 Summarising: Lesson 1

Activity 1

1 Students' own answers. Suggested answers:

a Charles Dickens may have had a rather sad expression on his face while he wrote this letter to his son, as he talks of how sorry he was to part with him. I imagine that he sat very straight and determined in his chair, though, as he urged his son to behave well towards others and to work hard. His attention from the letter may have wandered a little as he remembered his own very difficult childhood. Perhaps he looked out of the window and felt quite sorry for his younger self, as he was forced to work to support his family from a very early age.

b 'I ... am very, very sorry in my heart to part with you.'

2 Possible answers: He believes that his son is following a path that he is most suited for; He urges his son to do his duty.

3 Possible answers: to do whatever he has to, as well as he possibly can; to not take advantage of anyone; to behave towards others as he would wish them to behave towards him

Activity 2

1 Students' own answers. Suggested answer: I think that Dickens wrote his letter in order to give his son some general advice about the way he should conduct himself in Australia. The advice he gives could be applied to many different situations.

2 Possible answers:

a – advise you what you should do in a specific situation

b – suggest some ways to improve your life and make you happier

c – suggest some ways to improve your life and make you happier

d – stop you doing something that could harm or hurt you

3 Students' own answers. Suggested answer: I think that Dickens's advice is good. I would probably try to follow it if I had received the letter, particularly if I loved my father and wanted him to be proud of me.

Section 1 Summarising: Lesson 2

Activity 3

1 Students' own answers. Suggested answer:

Paragraph 1: Feelings

Paragraph 2: Advice

Paragraph 3: Advice

Paragraph 4: Feelings

Student Book Answers

2 Students' own answers. Suggested answer:

Paragraph 1: I'm sorry that you have gone but I think it was the right choice for you.

Paragraph 2: You needed a purpose and I urge you to be committed and to persevere.

Paragraph 3: Treat others as you would like to be treated yourself.

Paragraph 4: Show me you love me by doing what you should.

3 Students' own answers. Answers will vary.

Grammar Boost: Modal verbs

1 B, D, A, C

2 Possible answers:

a When you go out to meet up with friends:

- You must tell your family where you are going.
- You should take a mobile phone so you can stay in touch with friends and family.
- You ought to tell your family what time you will be coming home.

b You could take some spare cash for emergencies.

You must make sure you keep an eye on the time.

Activity 4

1–4 Students' own answers. Answers will vary, but all should:

- be planned, written and reviewed
- include two pieces of advice
- include at least two paragraphs
- use modal verbs effectively.

Section 2 Structuring a text: Lesson 3**Activity 1**

1 Students' own answer. Suggested answer: I think that the writer means she does not think she is like these people – she is not one of them.

2 Students' own answer. Suggested answer: I think she means she worried about a huge number of different things, but many of them weren't worth worrying about – they were 'nothing'.

3 Students' own answer. Suggested answer: I think the writer means that life gets better after your teenage years. She is suggesting that being in your twenties may be some of the best years of your life.

Activity 2

1 Possible answers: unsociable; anxious

2 Students' own answers. Suggested answer: I think the writer's target audience is teenagers who are struggling with the changes and expectations in these years.

3 Possible answers:

- a 'Who you are now is not who you will be.'
- b 'First, create something.'
- c To reassure the reader that a difficult situation will improve.
- d 'And who you are now is not the best of you.'

Section 2 Structuring a text: Lesson 4

Punctuation Boost: Revising apostrophes

1 Ten apostrophes

It's an interesting article because the writer's described her teenage years, which makes you realise you're not the only person who isn't enjoying being a teenager. I've decided I'm definitely going to follow the writer's advice. I might bake a chocolate cake for my sister's birthday. Chocolate cake is everyone's favourite! I might even design a video game – although that's quite difficult.

[shaded = added apostrophe]

Activity 3

1 Students' own answers. Suggested answer:

Paragraph 1 – entertained

Paragraph 2 – engaged

Paragraph 3 – intrigued

Paragraph 4 – comforted

Paragraph 5 – relieved

Paragraph 6 – inspired

Paragraph 7 – puzzled

Paragraph 8 – cheered

2 Students' own answers. Suggested answer: The reader may be initially amused by the writer's attitude and comments, then become more intrigued by her views and ultimately be much comforted by her advice and suggestions.

Activity 4

1–3 Students' own answers. Answers will vary, but all should:

- gather ideas about possible anxieties and advice
- decide on a style of presentation
- plan a sequence of reader responses, linked to the anxieties and advice.

Section 3 Choosing the right words: Lesson 5

Activity 1

1a Six pieces of advice

1b Students' own answers. Suggested answer: I worked out the answer by looking at the subheadings.

2 Possible answers:

a honesty; kindness; respect; helpfulness; diligence

b laziness; dishonesty; timidity

Activity 2

1a Possible answers: 'Be'; 'Help'; 'Respect'

1b 'It is better to speak the truth and have a clear conscience.'

2 Students' own answers. Suggested answers:

a The writer highlights the problem that we are constantly subject to images of and news about successful people in the media.

b The writer uses the word 'bombarded' to describe the incessant exposure we have, which almost feels like an attack from which we need to seek refuge.

3 'greatest joy'

Section 3 Choosing the right words: Lesson 6

Skills Boost: Building a synonym bank

1 Possible answers: disheartened; disappointed

2 Possible answers: dejected; downcast; doleful; glum

3 Students' own answers. Suggested answers:

a disheartened

b I think 'disheartened' is a suitable choice because if you 'lose heart' you lose your energy and positivity, and this is what the father does not want his son to suffer.

4 Students' own answers. Suggested answers:

a 'bad'

b negative; corrosive; wrong

c corrosive

d I would choose 'corrosive' because it conveys the impression of something eating into and destroying something of value.

Student Book Answers

Activity 3

1 Students' own answers. Suggested answers:

a 'hard'; 'big'

b hard – tough, tricky, insurmountable; big – enormous; huge; gigantic

c Sometimes you may feel that life is tough. You may think your problems are enormous and cannot be solved.

Activity 4

1 Students' own answers. Answers will vary, but all should note three positive qualities of a good friend.

2 Students' own answers. Answers will vary, but all should include three pieces of advice about how to develop and demonstrate the positive qualities already identified.

3 Students' own answers. Answers will vary, but could explain why the advice is a good idea and the effect it will have.

4a–c Students' own answers. Answers will vary, but all should use a synonym bank to improve the effectiveness of vocabulary choices on the reader.

Section 4 Building a paragraph of advice: Lesson 7**Activity 1**

1 Students own answers. Suggested answer: I predict that the article will be about the anxieties that many students feel before they go back to school after the holidays.

2 Students' own answers. Suggested answer:

Subheading A suggests that there is going to be advice about how to deal with the various different pressures at school.

Subheading B suggests that there is going to be advice about how to deal with and organise homework.

Subheading C suggests that there is going to be advice about how to cope with difficult social situations.

Activity 2

1 Students' own answers. Suggested answers:

a This paragraph focuses on anxiety about schoolwork.

b The writer says that anxiety about schoolwork is normal.

c The writer suggests turning negative thoughts into positive ones.

2 Students' own answers. Suggested answers:

- a This paragraph focuses on anxiety about homework.
- b The writer says that many people worry about this.
- c The writer suggests planning treats for finishing homework.

3 Students' own answers. Suggested answers:

- a This paragraph focuses on anxiety about people.
- b The writer says that nobody should be bullied.
- c The writer suggests telling a trusted adult.

Section 4 Building a paragraph of advice: Lesson 8

Grammar Boost: Adverbials for emphasis and contrast

1 Students' own answers. Suggested answers:

- a Many students worry about exams. **However**, they are rarely as bad as you think they will be. In fact, you may even be surprised at how well you do.
- b You may be worried about meeting your new teachers. **On the other hand**, you may be more worried about meeting the teachers you had last year! **Even so**, you don't need to worry: your teachers only want you to try your hardest and do your best.
- c The thought of getting something wrong worries a lot of people. **However**, getting something wrong is the best way to learn how to do it correctly. **Indeed**, making mistakes will almost certainly teach you more than getting things right first time!

[shaded = added fronted adverbial]

2 Students' own answers. Suggested answer:

Students can find it difficult to find enough time to do all their homework. In addition, they may need extra support to complete a homework task. Luckily, if they speak to a teacher about their concerns, there is usually help available.

Activity 3

1–3 Students' own answers. Answers will vary, but all should identify a problem and note ways to both reassure the reader about it and to solve it.

4 and 5 Students' own answers. Answers will vary, but all should:

- consist of one paragraph that follows the three-part structure of identifying the anxiety, reassuring the reader and suggesting a solution
- include a short subheading that is a question.

6 Students' own revisions, which could include the addition of fronted adverbials.

Section 5 Assessment: Lesson 9

Activity 1

1 Possible answers: to want to be liked; to avoid being teased

2 Possible answers: Be brave and resist; if your friends don't respect your decision, think about finding new friends.

3 Students' own answers. Suggested answer: The writer's choice of imperative verbs helps to persuade the reader to take their advice. For example, 'Be brave' and 'Stick to what you believe'.

4 Students' own answers. Suggested answer: I think that the advice given in the webpage is effective, as it should give the reader confidence to be honest with themselves, and to reassure them that not succumbing to peer pressure can be a positive thing. It should help readers to make better choices for themselves and to support their friends who do the same.

Activity 2

1 Students' own answers. Answers will vary, but all should:

- consist of two paragraphs
- have a subheading, an explanation of the problem, reassurance and possible solutions
- include carefully chosen vocabulary and at least one fronted adverbial
- be reviewed and revised.

Section 6 Arguing, persuading and advising: Lesson 10

Activity 1

1

a Extract C is a persuasive text. It is persuading the reader to take kids to KidZania.

b Extract B is an argument text. It argues that it is important to decide what you really want to do as a career, rather than just getting swept along by everyone else's expectations and easy choices.

c Extract A is an advice text. It is advising the reader to think carefully about what work they want to do when they are adults.

2 Extract A is aimed at young people who are still to decide what they would like to do. It urges them to think carefully about their ambitions and what work they will find most satisfying.

Extract B is aimed at young adults, perhaps who have graduated or are on the cusp of launching into a career.

Extract C is aimed at parents who have young children, who might want them to start understanding the choices that they will need to make when they are adults, in terms of careers and earning money.

Section 6 Arguing, persuading and advising: Lesson 11

Spelling Boost: The suffixes -ful and -ly

- 1a helpful
- 1b careful
- 1c beautiful
- 1d useful

2a I examined the guitar **carefully/closely**; it had been **beautifully** decorated.

2b I was **extremely** late for school so I would **definitely** get a detention.

2c He watched **carefully/closely** as the driver **carefully/safely** steered the car through the narrow streets.

2d I was **completely/totally** lost and **totally/completely** confused.

[shaded = adverb]

Activity 2

- 1a 'important'; 'enjoying'
- 1b 'truly'
- 1c 'real-life'

Activity 3

1–3 Students' own answers. Answers will vary, but all should:

- consist of three texts, each made up of two or three sentences
- include one text to persuade, one to advise and one to argue
- include effective vocabulary.

Section 7 Crafting sentences: Lesson 12

Activity 1

1a be a professional footballer or astronaut; marry the love of his life; live in a 5-bedroomed house

1b His relationships are complicated; his money doesn't last long; he isn't a footballer or an astronaut.

1c The writer's life has fallen short of the high expectations that he had of a 'dream' life as a child. He doesn't have the job he aspired to, or the amount of money, or a simple, perfect relationship with his partner.

2 Possible answers: 'an extraordinary life'; 'achieve your ambitions'; 'marry your soulmate'

3 Students' own answers. Suggested answer: The advice that the writer is giving the reader is to buy/read the book, in order to achieve more childhood dreams and to avoid adult disappointments.

Activity 2

1a 'I would grow up big and strong, get a fab job, marry the love of my life, have some beautiful children of my own and live happily ever after in a 5-bedroomed house, while I held down a job as a professional footballer or astronaut.' (45 words)

1b Possible answer: The writer has used a long list, separated by commas, to highlight how many ambitions he had as a child.

2a Five sentences express the writer's impatience.

2b Students' own answers. Suggested answer: The number of these sentences, and their brevity, reflects the boy's impatience for things to change. It is as if he is waiting and keeps checking to see what's happened, to see if things have changed yet.

3a 'NOW!' This a minor sentence – consisting of just one word.

3b Students' own answers. Suggested answer: The emotion and drama in this one word convey the child's sense of impatience and urgency. The writer is making the point that the child doesn't want to wait. He wants things to happen immediately.

Section 7 Crafting sentences: Lesson 13**Skills Boost: Experimenting with sentence structure**

1 Students' own answers. Suggested answers:

a As you are young, your dreams may be unrealistic but you should not ignore them.

Although your dreams may be unrealistic because you are young, you should not ignore them.

Do not ignore your dreams, even if you are young and your dreams may be unrealistic.

b If you tell people about your dreams, they may laugh but it does not matter.

People may laugh if you tell them about your dreams, but it does not matter.

It does not matter if people laugh when you tell them about your dreams.

c When you work hard, you will achieve your dreams although they may not be the dreams you expected.

You will achieve your dreams if you work hard, although they may not be the dreams you expected.

They may not be the dreams you expected, but if you work hard, you will achieve your dreams.

Activity 3

1 Students' own answers. Suggested answers:

a Sentence B emphasises the fact that the writer was given unrealistic expectations. Sentence A gives more emphasis to the fact that it happened a long time ago.

b Sentence B gives more emphasis to the fact that the writer was unhappy. Sentence A gives more emphasis to the fact that his unhappiness was caused by his job.

c Sentence A gives emphasis to the fact that it's possible to be an outstanding person. Sentence B gives more emphasis to the fact that hard work is needed.

Activity 4

1–5 Students' own answers. Answers will vary, but all should:

- include a list of duties and a list of preferred activities
- advise the reader on how to make time to do things that are enjoyable
- include an imperative or a modal verb
- include an explanation
- summarise the advice
- use conjunctions and experiment with word order to find the most effective order of ideas and sentence length.

Section 8 Choosing vocabulary: Lesson 14**Activity 1**

1

A – paragraphs 1, 2, 3, 4, 8

B – paragraph 8

C – paragraphs 2, 4, 6, 7, 8

E – paragraph 8

G – paragraphs 3, 5, 6, 7, 8, 9, 10

H – paragraphs 2, 3, 4, 5, 6, 7, 8, 9, 10

I – paragraphs 4, 5, 6, 7, 8, 9, 10

Activity 2

1

a The writer is trying to make the reader feel sympathy for the parents.

b 'sad'; 'lonely'; 'loss'

2 Students' own answers. Suggested answers:

a The writer is contrasting the ideas of a young, dependent child with an older, independent young person.

b 'old/new'; 'same/different'; 'familiar/unfamiliar'; 'known/unknown'

Section 8 Choosing vocabulary: Lesson 15**Punctuation Boost: Commas and clauses**

1a A

1b D

1c B

1d C

1e

You can end up arguing with your parents, if you disagree with their opinions.

Staying calm and talking quietly, explain your point of view.

Your parents, who only ever want the best for you, should be happy to listen.

When you have explained your point of view, listen to theirs.

Activity 3

1 'What to do? To reduce their feeling sad over their loss of you as a child, give your parents regular expressions of caring.'

2a 'Who wants parents like that?'

2b No one wants parents like that.

Activity 4

1–5 Students' own answers. Answers will vary, but all should:

- consist of one paragraph
- explain how to follow the chosen advice
- explain the benefits of the advice
- include a rhetorical question
- include emotive language
- be correctly punctuated, including careful use of commas.

Section 9 Openings and endings: Lesson 16

Activity 1

1a The writer introduces the focus of the text, which is help for students' worries.

1b 'Whatever is worrying you, help is at hand.'

2a The writer introduces an explanation of a key aspect of the text, that is, what adolescence is.

2b 'adolescence is a process that transforms you from the dependent child you were into the independent young adult you will become.'

3 Students' own answers. Answers will vary.

Activity 2

1 Students' own answers. Suggested answers:

a 'Going back to school'; 'If you're worried about it'. These phrases are relevant to me because I am a student and a lot of us feel some anxiety at the beginning of a new school year.

b 'Managing your parents'; 'transforms you'. These phrases are relevant to me because most people have parents or carers, and most young people like me feel that they are undergoing some sort of changes.

2 'you'

3 Students' own answers. Suggested answers:

a The writer of Extract A reassures the reader by saying 'help is at hand'. The writer of Extract C does not try to reassure the reader.

b However, most students find that their worries are short lived and can be easily resolved once they start school.

Section 9 Openings and endings: Lesson 17

Activity 3

1a Both

1b 'Talk about it' summarises the writer's advice; 'there is no problem so large or so scary that it cannot be addressed' reassures the reader.

2a Both

2b 'give them what they need' summarises the writer's advice to young people on how to manage their parents; 'they are more likely to give you the increased freedom and independence you want' reassures young people that the outcome will be good.

3 Students' own answers. Answers will vary.

Skills Boost: Writing in an informal register

1a most formal: converse; least formal: chat

1b most formal: troublesome; least formal: tricky

1c most formal: commence; least formal: get

1d most formal: companion; least formal: mate

1e most formal: despair; least formal: fuss

1f most formal: multitudinous; least formal: lots of

The least formal choices are the most appropriate for an advice text.

2 Students' own answers. Suggested answer: Making new friends can be tricky but don't worry. There are many ways you can start chatting to people.

Activity 4

1–4 Students' own answers. Answers will vary, but all should:

- follow the steps outlined
- consist of an opening paragraph and a concluding paragraph
- use direct address, contractions and some informal language
- introduce and explain the focus of the text in the opening paragraph
- summarise the advice and reassure the reader in the concluding paragraph.

Section 10 Reviewing and revising: Lesson 18

Activity 1

1 Students' own answers. Suggested answers:

The writer could guide the reader through the text more effectively by using more interesting and succinct headings and subheadings.

The writer could engage the reader's attention at the very start by speaking more directly to the reader after the main heading.

The writer could give the reader more reassurance about how problems with friends can nearly always be solved.

Activity 2

1 Possible answers:

a Direct address: 'When you argue'; 'If they won't talk to you'

Contractions: 'don't'; 'they're'

Informal language choices: 'stick up for you'; 'after all'

b Change 'altercation' to 'argument'; use contractions and direct address throughout (as these haven't been used consistently in the extract)

Activity 3

1

You can solve almost any problem by talking about it.

They make each ~~each~~ other feel speshal.

Section 10 Reviewing and revising: Lesson 19

Spelling Boost: Eliminating errors

1 really; usualy; extremly; encurage; perswade; gratefull; speshal

2a really, usually, grateful, extremely

2b Students' own answers.

Activity 4

1a 'Tell your friends how you **feel**. **If** they can't understand why you feel so sad then perhaps they're not such good friends after all.'

1b '**It's** always a good idea to get someone **else's** opinion.'

'if they can't understand why you feel so sad then perhaps **they're** not such good friends after all.'

'Sometimes friends encourage each other to do things they **shouldn't** do.'

[shaded = corrections] [Note: spelling errors have been corrected]

Activity 5**1a** 'friend'

1b Students' own answers. Suggested answer:

When you argue with a friend it can be really upsetting, but don't worry because all **mates** argue sometimes and they usually manage to sort it out. Try to talk to your **buddy** about your altercation. If they won't talk to you, ask someone else to talk to **them**. It's always a good idea to get someone else's opinion. The main thing is that you start talking again. You can solve almost any problem by talking about it.

[**shaded** = replaced word] [Note: spelling errors have been corrected]

2 Possible answers:

'really upsetting' – devastating

'good idea' – wise decision

Activity 6

1 Students' own answers. Suggested answers:

a Friends are important so they should support each other, help each other and make each other feel special, talking and working together to solve their problems.

b Friends are important so they should support each other. They should help each other, making each feel special. Real friends talk and work together, solving their problems.

c Friends are important. They should support and help each other, making each other feel special. Real friends talk and work together, solving their problems.

d I prefer the final version because the variety of sentence structures makes the text more interesting and sounds more succinct than the previous versions.

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

1–3 Students' own answers. Answers will vary, but all plans should focus on one topic, include notes on two or three problems and their solutions, and include ideas for the introduction and conclusion.

Activity 2

1 Students' own answers. Answers will vary, but all should achieve the main intentions appropriate for an advice text, possibly following the provided guidelines.

Activity 3

1 Students' own answers. All articles should be reviewed and revised for vocabulary choices, sentence variety, paragraphing, spelling, punctuation, clarity and fluency.

Unit 3 People and places

Section 1 Creating a response: Lesson 1

Activity 1

1 Students' own answers. Suggested answers:

a A, B, C, G

b

A: I can infer that Josef doesn't enjoy his work because he sighs just before he enters the shop.

B: I can infer that he feels this way about his job because his employer is mean and unfriendly.

C: I can infer that Hilda Berg dislikes Josef and wants to make his working life as miserable as possible.

G: I can infer that Josef has to do all the least interesting and most menial tasks in the bookshop.

c

A: The writer suggests that Josef doesn't enjoy his work. The word 'sighed' implies that he is reluctant to enter the shop.

B: The writer suggests that his employer is mean and unfriendly. The word 'sneering' implies that she takes delight in docking his wages.

C: The writer suggests that Hilda Berg dislikes Josef and wants to make his working life as miserable as possible, by describing her as 'treating him like a slave'.

G: The writer suggests that Josef has to do the worst jobs, 'tackling every menial task she could think of' and this is drawn out by her demand that he disinfects the sink and scrubs the pavement outside the shop.

Activity 2

1 Students' own answers. Suggested answers:

Hilda Berg – disgust; dislike

Josef – sympathy; pity

2 Students' own answers. Suggested answers:

a I felt sympathy and pity towards Josef. The writer created these feelings by describing how Josef seems to be exploited by his employer and knows how miserable the day will be before it even starts.

b I felt disgust and dislike towards Hilda Berg. The writer created these responses by describing in horrible detail some of her personal habits, such as picking her teeth, and also by recounting what she says to Josef.

Section 1 Creating a response: Lesson 2

Spelling Boost: Spelling strategies

1a ear

1b pie

1c lie

2 Students' own answers. Suggested answers:

- a There is 'a rat' in separate.
- b You can 'get' a 'table' in the word vegetable.
- c There is a 'fact' and an 'or' in factory.
- d There is an 'app' in disappeared.
- e The people 'all' sat 'low' when they were allowed.

Activity 3

1 Students' own answers. Suggested answer: The connotations suggested by the comparison with the vulture are that Hilda Berg is waiting to benefit from the misfortunes of others, in the way that vultures feast on the death of other animals.

2 Students' own answers. Suggested answer: The writer's choice of the words 'swoop' and 'stab' build on the image of a vulture that is powerful, physical and violent at the expense of others.

3 Students' own answers. Suggested answer: The vocabulary choices suggest that Hilda Berg speaks like a wild animal, croaking and squawking. In terms of her character, the vocabulary choices suggest that Hilda Berg is animal-like in her level of sensitivity towards other people, rather than kindly and humane.

Activity 4

1–6 Students' own answers. Answers will vary, but all should:

- be planned, in terms of the reader's response
- contain notes as to how the characters looks, talks and moves, and to who the character is
- be written as two paragraphs: the first describing appearance, the second describing actions, movement and speech.

Section 2 Building a description: Lesson 3

Activity 1

1a Students' own answers. Drawings will vary, but all should be simplistic pictures of the Taj Mahal that could include and label the following: dome; lawn; four minarets; water

1b Students' own answers. Suggested answer: The writer has not completed a very detailed picture of the Taj Mahal in her description. She has given the basic features but then focused more on the overall impression of the building, its setting and its effect on an observer.

2a Students' own answers. Suggested answer:

- Built in 1631
- Built by Emperor Shah Jahan
- Intended as a tomb for his much-loved wife
- Made of white marble
- Considered one of the Wonders of the World
- Inside there is a central tomb chamber, but the bodies of the Emperor and his wife are buried far below the tourists
- It is popular with tourists
- It is extremely beautiful and symmetrical.

2b Students' own answers. Suggested answer: I think that the writer has included sufficient facts to convey to the reader the beauty and impact of the Taj Mahal. Too many facts may have detracted from the overall impression conveyed to the reader.

Activity 2

1a The weather changes from early morning mist to very hot, clear skies by noon.

1b The other thing that changes during this time period is the arrival of chattering tourists.

1c Students' own answers. Suggested answer: The mood of the place doesn't really change during the morning of the writer's visit. The mood stays quite calm, despite the intrusion of the chattering tourists.

1d Possible answer: 'tranquillity'; 'elegance'

2 Students' own answers. Suggested answer: The information given in these paragraphs (that Emperor Shah Jahan built the Taj Mahal as a tomb for his wife) changes the mood of the extract to become sadder and more serious. It reminds the reader that this landmark has an historical and a personal significance that goes beyond just being a tourist attraction.

Section 2 Building a description: Lesson 4

Spelling Boost: Spelling with double letters

1a and b accident; accommmodation; beginnning; disappeear; disappooint; embarrrass; immediate; necessssary; occassionally; recommmend; success; tomorrrow

[shaded] = double letters

underlined = consonants that may be incorrectly doubled]

1c ac-cid-ent; ac-com-mod-a-tion; be-gin-ning; dis-ap-pear; dis-ap-point; em-bar-rass; im-med-i-ate; nec-es-sary; oc-cas-ion-al-ly; re-com-mend; suc-cess; to-mor-row

1d Students' own answers.

Activity 3

1 sight; sound; touch

2 Students' own answers. Suggested answer:

Sight: 'the perfect curves of the Taj's dome begin to gleam'

Sound: 'chattering tourists'

Touch: 'cool marble blocks'

3 Students' own answers. Suggested answer:

The smell inside the mausoleum; the taste of the water from a drinking fountain

Activity 4

1–6 Students' own answers. Answers will vary, but all should:

- be planned, following steps 1–4
- include one paragraph with sensory description
- include one paragraph describing changes over time.

Section 3 Changing responses: Lesson 5**Activity 1**

1 Students' own answers. Suggested answer: Jacob sat opposite his father, who read a book but seemed impatient, ignoring his son.

2 Students' own answers. Suggested answers:

a Jacob sat opposite his father, who read a book but seemed cross and impatient, and (as usual) was ignoring his son, who wondered why he had been brought along.

b During the journey, Jacob studied his father and wondered why he always looked so cross.

3 Students' own answers. Suggested answers:

a His father told him to eat something, so he did.

b As the train left the station, Jacob was startled when his father offered him some chocolate.

c As they shared the chocolate, Jacob's father started to reminisce, nostalgically and tenderly.

d In years to come, Jacob cherished the memory of this episode and his father's wistfulness.

4 Students check their own work.

Activity 2

1a a little

1b nothing

1c a little

1d a lot

2 Students' own answers. Suggested answer: The father is elderly and generally seems discontented, lonely and cross. He has fond memories of when he was younger and lived in the city and had friends. He seems very detached from his son and doesn't know or want to communicate with him, although he is sometimes kind – such as when he shares his chocolate.

Section 3 Changing responses: Lesson 6

Spelling Boost: Building spelling families

1 Possible answers:

- a when, what, where, why, whether, which
- b write, wrong, writhe, wring, wreck, wreak
- c quest, queen, quaint, quail, query, quince, quality
- d bright, light, fight, night, sight, fright, sigh, thigh
- e enough, bough, rough, through, though, tough, cough

Activity 3

1 Students' own answers. Suggested answers:

- a At the start, the father seems withdrawn and bad-tempered with his son.
- b The only words spoken by the father were 'muttered with a scowl'.

2 Students' own answers. Suggested answers:

- a By the end of the extract, the father seems sad but more communicative.
- b He seemed to Jacob to be 'almost a friend'.

3 Students' own answers. Suggested answers:

- a Just before the father begins to change, the train moves towards the city.
- b I can infer that the father had a much happier life when he lived in the city.

4 Students' own answers. Suggested answer: These answers make me wonder what happened to cause the father to be so bad tempered and withdrawn. Perhaps he suffered a terrible loss or tragedy. It makes me more sympathetic to this character.

Activity 4

1–3 Students' own answers. Answers will vary, but all gathered ideas should outline a relationship between the narrator and a character, and explain how that relationship changes during the description.

4–8 Students' own answers. Answers will vary, but all plans should:

- include details of the character's appearance, thoughts and feelings, and their life story
- select details to convey a change of impression of the character
- include a turning point before the change happens
- show where each idea will be used in the paragraph.

Section 4 Exploring structure: Lesson 7

Activity 1

1 Students' own answers. Suggested answer:

Paragraph 1: Tigers are rarely seen.

Paragraph 2: Other animals react strongly and noisily to the presence of tigers.

Paragraph 3: Elephants are reluctant to disturb tigers.

Paragraph 4: Tigers are unafraid of other animals, as they are powerful predators.

Paragraphs 5 and 6: Tigers leave 'pug marks' on the ground, revealing their tracks.

Paragraphs 7, 8 and 9: Tigers can move very stealthily and remain unseen if they so choose.

2 Students' own answers. Suggested answer: Tigers are rarely seen because they can move stealthily, hidden among grasses and foliage. They are powerful predators and other animals become agitated and noisy when they are nearby. Even large elephants are reluctant to disturb tigers. Tiger prints – 'pug marks' – can be found in dirt tracks on the ground, which are evidence of their presence, but tigers do not stay still for long.

Activity 2

1 B

2 Students' own answers. Suggested answer:

Second paragraph – The jungle animals became noisy.

Third paragraph – Gomati refused to go further.

Fourth paragraph – The writer saw a tiger family.

3 Students' own answers. Suggested answer:

Second paragraph – The jungle animals became noisy **because a tiger was around**.

Second paragraph – Gomati, **the elephant**, refused to go **any** further.

Third paragraph – [No addition needed.]

[**bold** = additional words]

4 Students' own answers. Suggested answer: The animals in the jungle became noisy and our elephant, Gomati, refused to go any further. Then we saw the reason why – a tiger and her two cubs were playing ahead.

Section 4 Exploring structure: Lesson 8

Spelling Boost: Tricky terminology

Students will choose their own methods to learn and practise the spellings.

Activity 3

1 Students' own answers. Suggested answers:

a Manoj and the narrator are about to leave the reserve. They are alone. The morning mist is rising above the forest and Manoj is scanning the trees.

b Manoj points to the track and says 'Tigers!'. Zoom in on a close-up of the tiger tracks made by a tigress and her three cubs.

c Manoj and the narrator look round. There is a rustle in the bushes but it turns out to be just a pheasant. Manoj signals to the driver to reverse up the track. The vehicle goes around a bend, then on another 100 metres, where more tiger prints are visible over their tyre tracks. They stop and listen.

d In another shot, a family of tigers are still, but listening and alert.

e Manoj and the narrator drive away.

Activity 4

1 Students' own answers. Suggested answers:

a slightly pessimistic as to their chances of seeing a tiger

b drama and excitement as witnessing the tiger family close up

c The mood changes in the final sentence of the first paragraph – surprising the reader with the comment about how close the tigers were.

d I think the writer chose to structure the extract like this so that the reader's interest in the details and drama is engaged early on. The slightly negative opening makes the actual encounter with the tigers more unexpected and surprising.

Activity 5

1 and 2 Students' own answers. Answers will vary, but all should:

- include notes about what viewers will see, as a sequence of shots
- mark where the mood changes dramatically
- include a sentence explaining how the mood changes.

Section 5 Responding to character: Lesson 9**Activity 1**

1 Possible answers: He is short and sturdy; His face is tanned and lined, with thick, black, glossy hair and a drooping moustache; One strand of his hair hangs over his forehead; He wears very old overalls tied at his middle with frayed rope, from which dusters hang; The overalls have faded over time, and with cleaning materials, to an autumnal brown; His hands are gnarled and his fingers short and stubby; He is a lot shorter than the mop which he holds; His eyes are intelligent and deep brown.

2 and 3 Students' own answers. Suggested answers:

a +2 – 'early morning or the late evening'

b Not known

c -2 – 'his eyes fixed on the floor, as if he did not want to be seen or spoken to'

d +2 – 'the warm intelligence of his eyes'

e +1 – 'warm'

4 Students' own answers. Suggested answer:

I imagine that James lives in a modest but clean home, where most things are old and rather shabby. The extract suggests that he works hard at a menial job, so he is unlikely to be rich in material things.

I imagine that James is listening to records or the radio because the extract suggests that he is always humming, so perhaps he is quite musical.

I imagine that James looks relaxed and at ease at home, comfortable in his own place. He seems quite shy, so perhaps enjoys his own company or just the company of his family.

I imagine that James may be with his wife and perhaps a grandchild. The extract suggests that there is a warmth to his character and an appreciation of other people, even though he is not an extrovert.

This in turn suggests that his wife and grandchild might be extremely fond of him, and appreciative of his steady nature.

Activity 2

1 Students' own answers. Suggested answers:

a Readers may regard the character with suspicion and curiosity.

b Readers may laugh at the man or may feel some sympathy for him.

c Readers may feel concern and anxiety for the child.

d Readers may feel admiration and be full of goodwill towards the superhero.

2 Students' own answers. Suggested answers:

a interested; curious; sympathetic

b The reader feels interested in James because he is obviously a very memorable character.

The narrator in the extract says that, out of everyone he met at the College, 'the figure I remember most clearly is James, the caretaker.'

The reader also feels curious about James because he obviously has a strong interest in music – perhaps even quite sophisticated music, as he hums what might be 'an aria from an opera', which seems an unlikely interest for a caretaker.

The reader feels sympathetic to James, who seems to work hard and is very modest – 'he would slide into the shadows, pressing close to the wall, his eyes fixed on the floor'.

Section 5 Responding to character: Lesson 10

Activity 3

1 Students' own answers. Suggested answers:

a These verbs suggest that James is elderly and rather infirm.

b The writer may have wanted readers to respond to the image these verbs create with some sympathy and pity.

2a Students' own answers. Suggested answer:

The adjectives 'tanned and creased' suggest that James has spent a lot of time outside, that he is quite old and is used to being exposed to all weathers.

The adjectives 'thick, black and glossy' suggest that James has some strength and health left, which is reflected in his hair.

The adjective 'warm' suggests a softness of character or a positive, affectionate attitude towards other people.

2b Students' own answers. Suggested answer:

The writer may have wanted readers to think of James as having had a full, adventurous life, which is now reflected in his 'tanned and creased' face. This might make readers more curious about him.

The writer may have wanted readers to think of James as still having some energy and life in him, which suggests that James is capable of more than he first appears.

The writer may have wanted readers to think that the warmth in James's eyes was endearing and made him a very appealing character.

Skills Boost: Building a response paragraph

1a

i, vii

ii, viii

iii, v

iv, vi

1b

i, vii – C, E

ii, viii – D

iii, v – B

iv, vi – A, F

Activity 4

1–5 Students' own answers. Answers will vary, but all should:

- include planning that follows steps 1–3
- consist of two paragraphs, each of which contains a key point, evidence and an explanation
- include at least one adverbial to link ideas
- focus on the impact of vocabulary on the reader's response to the character.

Section 6 Assessment: Lesson 11

Activity 1

1 Possible answer: In her 50s or 60s. When looking at fellow swimmers, she says she is 'raising the average age by about 30 years'.

2a Possible answer: 'wettest'

2b Possible answer: 'the vastness of it all'

3 The weather has been extremely wet at the start of the article, but during the night the rain stops and in the morning the sky is blue and clear.

4 Students' own answers. Suggested answer: I think the writer tells the story of Tu Te Raki Whanoa to give the reader some cultural history of the area, and also to emphasise how spectacular the scenery is. The story also contains humour because it explains the reason that there are so many pesky sandflies around.

5 Students' own answers. Suggested answer: I think the writer has ended the article in this way because it sums up the stunning effect of the scenery, but also mentions the practical inconvenience of the sandflies, which leads her to be quite pleased to be going back to home comforts.

Activity 2

1 Students' own answers. Answers will vary, but all writing should:

- consist of two or three paragraphs
- focus on the impressions of New Zealand and the writer's experiences there
- comment on the writer's choices and their impact on the reader
- include evidence from the article
- be written in formal Standard English.

Section 7 Looking at language choice: Lesson 12

Activity 1

1 Students' own answers. Suggested answers:

a There are seals near the cliffs. There is lichen on the grey rocks and 'sea pinks' (plants or flowers) in the sheltered cracks.

b The sea is part of the Atlantic, carrying waves from across the ocean, gaining in strength and power. It gouges out rock from the coast, throwing boulders up like marbles – hugely powerful.

c In winter, the islands are prone to southwesterly gales, massive wild storms of terrific power. It is one of the windiest places in Europe. The wind can be 'unremitting', as solid as a 'clenched fist'. In summer, the islands may seem a 'timid north' and, on rare days, the wind is calm and peace descends.

2 Students' own answers. Suggested answers:

a I would like to visit the Shetland Islands because they sound dramatic, wild and exhilarating.

b I would not like to live on the Shetland Islands because I think the bleak, cold, windy weather in winter might be depressing and restricting.

c My overall impressions of the Shetland Islands are that they are spectacular and absolutely fantastic to visit, but probably quite challenging to live on for any length of time.

Activity 2

1a Possible answers:

A – beautiful

B – wild

C – violent

1b Possible answers:

A – 'glorious'

B – 'thunder'

C – 'torn'

1c Students' own answers. Suggested answer:

The word 'glorious' implies something rich, colourful and celebratory. It often has religious connotations, so using it to describe the lichen suggests there is something almost heavenly about it. The word 'thunder' evokes an image of huge power and deep unstoppable force. It can be used as a noun or a verb, suggesting a destructive intensity.

The word 'torn' creates the image of something being violently ripped up and destroyed by a very strong force, possibly even in anger. The image suggests that the huge wind had some sort of personality that expressed its fury by tearing the technical device out of the ground.

Section 7 Looking at language choice: Lesson 13

Skills Boost: Identifying figurative language

1a personification ('physical presence'); simile ('as solid as a clenched fist')

1b personification ('began life'; 'find their way')

2a Possible answers: enveloping; strong; powerful; potentially destructive

2b Possible answers: people; far away; journey; travelling

Activity 3

1 Students' own answers. Suggested answer: This sentence suggests that the sea is quite playful, as well as powerful. It uses the rocks like 'marbles' – a traditional game for children. This comparison suggests that the sea is so strong that the rocks are as light to it as small glass marbles are to children.

2a 'water carves itself' – metaphor; 'throws giant boulders' – personification; 'like marbles' – simile

2b Students' own answers. Suggested answer:

The water is being likened to a knife that slices and cuts into the land. This figurative language reinforces the impression of the destructive, powerful force of the sea on the coast.

The throwing of giant boulders is likened to a person hurling huge rocks up a cliff. This reinforces the impression that the sea is so strong that it can play with huge weights as if they are simply toys.

The simile compares the tossing of the rocks by the sea with the throwing of marbles by a child. The child's strength is enormous compared with the weight of the item being thrown, in the same way that the strength of the sea is vast compared with the weight of the rocks. This comparison exaggerates the force of the sea, for impact on the reader.

Activity 4

1 and 2 Students' own answers. Answers will vary, but all should identify significant vocabulary choices, including figurative language, that contribute to the impression the writer has created.

3–5 Students' own answers. Answers will vary, but all should:

- describe the impression created by the language
- explain the effects of the figurative language and other significant vocabulary identified
- be written as a cohesive paragraph.

Section 8 Restructuring sentences: Lesson 14

Activity 1

1 Students' own answers. Suggested answer:

a The writer creates an impression of a very significant, impressive building on a huge scale.

b 'the largest religious building in the world'

c 'astonishing'

2 Students' own answers. Suggested answer:

Third paragraph:

The writer creates an impression of great anticipation as people prepare for the day ahead.

'elephants wait for passengers'

'wait'

Fourth paragraph:

The writer creates an impression of a spectacular place.

'vast towers rise out of the jungle'

'vast'

Fifth paragraph:

The writer creates an impression of another startling and extraordinary place.

'216 gargantuan smiling faces'

'gargantuan'

Student Book Answers

Activity 2

1a The writer has repeated the phrases 'I read' or 'I learned'.

1b Students' own answers. Suggested answer: I think the writer has done this to emphasise how much she studied the facts about the place before she visited. It builds up the suspense and makes one believe that she had a very realistic idea of what she was going to see.

2a Four words ('Suddenly, it is there.')

2b Students' own answers. Suggested answer: I think the writer used a short sentence here to mark a contrast with the much longer sentences in the previous paragraph. It echoes the writer's sense of shock and awe when she finally sees Angkor Wat.

3a B

3b C

3c A

4 Students' own answers. Suggested answer.

a Vast towers rise out of the jungle, beyond the water that surrounds the temple of Angkor Wat, so huge it is hard to understand or believe their size.

b The information about position has the most emphasis in the original sentence, as it comes at the start of the sentence.

Section 8 Restructuring sentences: Lesson 15**Grammar Boost: Non-finite clauses**

1a To reach it, you have to climb 150 steps.

1b Climbing all those steps to the top, I wondered if it would be worth it.

1c Exhausted with the effort, I could hardly breathe.

[underlining = non-finite clause]

Activity 3

1a Stonehenge, built by ancient Britons, is an ancient structure.

1b The Great Wall of China, stretching for more than 21,000 kilometres, is massive.

1c Climbing 345 steps, you can reach the top of the Statue of Liberty.

2 Students' own answers/amendments.

Activity 4

1–3 Students' own answers. Answers will vary, but all writing should:

- describe a visit to the pyramids at Giza
- be planned in terms of nouns, adjectives and prepositional phrases
- include sensory descriptions
- use information from the fact file
- experiment with sentence construction and explain choices.

Section 9 Developing your response: Lesson 16**Activity 1**

1 Possible answers:

What he says:

'The best of mornings to you,'; 'I'm Casto Mulherne. Will you have a cup of tea?'; 'Two days,';
'Oh yes. Yes, I built it the day before yesterday.'

What he does:

scuttles between the trees; invites the narrator inside; leads up the winding staircase, whistling; puts kettle on stove; makes tea; sits cross-legged on the floor

His appearance:

small, with twinkling green eyes; big grey beard, unruly grey curly hair; green felt hat with a red feather; bare feet; green corduroy trousers held up with string; brown tweed jacket; big belly

His house:

a huge oak tree with brass bell and doorknob; internal winding staircase; platform with wooden shed-like building; wood-fired stove and typewriter, shelves of books, one armchair; built in a day

2 Students' own answers. Suggested answer: The writer has created the impression that Casto Mulherne is welcoming, eccentric and industrious.

3a Possible answers: 'somewhat uncertainly'; 'open-mouthed in astonishment'

3b Students' own answers. Suggested answer: The narrator's response adds to the impression of Casto Mulherne being quite an extraordinary character, full of surprises.

Activity 2

1 Possible answers:

'The word 'twinkling' from description A suggests that Casto is mischievous, with a sense of humour. The word 'rhythmical' from description B suggests that Casto is almost singing his words, and perhaps is musical and enjoys singing.

The word 'whistling' from description C suggests that Casto is light-hearted, happy and has a positive outlook.

The word 'flashing' from description D suggests that Casto is intelligent and sharp.

2 Students' own answers. Suggested answer:

a Using a simile, the writer compares Casto Mulherne's movements to those of a squirrel: 'His movements were neat and brisk, like a squirrel's.'

b This adds to the impression that Casto is not a full human being – he has some animal qualities and is adept at living in the forest.

Section 9 Developing your response: Lesson 17

Skills Boost: Using synonyms to refer back

1a Casto Mulherne

1b 'character'

1c 'this'

2 Students' own answers. Suggested answer: Casto Mulherne says he built the house 'the day before yesterday'. The narrator is amazed that the character could build his home so quickly.

3 it

Activity 3

1 Possible answer: At the start of the extract, Casto Mulherne is presented as odd.

2 Possible answer: However, when the narrator goes inside his house, the writer gives the impression he is hospitable.

3 Possible answer: At the end of the extract, though, it is suggested that he is skilful/hard-working.

Activity 4

1 Students' own answers. Suggested answer: This short sentence has the effect of emphasising the shock felt by the narrator when Casto Mulherne revealed his extraordinary abilities.

2 Students' own answers. Suggested answers:

a These long sentences are built up with a series of descriptive phrases and clauses which are linked together with prepositions and conjunctions, with commas separating the details.

b The effect of these longer sentences is to give the reader an increasingly detailed image of this character, creating a vivid, colourful and intriguing impression.

Activity 5

1 Students' own answers. Answers will vary, but all should:

- consist of two paragraphs tracing the development of the character
- include key points, evidence and explanations.

Section 10 Making comparisons: Lesson 18

Activity 1

1 Possible answers:

- a 'the Gobi Desert'
- b 'Baggie, our driver'
- c 'in a Russian minivan'
- d 'a lot of sky, sand and nothingness'
- e 'lost in the blizzard'
- f 'We're lost'
- g 'ruined temples'
- h 'there is a kind of peace here to which I am not accustomed.'

Activity 2

1 and 2 Possible answers (the second part of which are quite subjective and so open to discussion):

- a 'eastern Antarctica' – different to Extract A
- b he is 'alone' – different to Extract A
- c 'taking those first steps', so walking (plus 'a ski sail') – different to Extract A
- d the landscape is 'desolate and hopeless' – similar to Extract A
- e 'hurricane-like winds whipping through bone and marrow' – similar to Extract A
- f 'sastrugi – sharp ridges formed on the snow' – different to Extract A
- g 'there are no trees or land formations for shelter' – different to Extract A
- h he tried to focus on 'the beauty of nature and light, shape and colour' – similar to Extract A

Section 10 Making comparisons: Lesson 19

Grammar Boost: Practising conjunctions for comparison

1 The writer of Extract A enjoys the peace of the desert whereas the writer of Extract B describes difficulties and danger.

The trip described in Extract A sounds like a holiday. However, the writer of Extract B is on a challenging expedition.

The writer in Extract A is travelling with a group while the writer in Extract B makes his journey alone.

Activity 3

1 Students' own answers. Suggested answer: The writer of Extract A describes a varied, interesting experience in which he sees extraordinary things, whereas the writer of Extract B battles against a hostile landscape that lacks variety and is full of challenges.

2a Possible answer: 'an improbably icy mountain in the middle of the desert' and 'dinosaur fossils' from Extract A; 'endless landscape' and 'whipping through bone and marrow' from Extract B.

2b Students' own answers. Suggested answer: The two quotations from Extract A convey the sense of variety in the landscape and local features that the writer witnessed. The two quotations from Extract B give the impression of the bleak, hostile landscape that the writer battled through on his expedition.

3a Students' own answers. Suggested answer:

From Extract B – 'I flew back to the South Pole.'

From Extract A – 'Baggie, our driver, speaks no English but has arms the size of tree trunks (necessary when driving a Russian minivan) and a reassuring grin (also necessary when driving a Russian minivan).'

3b Students' own answers. Suggested answer:

The first quotation is the shortest sentence in Extract B. It reflects the swift return by plane compared with the long, arduous journey that the narrator has completed on foot and which he describes with longer, more detailed sentences.

The second quotation contributes to the light-hearted impression conveyed in Extract A, in which the narrator describes the attributes of the characterful driver, which are matched to the needs of the situation. The comments, in parentheses, add to the humour and entertainment value of the extract.

Activity 4

1 and 2 Students' own answers. Answers will vary, but all should:

- consist of two paragraphs
- compare the descriptions of the two places, in the first paragraph
- compare the writers' experiences, in the second paragraph
- include key points, evidence and commentary on vocabulary and sentence structure.

Section 11 Assessment: Lesson 20

Activity 1

1 Students' own answers. Suggested answer:

I think the writer of Extract A enjoyed his time in Delhi because it was a completely new experience that was often surprising and challenging, but also exciting and dramatic. It wasn't a comfortable, leisurely experience, but a stimulating one.

2 Students' own answers. Answers will vary, but all should:

- consist of two paragraphs
- comment on ideas and details
- comment on vocabulary and sentence structure
- include evidence from the extract.

Student Book Answers

Activity 2

1 Students' own answers. Suggested answer:

I think the writer of Extract B enjoyed her visit to Truro, as she was impressed by the architecture of the city, the historical charm of the streets and the generally pleasant setting beside the river.

2 Students' own answers. Answers will vary, but all should:

- consist of two paragraphs
- focus on comparisons about what the writers saw, how they describe these sights and the effect of those descriptions on the reader
- comment on vocabulary and sentence structure
- include evidence from both extracts.

Unit 4 Making history

Section 1 Comparing histories: Lesson 1

Activity 1

1a Possible answers:

A – Christopher Columbus was born in Genoa, Italy. (paragraph 1)

B – Columbus ‘discovered’ islands in the Bahamas. (paragraph 7)

C – 12th October 1492, Columbus landed on one of the Bahamian islands. (paragraph 7)

D – Columbus was a skilled navigator and had a theory that he could reach Asia by sailing West. His expedition was sponsored by the Spanish monarchs Ferdinand of Aragon and Isabella of Castile. (paragraph 5)

1b Possible answer: Columbus wanted fame and fortune, and so did Ferdinand and Isabella. They hoped to bring back spices, pearls and gold from Asia.

1c Students’ own answers. Suggested answer: I find E the most interesting topic – what motivated Columbus to make such an expedition – because this helps me to understand who Columbus was as a person.

Activity 2

1a resourceful; intelligent

1b resourceful – ‘made his way to Lisbon’; intelligent – ‘he studied mathematics, astronomy, cartography and navigation’

2a The writer has created the impression that it was a very difficult journey.

2b Students’ own answers. Suggested answer: ‘The route was long and arduous’

3a The writer has created the impression that Columbus’s achievements were not quite what he thought they were.

3b Students’ own answers. Suggested answer: ‘not in Asia, as Columbus assumed’

Section 1 Comparing histories: Lesson 2

Activity 3

1 Students’ own answers. Suggested answer: The writer means that it is likely that many other explorers had travelled to the Americas before Columbus.

2 and 3

10,000 years ago (Stone Age travellers from France) – FACT

6th century (Irish monks – legendary voyage) – THEORY

10th century (Viking explorers led by Leif Erikson) – FACT

Skills Boost: Comparing formal and informal language choices

1a rematerialised; reappeared; came back

1b indisputable; definite; certain

1c navigated; voyaged; went

1d intimidated; indicated; shown

1e manufactured; constructed; created

2 quite formal

Activity 4

1 Possible answers: mention of Christopher Columbus; mention of discovering the Americas

2a Possible answer: The Spanish monarchs, Ferdinand of Aragon and Isabella of Castile, backed Columbus's expeditions.

2b Possible answer: The Atlantic Ocean was frozen during the last ice age.

3 Students' own answers. Suggested answer: I think the writer of the first extract would agree that Columbus was 'the man who discovered America' because it says he hatched the plan 'that would change the world forever', implying that Columbus's travels were pivotal in the history of the Americas. I think the writer of the second extract would disagree, as it points out the likelihood of many previous travellers getting to the Americas before Columbus.

Section 2 Selecting information: Lesson 3**Activity 1**

1 In Mali, on the southern edge of the Sahara Desert

2 People believed that it was 'a city of gold'.

3a Mansa Musa gave away a lot of gold on his journey to Mecca; he built mosques and a university.

3b Students' own answers. Suggested answer: The impact of these things was that Timbuktu gained a reputation for having a lot of gold and also became an important centre of learning for Muslim scholars.

4a Mungo Park; Gordon Laing; Auguste Caillie

4b Auguste Caillie was the only explorer to discover something: he reached Timbuktu. The other two explorers unfortunately died during their expeditions.

4c Mungo Park succumbed to disease, attack or drowning; Gordon Laing was murdered after leaving the city; Auguste Caillie claimed a prize of 10,000 francs for discovering the fabled city.

5a Students' own answers. Suggested answer:

Mansa Musa's actions gave rise to the fable of the 'city of gold'.

Timbuktu had wonderful mosques and became a centre of learning.

Many explorers tried to find the fabled city.

5b Students' own answers. Suggested answer: Emperor Mansa Musa lavished his wealth on Timbuktu, which became famed for its wonderful mosques and as a centre for learning. Many explorers tried to find the fabled 'city of gold' but by the time it was discovered in the 19th century, its wealth had declined.

Activity 2

1 The writer has included the fact that Timbuktu became the fabled 'city of gold'.

2 Students' own answers. Suggested answers:

a The description of 'a city of gold' creates the image of a magical, wealthy, exotic place.

b 'city of gold'; 'unknown heartland'; 'exotic faraway place'

c 'City of gold' evokes an image of great wealth and luxury. 'Unknown heartland' conveys the impression of somewhere remote and hidden. 'Exotic faraway place' creates the image of somewhere very different from everyday life.

Section 2 Selecting information: Lesson 4

Punctuation Boost: Checking for comma splices

1a Although it was a very rich city, Timbuktu was not built of gold. Its buildings were made of clay.

1b Laing travelled all the way to Timbuktu, found the city and was murdered on the way home. His body was never found.

Activity 3

1 Students' own answers. Suggested answers:

a The writer wrote about Mansa Musa to explain how Timbuktu got its reputation as a city of gold.

b The writer wrote about Mungo Park to shock the reader with information about the disastrous outcome of the expedition.

c The writer wrote about Gordon Laing to create a feeling of drama, explaining about his murder.

d The writer wrote about Auguste Caille to amuse the reader, explaining the irony of finding mud-walled buildings, but still becoming rich with the prize money.

2 Students' own answers. Suggested answers:

a I think the writer chose not to include these facts as they are not as interesting or relevant as the ones he has included.

b I think Fact C (about Heinrich Barth) would add most value to the extract, as the journey took an extraordinary length of time, perhaps indicating how very remote Timbuktu was.

Activity 4

1 and 2 Students' own answers. Answers will vary, but all should include reasons for the choice of the six pieces of information.

Section 3 Structuring information: Lesson 5**Activity 1**

1 The earthquake lasted just a few seconds.

2 The effects have lasted to this day, in the changes of landscape.

3 This means that this earthquake caused more deaths than any other on record.

4a a cave in a hillside, in which people lived

4b The people were buried alive by the landslides in the hills.

5 Possible answers: sixty per cent of the people in the region were killed; three cities were devastated; many historic buildings were destroyed

6 Possible answers: wild fires broke out; there was flooding; there were aftershocks for six months

Activity 2

1 Students' own answers. Suggested answer:

People were buried alive in their caves.

The earthquake had the power of a nuclear bomb.

Sixty per cent of people in the region were killed.

2 Students' own answers. Suggested answer:

I remembered the fact about people buried alive because it was so horrific.

I remembered the fact about the power of the earthquake because it was so surprising.

I remembered the statistic about the number of people killed because it was so dramatic and sad.

Section 3 Structuring information: Lesson 6**Skills Boost: Fact and opinion**

1a Fact

1b Fact

1c Fact

1d Opinion

1e Opinion

Activity 3

1 Yes, it is written in chronological order.

2 Paragraph 1: A – to create a dramatic opening to engage the reader’s interest

Paragraph 2: C – to summarise some key events and facts on the topic

3 Students’ own answers. Suggested answer:

I think that the article works well as it stands. Swapping the first two paragraphs would reduce the drama of the opening, which starts from the description of the very short earthquake and then pans out to consider the impact.

Activity 4

1 a dramatic opening; a summary of events; detailed information; the consequences

2a–d Students’ own answers. Answers will vary, but all should show which facts will be included in each of the following four sections: dramatic opening; summary; detailed information; consequences.

Section 4 Informing and describing: Lesson 7**Activity 1**

1 Students’ own answers. Suggested answers:

a My first impressions of the slaves on the ship are that they are being treated like animals, not like humans.

b My first impression of the man who held the whip is that he is brutal and cruel.

c The impression of animals was created by the reference to branding and being stowed tightly together. The impression of cruelty of the man was created by the phrase ‘ferocious-looking fellow’ and his eagerness to use the whip.

2 Students’ own answers. Suggested answers:

a The writer has created an impression of the desperation of the slaves and their hope for rescue from their terrible situation.

b This impression has been created by the information that they looked in ‘hopeless dejection’ but could sense that the observers might be ‘friends’.

3 Students’ own answers. Suggested answers:

a The writer has created the impression that life on board the slave ship is horrific.

b This impression is created by the description of the compartments being just ‘3 feet 3 inches high’ and the people ‘wedged together as tight as they could cram’.

4 Students’ own answers. Suggested answer: The impression that the writer has created of the slave trade is that it was a completely brutal trade, where slaves suffered terribly, transported in inhumane conditions.

Activity 2

1a Students' own answers. Suggested answer: These numbers create the impression of people being boxed into tiny spaces.

1b Students' own answers. Suggested answer: This impression is heightened by the use of the word 'crammed'.

2 Students' own answers. Suggested answer:

Chosen sentence: 'The space between decks was divided into two compartments 3 feet 3 inches high; the size of one was 16 feet by 18 and of the other 40 by 21; into the first were crammed the women and girls, into the second the men and boys: 226 fellow creatures were thus thrust into one space 288 feet square and 336 into another space 800 feet square, giving to the whole an average of 23 inches and to each of the women not more than 13 inches.'

a The impression is created of slaves being treated like commodities, not like human beings.

b '226 fellow creatures were thus thrust into one space 288 feet square'

c 'crammed'; 'thrust'

Section 4 Informing and describing: Lesson 8**Grammar Boost: Past and present tense**

1a In sentence A – takes, keeping, remind; in sentence B – took, keeping, remind

1b takes/took

2a The past tense

2b Possible answer: 'As soon as the poor creatures saw us looking down at them, their dark and melancholy visages brightened up.'

[underlining = verb]

Activity 3

1 Students' own answers. Suggested answers:

a These facts reveal that the slaves were treated appallingly.

b 'branded like sheep'; 'burnt with the red-hot iron'

c These descriptive choices help me to understand the ruthless, inhumane way in which the slaves were treated – like cattle.

2 Students' own answers. Suggested answers:

a 'They all held up their arms, and when we bent down and shook hands with them, they could not contain their delight; they endeavoured to scramble up on their knees, stretching up to kiss our hands, and we understood that they knew we were come to liberate them.'

b 'their delight'; 'kiss our hands'

c I think the writer has tried to show their feelings so vividly in order to convey how desperate the slaves' situation was and how they longed for relief and rescue.

Student Book Answers

Activity 4

1–3 Students' own answers. Answers will vary, but all should:

- consist of two paragraphs, of which the first describes walking through the city on the first day of the fire and the second describes walking through the city on the day after the fire was extinguished
- include facts
- include description of sensory details
- be written consistently in the past or present tense
- be written in the first person.

Section 5 Building paragraphs: Lesson 9

Activity 1

1a A

1b The other information gives more factual detail about the Salt March.

2 Students' own answers. Suggested answer:

The key point in the second paragraph is that the salt was owned by the British and the Indians had to buy it at a high price.

The key point in the third paragraph is that it was a peaceful march, led by Gandhi.

The key point in the fourth paragraph is that people joined in the march as it progressed.

The key point in the fifth paragraph is that Gandhi symbolically challenged the power of the British by picking up the salt on the sea shore.

The key point in the sixth paragraph is that the Salt March was very influential in India's determination to throw off British rule.

3 Students' own answers. Suggested answer: The Salt March was a protest, led by Gandhi, which helped to strengthen India's determination to assert its independence.

Activity 2

1 Possible answers:

a ADD – paragraph 1

b ADD – paragraph 2

c ADD – paragraph 2

d ADD – paragraph 2

e ADD – paragraph 6

f NEW PARAGRAPH

g NEW PARAGRAPH

Unit 4 Making history: Building paragraphs Lesson 10

Activity 3

1a No, D (because the information repeats what's in A)

1b A

1c C, E, F, B

1d Students' own answers. Suggested answer: D, B, C, E, F (in this paragraph, A would be discounted)

1e Students' own answers. Answers will vary.

Skills Boost: Referring back with determiners, synonyms and pronouns

1a The Salt March began in March 1930. It lasted 25 days.

1b Gandhi gathered salt. This meant that he had broken the salt law.

Activity 4

1a–e Students' own answers. Answers will vary, but all should:

- include planning for four paragraphs, each of which has a key point
- include four subheadings, and details to support each key point
- include the first paragraph written in full
- show that the paragraph has been reviewed to avoid repetition and improve clarity.

Section 6 Assessment: Lesson 11

Activity 1

1 The lady had a 19-year-old daughter; she was very wealthy; she lived in a rented house

2 vomiting; headache; spots

3 Students' own answers. Suggested answers:

a The mother was frightened and beside herself with grief when she realised her daughter had the plague.

b 'continued screeching and crying out for several hours'; 'the mother never recovered'

c 'screeching'; 'crying'

4 Students' own answers. Suggested answer: The writer shows that the plague is deadly and dangerous by explaining that the daughter 'died in less than two hours' after feeling ill. Also, the mother's reaction on discovering the symptoms showed how terrifying it was to realise that a loved one had the plague, because it meant certain death.

Activity 2

1 Students' own answers. Answers will vary, but all should:

- start with a plan of key points and supporting details for each paragraph
- use powerful vocabulary
- include details to engage the reader
- link ideas within and between paragraphs
- be reviewed for improvements.

Section 7 Clarity and fluency: Lesson 12**Activity 1**

1 Possible answers:

The Chinese invented paper, silk and the wheelbarrow.

Paper was invented in China in the first century BCE.

The wheelbarrow was invented in around 2200 BCE.

2a The writer wants readers to understand that the Chinese were some of the earliest and most influential inventors.

2b Students' own answers. Suggested answer: The writer says the world would be a 'more limited place' without Chinese inventions. He also says that lots of inventions 'on which our civilisation has been built' were from China.

Activity 2

1 Students' own answers. Suggested answer:

I find the original version most clearly and fluently expressed, because it starts with the focus on Leizu, as an extension of the narrative about what happened to her, and goes on to follow her thought processes about how the thread could be used and what the end result might be. It seems to follow a logical sequence.

2a A

2b Students' own answers. Suggested answer: I think the writer used a short sentence as it contains a surprising fact and creates impact with its brevity.

2c Students' own answers. Suggested answer: I think the writer chose longer sentences for the rest of the paragraph because he wanted to include lots of related detail.

2d Students' own answers. Suggested answer: I think these sentence lengths are effective because they link together lots of facts that all help to build up a detailed explanation for the reader.

Section 7 Clarity and fluency: Lesson 13

Skills Boost: Building sentences

1 Students' own answers. Suggested answers:

- a Alexander Fleming was a scientist who discovered penicillin.
- b Alexander Fleming was a scientist who, in 1928, discovered penicillin.
- c He left a petri dish on a windowsill when he went on holiday to Scotland.
- d He noticed the petri dish, on returning to his laboratory in London, had gone mouldy.

Activity 3

1 Students' own answers. Suggested answer:

A mechanical clock was invented in China by Yi Xing in 725. It was based on water dripping onto cogs linked to a wheel, which turned once every 24 hours. The wheel rang a bell every hour.

2 Students' own answers. Suggested answers:

- a A wheel turned once every 24 hours, powered by water dripping on to cogs which were linked to it.
- b I think the first version is clearer, as it follows the process more logically and makes the explanation easier for the reader to follow.

Activity 4

1–5 Students' own answers. Answers will vary, but the one paragraph should:

- consist of three sentences: a short sentence with key information; a longer sentence with more detail; a longer sentence with even more detail.
- be experimented with to find the most clear, fluent sentence structures.

Section 8 Choosing your words carefully: Lesson 14

Activity 1

1 Possible answers: Both kinds of people dye their skin with woad and have long hair. The Britons living inland do not farm, but the people on the coast of Kent sow corn.

2 Possible answers: Both accounts describe the Britons as being fierce fighters. Extract A describes the Britons as wearing animal skins, whereas Extract B says that 'they do not wear clothing'.

3 Students' own answers. Suggested answers:

- a Extract A creates the impression of the Britons as being people to be reckoned with, who fight well and courageously.
- b Extract B creates a more negative impression of the Britons, implying they are not very clever or sophisticated.

Activity 2

1 Students' own answers. Suggested answer:

<u>violent</u> brutally terrifying fierce	<u>admirable</u> civilised courageously
--	---

2 Students' own answers. Suggested answer:

<u>aggressive</u> blood-thirsty warlike savages	<u>unsophisticated</u> mark their bodies covered in filth savages
--	--

3 Students' own answers. Suggested answer:

I think that Extract A gives the reader a less-biased impression of the Britons because it acknowledges their courage in battle and discriminates between the different types of Briton. Extract B is more dismissive and critical of the Britons, without recognising any positive characteristics.

Section 8 Choosing your words carefully: Lesson 15**Skills Boost: Using semi-colons**

1a The Britons wore ornaments made of iron; they thought it was as beautiful as gold.

1b The Britons escaped; the Romans were far better trained in warfare.

1c The Britons did not care; they were covered in mud.

2

The Britons wore ornaments made of iron; they thought it was as beautiful as gold. ✓

The Britons escaped; the Romans were far better trained in warfare. ✗

The Britons did not care; they were covered in mud. ✗

Activity 3

1 Possible answers:

savages – ignorant; physical; selfish; brutal; unintelligent

filth – unhygienic; lazy; careless; dirty; smelly

Activity 4

1–5 Students' own answers. Answers will vary, but all should:

- be one paragraph
- be planned around specific categories of information
- try to create specific impressions using carefully chosen vocabulary
- review vocabulary choices for improvement.

Section 9 Gathering information: Lesson 16

Skills Boost: Making notes

1a Leonardo da Vinci was born on 15th April 1452 in Vinci, Italy.

1b Leonardo da Vinci was born on 15th April 1452 in Vinci, Italy.

2a died 1519, France; artist, inventor, scientist; 'Mona Lisa' painting

2b Students' own answers. Suggested answer: drew the workings of the human body, a parachute, helicopter, tank and calculator

Activity 1

1 Possible answers:

Dates – 1787 Shaka was born; 1802 Shaka and his mother were driven out

Parents – Chief of the Zulu, Senzangakona and Nandi, princess of Langeni tribe

Problems – parents separated; rejected by Langeni tribe

2 Students' own answers. Suggested answer:

Military service, aged 23, in Mthethwa tribe; chief of Zulu tribe; reorganised army, quadrupled the Zulu tribe, ruthless with all enemies; mother died 1827; distraught and cruel with grief.

3 Students' own answers. Suggested answer:

assassinated by half-brothers, 1828, because of his cruel behaviour and suffering he inflicted on others

4a and b Students' own revisions.

Section 9 Gathering information: Lesson 17

Activity 2

1a Who? What? Where? When?

1b Students' own answers. Suggested answer: Shaka Zulu was born in South Africa in 1797. He reorganised the Zulu army and quadrupled the size of the Zulu tribe. He was assassinated in 1828.

Activity 3

1 Parents; expansion of Zulu tribe; death

2 Both extracts agree about his parents. The general details about the expansion of the Zulu army are similar. Both extracts agree that he was assassinated.

3 When Dingiswayo was murdered, Shaka took on the leadership of the Mthethwa. He ruled all the lands that we now know as Natal. He was assassinated by two half-brothers and a servant, Mbopa.

Activity 4

1–3 Students' own answers. Answers will vary, but all should:

- be no more than 100 words
- include information about his early life, adult life and death
- cover just key information
- be reviewed for the possibility of using alternative vocabulary and sentence structures.

Section 10 Checking texts: Lesson 18**Activity 1**

1 Students' own answers. Suggested answers:

a Paragraph 1, paragraph 5

b Paragraph 1 created a powerful image in my mind because it conveyed how harsh life was in the Stone Age.

Paragraph 5 made me think and appreciate these early people, rather than just dismiss them as just primitive.

c I think C would have been interesting to include because it explains why the era was called the Stone Age.

Activity 2

1 Students' own answers. Suggested answer: I think it is an effective opening because it makes the reader really think about how it would have felt, living in the Stone Age. It could be improved by cutting the repetition and avoiding the comma splice.

2 Students' own answers. Suggested answer: I think it is an effective ending because it points out how much we owe these early people, and how they had homes which they decorated with pictures. It conveys the impression that although they lived long ago, they may have been quite like us in many ways.

Section 10 Checking texts: Lesson 19**Skills Boost: Hearing what you wrote**

1 Some early humans who lived near the sea or a river used and sharpened sticks **to** to spear fish. Later humans learned to set traps to catch other creatures in the water such **as** eels and crabs.

[**shaded** = corrected error]

2 Students' own answers. There are 6 errors in total as follows:

- repetition of 'a' in line 3
- comma splice after 'ago' in line 4
- repetition of 'as' in line 27
- comma splice after 'food' in line 34
- omitted word ('to') in line 39
- omitted word ('they') in line 49.

Activity 3

1 Students' own answers. Suggested answer: The first sentence was more difficult to read because it is so long, with very little punctuation, so the sense got rather blurred and muddled.

2a Early humans lived through an Ice Age

when temperatures dropped

and the Earth was frozen

although no-one really knows why

and all of North America, Europe, Asia and the oceans between were covered in a thick sheet of ice because it was so cold.

2b The clause 'the Earth was frozen' contains the same information as 'an Ice Age' so could be deleted. Likewise, 'because it was so cold' doesn't add any further information, so this clause could be dropped too.

2c Early humans lived through an Ice Age. Although no-one really knows why, the temperatures dropped and all of North America, Europe, Asia and the oceans between were covered in a thick sheet of ice.

2d Students' readings.

Activity 4

1 and 2 Students' own answers. Answers will vary, but all should use effective vocabulary and sensory description.

Activity 5

1 'You wake up in a cave or the shelter your parents built just one or two weeks ago. You are cold and hungry.'

'This was a much more reliable way to get food. It meant that people did not have to keep moving around.'

[shaded = corrected comma splice]

Section 11 Assessment: Lesson 20

Activity 1

1–4 Students' own answers. Answers will vary, but all plans should:

- be for an article about a historical period, person or event
- include interesting and engaging information
- organise the information in order to create specific effects for the reader
- include details supporting key points.

Activity 2

1 Students' own answers. Answers will vary, but all articles should be as clear and engaging as possible.

Activity 3

1 Students' own answers. Answers will vary, but all articles should have been reviewed and revised for improvement.

Unit 5 Attention!

Section 1 Engaging the reader: Lesson 1

Activity 1

1 'sepia' means light brown and 'ashen' means grey (ash-coloured)

2 There are two characters in the story.

3 Students' own answers. Suggested answer: Go into the centre of the forest. Look for a meadow with yellow and purple flowers. In the middle of the meadow is the building.

4 It is built of limestone blocks; it has a slate roof; it is the size of a hut; it has no windows or doors; there are gaps between some of the stone blocks.

5 How do you get in or out? What is inside it?

6 There is a tunnel; something that has to be kept dark; something that lives in the dark; something evil that has to be kept in; some good things.

Activity 2

1a All three elements have been used to create the story.

1b Students' own answers. Suggested answer: The setting is the most important here because the mysterious building is the focus of the story.

2 Students' own answers. Suggested answer: The first two paragraphs focus on the setting. I think the writer wants the reader to be curious about the building.

3a We learn that the two characters are brother and sister.

3b Students' own answers. Suggested answer: I can infer that Lucy is more positive and optimistic than her brother. Mel tends to ask the most questions, and is perhaps physically braver, as he tries to look through the walls. He tends to scoff at his sister, so perhaps feels slightly superior in some ways.

4 Students' own answers. Suggested answers:

a Two children find a mysterious building in the heart of the forest and wonder why it was built.

b I think it is an effective plot because it challenges the reader to come up with ideas of their own as to the purpose of the building. It also draws on ideas from other stories, increasing the tension and suspense, as some of these traditional stories were about powerful, evil forces that changed the world.

Section 1 Engaging the reader: Lesson 2

Skills Boost: Reading long sentences

1a

In the middle of a forest, there was a meadow
that was full of bright flowers –
and, in the middle of the meadow, there was an old building
made without any doors,
which made the children wonder
if there was a tunnel
to get into or out of it
as otherwise it seemed inaccessible.

1b Students' own answers. Suggested answer: The new lines assist you to read the sentence because they divide up the ideas into shorter, easily accessible blocks of information.

Activity 3

1 exposition; conflict; resolution

2 Students' own answers. Suggested answer:

Exposition: The old building is described in its setting.

Conflict: The children discuss the mystery of the building – how to get in or out; why it was built; what is inside.

Resolution: The reader is asked to complete the story with their own explanation.

3a Students' own answers. Suggested answer:

I think the writer's intention in the exposition is to excite the readers' curiosity.

I think the writer's intention in the conflict is to get the reader thinking about all the different possibilities that the building might represent and to get the readers' imagination working hard.

I think the writer's intention in the resolution is to throw a challenge to the reader, for them to complete the story in their own way by coming up with an explanation.

3b Students' own answers. Suggested answer:

I found the exposition effective because it hooked my interest and I wanted to read on to find out more.

I found the conflict effective because it suggested so many different possibilities that I was intrigued and also slightly scared.

I did not find the resolution effective because I felt that the writer had not solved the problem. All the hard work of finding an explanation was left to the reader.

Activity 4

1 Students' own answers. Suggested answer: This would have shortened the plot and made it less of a story, as there would be no build-up of tension and mystery, and no suggestion of the nature of the characters or their personalities or relationships.

2 Students' own answers. Suggested answers:

a The dialogue adds mystery to the story because it contains suggestions which the reader can play with in their mind and which can feed their imagination.

b The last three lines add mystery to the story because they pose questions for the reader, challenging them to come up with answers and an explanation for an ending.

Activity 5

1 and 2 Students' own answers. Answers will vary, but all should:

- engage the reader
- address all the questions posed
- include an exposition, conflict, climax and resolution
- explain the effect intended for the reader.

Section 2 Structuring a story opening: Lesson 3

Activity 1

1 We learn that bears can be dangerous and attack people. They will take risks when they have cubs to feed. They have been hunted by people. They usually live in the forest. Bears can be huge. They have good hearing and sense of smell. Some bears can be very clever.

2a This story opening takes place beside a river running through a forest. The narrator mentions twisting 'a piece of forest vine' in his/her fingers, and talks about the stones and boulders and the river nearby.

2b The two main characters are children: the narrator, who has a mother and grandfather (both of whom are mentioned), and a boy called Noy.

2c The characters are hoping to find and take a bear cub. Once the mother bear has made her way down the river, Noy gives the narrator a torch and tells him/her to 'Go now!'. The narrator mentions how angry his/her mother would be if she knew he/she was 'trying to take a cub'.

2d Not known

3 Students' own answers. Suggested answer: The fact that bears can be very dangerous makes the story potentially very exciting, as the characters are in peril, as they plan to take one of the bear cubs. I also found the detail that the bear was thin and desperate for food very engaging, as it increased my sympathy for the bear, even though its theft of crops made life difficult for the local people.

Activity 2

1 Students' own answers. Suggested answer: The story could have started with the dramatic death of Tam's father (Point 2), which would have been a shocking opening and have immediately placed a lot of responsibility on Tam himself. The attempt to steal a bear cub could then have been shown as a flashback, later on in the story, perhaps when a sick orphan bear arrives at the farm.

2 Students' own answers. Suggested answer: The events in Point 1 of the summary show how desperate the boys are for money – they are prepared to do something they know to be dangerous, in order to get money. These events also suggest that Tam is easily persuaded to do things by others (by his friend Noy, in this instance).

3 Students' own answers. Suggested answer: The opening of the novel may not be as effective or engaging without the events in Point 1 of the summary, as they set the scene for the whole story, and bring an immediate sense of action and danger to the storyline.

Section 2 Structuring a story opening: Lesson 4

Grammar Boost: Present, past, perfect and past perfect

1a Night had fallen. The moon was bright.

1b The bear stopped and sniffed. Tam realised that it had smelt his scent.

1c The bear saw Tam. He had never felt so frightened. He ran.

1d Tam had walked for miles through the forest before he found his way home.

Activity 3

1 A, B, D, F, H

2 A = 1; B = 2; D = 3; H = 4; F = 5

3 Possible answers:

A – 'a darker shadow was stirring'

B – 'my palms ran slick with sweat'

D – 'A huge bear'

H – 'He'd seen a bear push a man down and tear off half his face.'

F – 'The bear sniffed again and set off'

Activity 4

1–5 Students' own answers. Answers will vary, but all should contain notes about:

- an encounter
- characters
- setting
- plot
- a plan for the story opening that includes sensory detail.

Section 3 Hunting out the evidence: Lesson 5

Activity 1

1 From the first paragraph, we learn that Kamal loved being in the sea.

From the second paragraph, we learn the Kamal enjoyed swimming every day and was a good swimmer.

2a Possible answer; 'he felt as if the sea was all his'; 'I just like to keep fit'

2b Students' own answers. Suggested answer: I can infer that Kamal felt an extraordinary affinity and closeness to the sea. I can also infer that he didn't want to admit this to people generally.

3 Kamal's other great passion was stories.

Activity 2

1a The two key aspects are his love of swimming and how the sea inspires him with stories.

1b Students' own answers. Suggested answer: I think that both aspects are equally important to Kamal – they are linked together, working in harmony.

2 Students' own answers. Suggested answers:

a As I read, I could feel the soft sea gliding over my body, as I pushed my way through the water. It supported me and carried me forwards, gliding through the words as the narrative unfurled.

b 'the water streaming past was a clear silver language'; 'streams of words stayed ringing inside him'

3 Students' own answers. Suggested answers:

a This story opening does make me want to find out more about Kamal and what happens to him.

b Kamal's affinity with the sea feels quite mysterious and extraordinary, as if he belongs there, as if it is his natural habitat in some way. It gives the reader a sense of something wonderful and strange, and excites curiosity.

Section 3 Hunting out the evidence: Lesson 6

Skills Boost: Linking adverbials

1 Students' own answers. Suggested answer: **At the beginning of the story**, the writer emphasises Kamal's love of swimming. **In the second half of the story**, the writer focuses on Kamal's love of stories. **Above all**, it is clear that Kamal loves the power of words. **Throughout the story**, we learn that Kamal is determined and single-minded.

[shaded = added adverbial]

Activity 3

1a Example B

1b Example A – The quotation is unnecessary because it merely repeats the point already made.

2 Students' own answers. Suggested answers:

- a** Kamal 'didn't care about' lying on the beach, only about swimming.
- b** The writer suggests that swimming in the sea is like reading a story, describing the water as 'a clear silver language.'
- c** Kamal writes down the words he hears in his head when he is swimming.

Activity 4

1 Possible answers:

- a** 'Glide' shows that Kamal is a powerful swimmer.
- b** The writer compares Kamal to a 'dolphin', which implies that he is more at home in the water than on land.
- c** Leaving a 'trail' in the water suggests that Kamal is a skilful swimmer.

Activity 5

1 and 2 Students' own answers. Answers will vary, but all should:

- consist of two paragraphs: one about first impressions of Kamal; the other about final impressions
- ensure that each paragraph focuses on a key point, includes a short quotation and explains how the writer's choices create a specific impression for the reader.

Section 4 Listening to a voice: Lesson 7

Activity 1

1 Students' own answers. Suggested answer: Take what you want. You've got to be bigger and meaner than the others. You've got to know when to keep your head down.

2 Students' own answers. Suggested answer: I can infer that the narrator is a bully who preys on the vulnerability of young children.

3 Possible answer: I can infer that he isn't very bright – he says you have to drive a faster car than everyone else, but then admits that he doesn't even have a car!

4 Students' own answers. Suggested answer: I think this story will end with him being forced to apologise and pay for the doughnut, under the threat of being beaten up by the man 'built like a buffalo'.

5 Students' own answers. Suggested answer: When I realised how the story was going to end, I felt pleased – as though justice was going to be done.

Activity 2

1 Possible answers:

- a boastful; bully; unintelligent
- b powerful; bad; smart

2 Possible answers:

- a 'mean voice'
- b These words create the impression that the narrator is a bully and is threatening.

3 Possible answers:

- a 'quivering'
- b This word suggests that the kid is scared and upset by the narrator.
- c 'or else'
- d These words show that the narrator is directly threatening and intimidating the kid with violence.

Section 4 Listening to a voice: Lesson 8**Activity 3**

1 Students' own answers. Suggested answer: You **have got to** take what you want in this life. **Have you seen** a **man** with a nice watch? **Do** you like that watch? Take it!

[**shaded** = changed/added words]

2 Possible answers: dumb; they'd; 'round; kid; 'cos; or else; to a tee; sure; gotta; play dumb; guy; built like a buffalo; you're; but see; crack; jam; you've; to the top; gonna; my perch; woah!

Activity 4

1a Students' own answers. Suggested answer: fairly short

1b Students' own answers. Suggested answer: a fast pace; an excited tone

2 Students' own answers. Suggested answers:

- a The kid's mother might speak quickly and sound angry.
- b The topic of her speech might be to tell off the narrator for being so mean and nasty to her child.
- c How dare you talk to my child like that? Are you so pathetic that you have to pick on small children to get a sense of power? I'm disgusted by you. Apologise now and pay for that doughnut.

Skills Boost: Building a paragraph of critical response

1 Students' own answers. Suggested answer: **The writer shows** the narrator is arrogant and manipulative. **For example**, the narrator explains how to get someone who is 'built like a buffalo' on your side. **This phrase implies** a huge and powerful person. **This description reveals** that the narrator thinks we should admire him because he is clever and cunning enough to manipulate someone so powerful in this way.

[shaded = added phrase]

2 The writer shows the narrator is arrogant and manipulative. [key point] For example, the narrator explains how to get someone who is 'built like a buffalo' on your side. [evidence] This phrase implies a huge and powerful person. This description reveals that the narrator thinks we should admire him because he is clever and cunning enough to manipulate someone so powerful in this way. [explanation]

Activity 5

1–4 Students' own answers. Answers will vary, but all should consist of two paragraphs, each of which has a main topic and includes key points, short quotations and an explanation of impact.

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

1a The engine and radio are not working so Katya can't continue her journey or call for help.

1b A large, potentially dangerous creature appears next to Katya's boat.

1c Possible answers: Katya hears a splash in the water; Katya sees a 'wavering scar' in the water; Katya hears a scraping noise along the side of the boat; Katya feels the boat rocking sideways; Katya sees a 'hump' moving steadily in the water.

1d Students' own answers. Suggested answer: I think the writer gives the clues to the second dangerous problem because it builds a feeling of suspense and tension in the story. The reader wonders what these clues might lead to.

2 Students' own answers. Suggested answer: I can infer that Katya was cross with herself for letting her imagination run away with her and conjuring up non-existent threats. She is then taken aback when she catches a glimpse of movement in the water. She stares, incredulous.

3 Students' own answers. Suggested answers:

a I think the writer wanted the reader to be frightened and gripped by the final paragraph.

b The word 'chilling' sums up Katya's feelings as she sees the creature rise out of the water.

c It evokes the idea of cold, icy terror, when people are frozen with horror when they witness something scary.

Activity 2

1 Students' own answers. Answers will vary, but all should:

- be a story opening, engaging the reader's attention
- be planned
- use effective, powerful vocabulary
- be checked for accuracy and impact.

Section 6 Plotting: Lesson 10**Activity 1**

1 Students' own answers. Suggested answer: I can infer that the narrator is proud of his new car and keen to show it off. He is easily persuaded to drive over the speed limit by the hitch-hiker.

2a The hitch-hiker looks rather odd, with dark eyes, pointed ears and dressed in grey. He is going to a horse race, but doesn't like the races.

2b Students' own answers. Suggested answer:

The looks of the hitch-hiker are compared to those of a rat, suggesting that he is a low-life and rather unattractive. However, the comparison is rather intriguing, as it suggests a negative influence on people. The secrecy surrounding what the hitch-hiker does also makes the reader curious – he is going to a horse race but doesn't like the races, so that leaves the reader puzzled about why he is going.

3 It is the narrator's fault for getting a speeding ticket, but he was encouraged to speed by the hitch-hiker, who sensed his pride in the new car.

4 Students' own answers. Suggested answer: I think the hitch-hiker steals the police officer's notebook and speeding tickets so that the policeman no longer has their personal details or a record of their speeding offence. They cannot be traced or fined now. Perhaps the hitch-hiker will use the notebook and speeding tickets to commit further crimes.

Activity 2

1 Students' own answers. Suggested answers:

a In my opinion, the narrator is the victim as he would not have been speeding if the hitch-hiker hadn't encouraged him to do so, and getting caught by the policeman could threaten his future happiness. The hitch-hiker is the villain because he commits crimes, including stealing the policeman's notebook, and if caught, this could result in further problems for the narrator. The policeman is the hero because he is protecting the safety of the narrator, the hitch-hiker and the other cars on the road by stopping them from speeding.

b In my opinion, the reader is intended to like the policeman, because he is doing his best to enforce law and order.

c In my opinion, the reader is intended to dislike the narrator, who is showing off and is judgemental about the appearance of the hitch-hiker, and the hitch-hiker, who takes advantage of other people by stealing from them.

d The fact that the policeman's notebook and speeding tickets have been stolen makes me feel uncomfortable, because he is trying to maintain law and order, and keep the roads safe. It feels wrong that the hitch-hiker gets away with the theft.

e There is some justice that the narrator doesn't get punished for speeding, because he only did this under the influence of the hitch-hiker. However, I am not satisfied this is achieved in the right way, as he is only let off because the hitch-hiker steals from the policeman.

Section 6 Plotting: Lesson 11

Grammar Boost: Linking ideas clearly

1 Possible answers:

a The narrator picks up a hitch-hiker, who persuades him to drive at top speed.

b The hitch-hiker tells the narrator he is going to a horse race, even though he is not interested in the races.

c The narrator is stopped by a police officer, who writes down his name and address.

Activity 3

1 Students' own answers. Suggested answers:

a In the exposition, a man is driving to London in his new car.

b In the conflict, the narrator drives the car too fast and is stopped by the police.

c In the climax, the police officer issues a speeding ticket and says the narrator will be banned from driving.

d In the resolution, we discover that the hitch-hiker has stolen the police officer's documents, so the punishment will never take place.

2 Students' own revisions to their work.

Activity 4

1a The resolution comes at point 12, the final paragraph.

1b At point 12, the final paragraph.

1c Possible answer: The writer chose to withhold this information to give the ending maximum impact.

2 Students' own answers. Suggested answers:

a I started to wonder about the ending from point 9 onwards.

b The writer prompted my guessing by referring to the fact that the hitch-hiker was a thief.

c I guessed the ending at point 11.

d The clue that the hitch-hiker was a thief helped me to guess the ending.

Activity 5

1–4 Students' own answers. Answers will vary, but all summaries should:

- include a hero, villain and victim
- summarise the four-part structure of the story
- point out where information may be withheld for dramatic effect
- use pronouns effectively.

Section 7 Describing the action: Lesson 12**Activity 1**

1 Callum, Rob, Euan, Iona McNair

2a–c Students' own answers. Suggested answers:

Callum: observant; 'I saw her first'. This quotation creates the impression that Callum is the most observant of the friends, as he notices the girl first.

Euan: intelligent; 'fishing – that's what'. This quotation creates the impression that Euan is intelligent because he immediately understands what the girl is doing.

Rob: impulsive; 'already off his bike and marching'. This quotation creates the impression that Rob is impulsive because he acts quickly before thinking things through thoroughly.

Iona: tough; the loch and river were 'cold as ice'. This quotation creates the impression that Iona is used to the cold and living in the wild, with a good understanding of nature.

3 Students' own answers. Suggested answer: The writer has tried to engage the reader by making them curious about what the girl is doing. The fact that an accusation and conflict soon follows, moves the action on quickly and shows heightened emotions, leading to drama, between the characters.

Activity 2

1a and b Possible answers:

Noun phrase A creates the impression of a young, vulnerable girl. ('pale skinny')

Noun phrase B creates the impression of a mysterious, quiet setting. ('deep... still water')

Noun phrase C creates the impression of something strange and possibly dangerous about to happen. ('something... dark river-shadows')

Section 7 Describing the action: Lesson 13**Grammar Boost: Revising word class**

1 Possible answer: The man (N) drives (V) the car (N) silently (Adv).

2 Possible answer: The tall (Adj) brown (Adj) house (N) overlooks the river.

3 Possible answer: I drove (V) quickly (Adv) even though it was (V) raining.

4 Possible answer: The walk (N) was long (Adj) and dull (Adj), but the destination (N) was surprisingly (Adv) beautiful.

5 Students' own labelling added.

Activity 3

1 Students' own answers. Suggested answers:

a The verb 'skidding' describes what happens when you slam on the brakes but the forward momentum of the person or vehicle continues, even though they are trying to stop. It creates a sense of drama, and is often accompanied by a specific sudden sliding noise.

b The noun 'blur' effectively conveys the impression of the confusion and fast action that is caused by a spray of water.

c The adverb 'already' suggests that Rob acted very quickly and with determination – possibly without much thought even.

d The verb 'scrambled' conveys a sense of panic and urgency felt by the girl, as she realised that she was being watched. It suggests a slightly guilty feeling and a reflex action to escape as quickly as possible.

Activity 4

1–4 Students' own answers. Answers will vary, but all should:

- consist of two paragraphs, each of which explains how the writer engages the reader
- include short quotations and an explanation of their impact.

Section 8 Structuring sentences: Lesson 14

Activity 1

1 Students' own answers. Suggested answers:

a I think that the squirrel will keep reappearing in the story, in different places, as if it is haunting the salesman. It has already appeared three times in the extract, and the last time is in the oddest of places, so I guess it will reappear again in even more strange places. Perhaps it will echo the man's actions, like it has already, scratching its nose.

b I think that the story may end with the salesman being driven mad, as he sees the squirrel behaving more absurdly. Perhaps no one else will believe him, so he will be committed to hospital for mental health reasons. Maybe the squirrel is getting revenge for the death of its mate on the roads – perhaps the salesman ran it over.

2 Students' own answers. Suggested answers:

a Paragraphs 1, 3, 8, 9, 10 and 11

b Paragraphs 2, 4, 5, 6 and 7

Activity 2

1 Possible answer:

'Nothing.'

'He glances at the mirror, reassured to see his spare suit on its hanger, swaying gently in the back as fields flash past, punctuated by peaceful farms, a flock of sheep, a rabble of seagulls following a tractor...'

'There in the boot, perched on its haunches and nibbling a crust, its bright black eyes observing him steadily, is a grey squirrel.'

2a Possible answer: short (first sentence); very long (second sentence); long (third sentence)

2b Possible answer: dramatic (first sentence); slow, reflective pace (second sentence); building tension (third sentence)

2c Possible answer:

Short and simple, reflecting the content – nothing. (first sentence)

A sequence of events in a long list, echoing the journey through the countryside. (second sentence)

Drama delayed to the end of the sentence – the squirrel isn't named until the end. (third sentence)

Section 8 Structuring sentences: Lesson 15**Grammar Boost: Sentence terminology**

1a A multi-clause sentence with a relative clause and a main clause.

1b A multi-clause sentence with a subordinate clause and a main clause.

1c A single-clause sentence.

1d A multi-clause sentence containing a non-finite clause and a main clause.

1e A minor sentence.

Activity 3

1 Students' own answers. Suggested answer:

In sentence A, the writer has focused the reader's attention on Mr Garces' actions, using a long multi-clause sentence to create a detailed description of him walking around his car.

In sentence D, the writer has emphasised Mr Garces' astonishment with a short single-clause sentence to build up tension as he stares in disbelief.

Activity 4

1–3 Students' own answers. Answers will vary, but all should:

- consist of four short paragraphs in a story
- focus on a character realising that something strange is happening
- build and reduce tension effectively
- use sentence structure to create a variety of effects, influencing pace, drama and tension.

Section 9 Building a response: Lesson 16

Activity 1

1 Students' own answers. Suggested answers:

a Brinna is a determined, strong character who is realistic and understands people's behaviour and attitudes. The narrator is more doubtful and perhaps a little naïve. They both refer to 'Nana', so perhaps they are siblings or cousins. Nana has died but her will has gone missing. She was appalled by the thought of a factory being built on the house where she lived for most of her life. Smithson is someone even the police are frightened of. He plans to build a factory on Long Acres land, so presumably he is rich and powerful.

b The extract implies that the youngsters have come to Long Acres – their Nana's old home, which is now boarded up and overgrown. There used to be an orchard, but it seems as if the trees have been cut down.

c The extract implies that the characters have come in secret to explore Long Acres and to somehow find a reason why Smithson shouldn't be allowed to build a factory on the land.

2 Students' own answers. Suggested answer: We learn much more about the characters, setting and plot from the dialogue rather than the narration – including the memory of Nana's words in the final paragraph. The majority of this extract is dialogue; the narrative is minimal, apart from the initial description of the setting.

Activity 2

1 Students' own answers. Suggested answer: Why do they have to stop and think? What will it help with? What place are they seeking?

2 Students' own answers. Suggested answers:

a The narrator doesn't like physical discomfort – she moans about the thorns. The narrator is cautious and nervous – she admits her heart is beating and wants to stop and think. The narrator is uncertain and full of questions and doubts. She would be happy to return home and just tell the police.

b Brinna is determined and single-minded. She is very focused on the task and sure of her own actions. She does not doubt that they are at the correct place. She feels impatient and frustrated with her sister, and doesn't hesitate about the course of action to take. Brinna is decisive and practical – she knows the dangers of flashing the torch around.

Section 9 Building a response: Lesson 17

Punctuation Boost: Speech and quotation punctuation

1 Students' own answers. Suggested answer:

Use inverted commas at the start and end of direct speech.

Use a capital letter at the start of each sentence, and for proper nouns.

Use a full stop within inverted commas to signal the end of a sentence but use a comma if the sentence continues after the direct speech.

An exclamation mark linked to the direct speech should be placed within the inverted commas.

A question mark linked to the direct speech should be placed within the inverted commas.

2 Students' own answers. Suggested answer:

When a quotation is embedded within a sentence, it is usually introduced by the word 'says' and there is a comma after the quotation and closing inverted commas, before the main sentence continues.

When a quotation is not embedded within a sentence, it is usually introduced by a colon before the opening inverted commas, and unless the quotation is a complete sentence, the full stop comes after the closing inverted commas.

Activity 3

1–4 Students' own answers. Answers will vary, but all should:

- note one of the writer's intended effects
- explain what the writer has done to achieve that effect
- repeat both these steps.

Activity 4

1–3 Students' own answers. Answers will vary, but all should:

- draw on answers to **Activity 3**
- analyse the sentence/clause/word for maximum effect
- comment on sentence structure and vocabulary choice.

Activity 5

1 Students' own answers. Answers will vary, but all should:

- draw on work completed in **Activities 3 and 4**
- consist of two paragraphs of critical response
- contain a key point, evidence and explanation in each paragraph.

Section 10 Creating a satisfying ending: Lesson 18

Activity 1

1 Students' own answers. Suggested answers:

a The setting should be uninspiring, commonplace and rather dull. Not impoverished, but definitely not rich or particularly attractive.

b The character of Mathilde should appear frustrated, wistful and dissatisfied. She is ungrateful for what she does have, constantly wishing for things that she cannot have. Her husband should be kind, considerate and puzzled by her dissatisfaction. He does not have high ambitions for himself, but just wishes his wife was content.

c The husband might believe that Mathilde would be pleased by the invitation, but instead she is upset that she can't have a beautiful expensive dress or jewellery. He might be cross with her and toss the invitation away, but later retrieve it, when he decides to scrape together enough money to buy his wife a new dress. The necklace could be stolen or break without Mathilde realising.

d The husband and wife could be always bickering. Him trying to appease her, but she being continually ungrateful.

2 Students' own answers. Suggested answer: I think the writer wants the reader to dislike Mathilde, as she seems unreasonable and greedy for things she cannot have. However, the fact that she is determined to pay back her friend for the loss of the necklace shows some strength of character.

Activity 2

1a Mathilde's life becomes hard and more impoverished by the loss of the necklace.

1b Students' own answers. Suggested answer: I think the writer wants the reader to feel some pity for Mathilde because of her reduced circumstances, which must be hard for her to bear since she had such dreams of wealth and luxury.

2a Madame Forestier is described as still young and attractive.

2b Students' own answers. Suggested answer: I think the writer wanted this description to make the reader feel even more sorry for Mathilde, as it shows how different their lives have become.

3a Students' own answers. Suggested answer:

1. Madame Forestier does not recognise Mathilde.
2. Mathilde explains who she is.
3. Madame Forestier comments on how Mathilde has changed.
4. Mathilde explains why she has changed – in order to repay the debt.
5. Madame Forestier is shocked and reveals that her original necklace was only an imitation, worth no more than 500 francs.

3b Students' own answers. Suggested answer:

1. The reader feels even more sympathy for humiliated Mathilde.
2. The reader feels some respect for Mathilde for introducing herself.
3. The reader feels how hurt and bitter Mathilde must feel.
4. The reader feels more respect for Mathilde for confessing the truth.
5. The reader feels shocked and devastated for Mathilde, but then perhaps she is to blame for being so aspirational in the first place?

3c Students' own answers. Suggested answer:

The reader's response to Mathilde may change during the course of the story. At the start, the reader may feel frustrated that Mathilde is so discontented with what she has, particularly if she makes her husband feel bad too. However, by the end of the story, the reader feels more sympathy for Mathilde, as she tries to honour the debt to her friend, and because of her ignorance about the true worth of the necklace.

Section 10 Creating a satisfying ending: Lesson 19

Spelling Boost: Spelling your response

1 Students' own spelling suggestions.

Activity 3

1 Students' own answers. Suggested answers:

a Option A might feel rather unsatisfactory because if the friend has given the necklace as a gift, she is unlikely to expect Mathilde to then sell the necklace. It seems like a betrayal of friendship.

Option B might be a satisfactory ending as it seems that justice has been done, but there is no twist or surprise ending to interest the reader.

Option C might feel a rather sad ending, with no surprises or interesting twists or turns.

b I think the ending that Maupassant wrote is the most interesting as it is the most unexpected. It also makes the reader change their opinion of Mathilde and challenges their first assumptions about her.

Activity 4

1–10 Students' own answers. Answers will vary, but all should be planned around:

- a main character making a mistake
- a reason for the mistake
- details/identity of the character
- the consequences of the mistake
- how a reader's attitude may change towards the main character
- the exposition–conflict–climax–resolution structure
- an alternative climax and resolution.

Section 11 Assessment: Lesson 20

Activity 1

1a Haroun is one of the Fulani people. He has to do what he is told by the foreman.

1b Blaise Soda is not respectful to his workers. He threatens to sack them if they disobey him.

2a Students' own answers. Suggested answer: Blaise Soda's attitude to Haroun is disrespectful. He addresses him as 'Fulani' rather than by his name.

2b Students' own answers. Suggested answer: Haroun's attitude to Blaise Soda is cheeky. He asks 'Which of you two is the foreman?' when he sees the ferret on Soda's shoulder.

3a Students' own answers. Suggested answer:: The writer's vocabulary suggests that Blaise Soda is aggressive and bullying.

3b Students' own answers. Suggested answer: The writer's sentence structures are full of questions and instructions. This suggests that Blaise Soda is keen to assert his authority and humiliate Haroun. He does not make requests, just barks orders.

4 Students' own answers. Suggested answer:

I think the writer wants to create the impression that Haroun has some pride and resents the way that Blaise orders him around. He insults Blaise in a language that he knows he can't understand – it is his own small way of rebelling. The writer creates the impression that Haroun's job is tough and dangerous, particularly when they ask him to do work that would be more safely done 'by a robotic arm'.

5 Students' own answers. Suggested answer:

The writer has structured the extract to immediately engage the reader's interest, by someone shouting 'Fulani! Hey, Fulani!'. Then the writer includes some humour to entertain the reader and to make them interested in the characters. The reader's interest is retained as it emerges that Haroun is being ordered to do something dangerous, risking his life by 'retrieving unexploded dynamite'.

Activity 2

1 Students' own answers. Answers will vary, but all should:

- consist of three or four paragraphs
- comment on how the writer creates impressions of the two characters
- include key points, supported by evidence and explanations
- be checked for accurate spelling and punctuation.

Unit 6 Being Yourself

Section 1 Exploring key features: Lesson 1

Activity 1

1a Could social media provide some kind of reassurance to the doubts and fears that all teenagers have?

1b In the first paragraph, the writer suggests that social media has the opposite effect of reassurance on teenagers. The word 'sadly' suggests that the writer is rather dismayed by the research.

2 In the second paragraph, the writer highlights the problem of the pressure to look good and the threat of negative comments.

In the third paragraph, the writer highlights the problem of how teenagers compare themselves to celebrities, who can create almost perfect pictures of themselves because of all their support in terms of stylists and trainers.

In the fourth paragraph, the writer highlights the problem of how people feel they can insult others online in a way that they wouldn't face to face.

In the fifth paragraph, the writer highlights the problem of how although people know that what is online is never the whole truth, it still impacts on people's confidence and happiness.

3 In the final paragraph, the writer suggests that the solution is to ensure that you have real, offline friends, rather than just lots of online followers.

Activity 2

1 all

2 Students' own answers. Suggested answer:

How does social media affect teenagers?

No one wants negative comments.

Celebrities post perfect images of themselves.

Online comments are often negative insults.

Real friends boost your confidence.

3 Students' own answers. Suggested answer:

How does social media affect teenagers? The writer discovered that many teenagers post pictures of themselves every day, so there is constant pressure to look good. Celebrities are able to produce almost perfect images of themselves, so in comparison most teenagers feel like failures. People often leave negative comments online, whereas they wouldn't be so inconsiderate face to face. To avoid letting social media damage your happiness, the writer urges the reader to value real friends more than online followers.

Section 1 Exploring key features: Lesson 2

Spelling Boost: Dropping the letter 'e'

1a B, E, F, H, K

1b believing; argument; arguing; deciding; possibly

Activity 3

1a Paragraph 1

1b Paragraphs 2 to 5

1c Paragraph 6

2 Possible answers:

a 'the internet is a mask to hide behind'

b 'Things that you would never say to someone's face are easily said online.'

c 'People who would say nothing in the real world are happy to join in with the insults when they're hidden safely behind a screen.'

Activity 4

1 Students' own answers. Suggested answer: I think the writer has written an effective introduction because it explains the topic and gives an idea of their own point of view.

2 Students' own answers. Suggested answer: I think the writer has written an effective conclusion because it offers good advice to the reader.

3 Students' own answers. Suggested answers:

a I think the writer was right to use all the key points included in the article.

b I think that the writer should have included point A because this is relevant to the impact on teenagers' lives. I think the writer should also have included point C because teenagers are vulnerable to being exploited and manipulated on social media.

4 Students' own answers. Suggested answers: I think that Facts A and C could have been used as effective evidence in the article, because C gives an idea of the scale of the number of photos posted daily, and A reinforces the fact that teenagers do feel the need to check social media regularly.

5 and 6 Students' own answers. Answers will vary, but all should:

- state and explain the student's point of view in three or four sentences
- describe specific elements of the article that impacted on their opinion.

Section 2 Using language for influence: Lesson 3

Activity 1

1a In Letter A, the writer wants readers to agree that no uniform is the best policy.

1b In Letter B, the writer wants readers to agree that no uniform is the best policy.

2a The positive consequence of agreeing with the writer's point of view is that schools can focus on academic achievement.

2b The negative consequence of disagreeing with the writer's point of view is that schools spend too much time enforcing uniform rules.

2c The positive consequence of agreeing with the writer's point of view is that if uniforms do not influence children's education, and they are not needed for identification purposes, then they are a waste of time and money and should not be required at all.

Activity 2

1a Possible answer:

A – 'colourful mix'

B – 'valuable time'

C – 'true equality'

1b Students' own answers. Suggested answers:

A – The phrase 'colourful mix' conjures up an attractive, positive image of diversity and variation among the students.

B – The phrase 'valuable time' enforces the idea that teacher's time is limited and their high skills should be used for more important work than policing uniform.

C – The phrase 'true equality' conveys the sense of a moral obligation about everyone's rights to be treated fairly and in the same way.

Section 2 Using language for influence: Lesson 4

Skills Boost: Expanding single-clause sentences

1 Possible answers:

a Many great schools have sensible uniforms for everyone.

b Students dislike ugly uniforms with good reason.

c Compulsory uniforms are an enormous waste of money.

Activity 3

1 Students' own answers. Suggested answer:

a A neat white shirt can make anyone look good.

b A student in a jacket and tie looks business-like and ready to work.

c Polished shoes and combed hair complete the picture.

Activity 4

1 Students' own answer. Suggested answer: Smart teachers do not need to waste time checking that students are suitably dressed.

2 and 3 Students' own answers. Answers will vary, but all should:

- be one full paragraph
- include a personal opinion, an example and an explanation
- experiment with modifications, alternative vocabulary and synonyms
- present a powerful, succinct argument
- be checked for clarity and accuracy.

Section 3 Structuring sentences: Lesson 5

Activity 1

1 Students' own answers. Suggested answers:

a In 1954, the Comets released a successful track called 'Rock Around the Clock'.

b As a result, teenagers felt a new sense of identity.

c Lots of different companies realised that there was a huge market selling clothes, jewellery and gadgets to teenagers.

d Recently, however, some young people have turned away from consumer goods and want to be valued for more than just what they possess.

2 Students' own answers. Suggested answer: Teenagers have become more interested in individuality and valuing themselves for who they are and not what they own or how they appear.

Activity 2

1a Paragraph 1: 'Suddenly...'

1b Paragraph 2: 'Record companies...'

1c Paragraph 2: 'Slick advertising...'

1d Paragraph 3: 'But should you...' / Paragraph 5: 'The question is, though, ...'

1e Paragraph 3: 'But should you...'

1f Paragraph 2: 'If you...'

Activity 3

1a 'We all care about'

1b Students' own answers. Suggested answer: We all care about how we look, we all care about the technology we use, and we all care about what close friends think – but we need to make choices that fit each of us individually, not that help us fit in with everyone else.

2 Students' own answers. Suggested answer:

a Paragraph 5: 'fit each of us'; 'fit in with everyone else'

b This repetition of the idea of things fitting has impact because it emphasises that what may suit us as individuals may not suit everyone else. Sometimes there is a conflict and a choice to be made.

Section 3 Structuring sentences: Lesson 6

Punctuation Boost: Punctuating for effect

1 Students' own answers. Suggested answers:

a None of us has to follow fashion but we all do!

b Six months later, we are left with an unfashionable coat, shirt, pair of shoes— but the shop still has our money.

c The more we buy, the more we eventually throw away and then we buy some more...

[shaded = added punctuation mark]

Activity 4

1–9 Students' own answers. Answers will vary, but should include:

- a long multi-clause sentence including repetition for emphasis, listing ways to be fashionable
- a short single-clause sentence
- a three-clause sentence with subordinating conjunctions
- a rhetorical question
- use of a dash or an ellipsis.

Section 4 Finding the best order: Lesson 7

1 Students' own answers. Suggested answers:

a The article is aimed at men: 'you men'.

b The writer thinks that men don't take advantage of summer fashion, leaving women 'the best of the clothing situation', and intends to encourage men to buy more summer clothing.

c The tone of the article is direct and humorous, for example, challenging male readers to respond: 'are you mice or men?'

Activity 2

1 The writer wants men to buy summer clothing.

2a The clothes are practical.

2b Wearing winter clothes in summer is uncomfortable.

2c Women are going to have an advantage over men.

2d Summer clothes are attractive.

2e Buying summer clothes is affordable, comfortable and worthwhile.

2f It is foolish and weak not to buy summer clothes, so men should buy them.

3a The positive consequences of agreeing with her will be comfort, attractiveness and practicality.

3b The negative consequences of disagreeing with her will be that men will remain uncomfortable in summer, woman will have the advantage over them, and men will be seen as foolish and weak.

4 Students' own answers. Suggested answer: The writer alternates between positive and negative consequences, using ideas to tempt them but also ideas to shame them into buying the summer clothes.

Section 4 Finding the best order: Lesson 8

Spelling Boost: f, ff, gh and ph

1a telephone

1b laugh

1c sphere

1d different

1e sniff

1f enough

1g alphabet

1h offer

1i cough

Activity 3

1 Students' own answers. Suggested answers:

a A B C D E F

b A B C D E F

2 Students' own answers. Suggested answers:

a F

b E

c B, C

3 Students' own answers. Suggested answers:

Research suggests that smart dress can make you better at your job.

If you look good, people will think you'll do a good job.

If you look smart, people will think you are smart and efficient.

If you look good, you will feel more confident.

Activity 4

1–6 Students' own answers. Answers will vary, but all plans should:

- gather ideas
- consider the consequences of agreeing and disagreeing
- reject and select the best points
- sequence the argument in an effective way
- be reviewed to ensure a logical, persuasive argument.

Section 5 Building a point: Lesson 9

Activity 1

1a The focus of the article is about the impact of fast fashion on the environment.

1b The writer's view is that it is very damaging.

1c The writer wants readers to think twice before buying more clothes, to repair old clothes and if they do buy more, to shop carefully, bearing in mind the cost to the environment.

2 The use of toxic chemicals; the pollution of water; the huge amount of textile waste.

Activity 2

1a The use of toxic chemicals in the production of new clothes

1b Textile dyeing is the second largest polluter of clean water, after agriculture; many chemicals used are toxic or carcinogenic.

1c Students' own answers. Suggested answer: 'globally' and 'strictly'

1d Students' own answers. Suggested answer: My opinion is that fashion obviously has a very dangerous side to it!

2a Polyester contaminates the food chain and pollutes oceans and rivers.

2b Polyester increases levels of plastic in the seas and rivers; microfibres enter the food chain.

2c Polyester sheds microfibres when washed, and these don't biodegrade. Microfibres can be eaten by plankton, thereby entering the food chain.

2d Students' own answers. Suggested answer: My opinion is that polyester should be banned.

3a Most cotton is genetically modified but this can give rise to 'superweeds.'

3b Superweeds need to be treated by extremely strong pesticides, which are toxic to humans and livestock.

Section 5 Building a point: Lesson 10

Punctuation Boost: Commas

1a Although I like buying clothes, I do not want to destroy the planet.

1b If we spend less time shopping for clothes, we will save money, save time and save the planet.

1c Every week, the shops have new clothes for sale, tempting us to buy them.

1d Fast fashion uses the earth's resources, pollutes our planet and creates enormous waste. We must stop buying it.

Activity 3

1 Students' own answers. Suggested answer: If we all only buy clothes that we really need and wear, then we could reduce the number of clothes we buy by about one third.

Activity 4

1–3 Students' own answers. Answers will vary, but all should:

- contain a summary of the student's views
- select two pieces of evidence
- include sentences about key points and explanations linked to each piece of evidence.

Section 6 Assessment: Lesson 11

Activity 1

1 Identical twins are used as evidence to show that people who have the same physical appearance can perceive themselves differently.

2 Possible answers: eat healthily; exercise

3 Using a direct question; addressing the reader in an informal tone, e.g. 'Believe it or not...'

4 Possible answers: 'foundation'; 'dreams'

5 Students' own answers. Suggested answer: I agree with the writer that you can do things to improve your self-esteem, which helps you to live a fulfilling life, but I also think that some people do have physical advantages over others, which can make them naturally more confident.

Activity 2

1 Students' own answers. Answers will vary, but all should:

- consist of two paragraphs, supporting one viewpoint
- include two key points, and relevant evidence and explanation to support them
- use vocabulary effectively
- use sentence structure to add impact
- be checked for impact, clarity, spelling and punctuation.

Section 7 Countering an argument: Lesson 12

Activity 1

1 It is wrong to judge people, or ourselves, by appearances.

2 Second paragraph: Point – people are more complex than their appearance; possible example – a smartly dressed girl may be cruel and arrogant.

Third paragraph: Point – appearances are deceptive; possible example – selfies can be doctored to distort the truth.

Fourth paragraph: Point – what we wear doesn't matter; possible example – only by spending time with someone and really getting to know them can we find out what they are really like.

3 Possible answer: I think the writer starts with the story about Jacinda because it will be a familiar experience for many people, so it engages the reader's attention.

Activity 2

1 Students' own answers. Suggested answers:

a Some people think first impressions are the most important.

b The examples that the writer uses are that people might not want to talk to you if you aren't wearing the 'right' clothes or they might feel embarrassed about being seen with someone wearing the 'wrong' clothes.

c The writer opposes the counter-argument by pointing out that an 'imperfect' appearance may be for reasons such as lack of money or time, or simply different priorities.

d I think the counter-argument is effective as it is pointing out how there may be many different reasons why people's appearance isn't 'right' and we shouldn't judge them because of it.

Section 7 Countering an argument: Lesson 13**Skills Boost: Structuring sentences for impact**

1 Students' own answers. Suggested answer: I think that C gives the point the greatest impact, because it puts the key idea (about judging people on appearance) at the start, where it has most impact.

2a However, appearances matter because we are judged on them.

However, because we are judged on them, appearances matter.

Because we are judged on them, however, appearances matter.

2b We all care what people think of us, sadly, although we should try not to.

Although we should try not to, we all, sadly, care about what people think of us.

Although we should try not to, we all care about what people think of us, sadly.

3 Students' own answers. Suggested answer:

I think the first sentence is most effective: 'Appearances matter, however, because we are judged on them.' This is because the initial statement is short and very strong when positioned at the start of the sentence. The rest of the sentence then goes on to justify this statement, which seems logical.

I think this sentence has the greatest impact: 'We all care what people think of us, sadly, although we should try not to.' I think the initial statement is the key phrase, so it is effectively placed at the start, followed by the aside ('sadly') and then by the subordinate clause, as a comment on the first statement. This seems a logical progression for the reader.

Activity 3

1 Students' own answers. Suggested answers:

a It's important to wear the latest fashion.

b I disagree with this statement because there are more important things to spend money and time on than clothes.

c A clothes designer might disagree with my viewpoint.

d They might argue that if clothes make you feel good, you will be happier and more confident.

e I think this viewpoint is wrong because there are more genuine and longer-lasting ways of being happy and confident. The boost given by wearing fashionable clothing is just a temporary feeling and soon fades.

2 Students' own answers. Suggested answers:

a Young people should be allowed to make their own decisions.

b I agree with this statement, in most cases, because young people should learn to take responsibility for their own decisions and this won't happen unless they are given freedom to choose.

c Some adults might disagree with this viewpoint.

d They might argue that sometimes parents or teachers have a clearer overall perspective on things, so are better positioned to judge what is best for young people.

e I think this viewpoint is wrong because, whilst they can share their opinions with young people, it is ultimately up to young people to make their own choices.

Activity 4

1–5 Students' own answers. Answers will vary, but all should:

- gather ideas in order to decide whether to agree or disagree with the statement
- note down three key points
- include a written counter-argument that states who might hold it, and that offers an explanation of it and why it is wrong.

Section 8 Adding impact: Lesson 14

Activity 1

1 physical disability; feeling self-conscious about her body

2 bronze medals at London 2012 Paralympic Games; gold medal at Rio 2016 Paralympic Games

3 Students' own answers. Suggested answer: She wanted to encourage people to be confident and proud of themselves, and to believe 'we are all individual' and not to judge certain things as 'normal' or 'perfect' in the way that the media encourages us to.

Activity 2

1a 'Who is to say that 'perfect' is perfect?'

1b Possible answer: The writer expects the reader to conclude that no one thing is perfect and that no one can, or should try to, make this judgement.

2a 'I gained confidence by pushing myself to the limit, entering national competitions and breaking British records.'

2b Possible answer: The writer is emphasizing how she gained confidence, by giving three different examples of ways she did this.

3a 'Paralympic'

3b Possible answer: The writer repeats this word to emphasize the opportunities, goals and successes she has had, despite her disabilities.

4a 'When you are young, you feel you have to fit in, but as you grow up and mature you will realise you want to stand out.'

4b Possible answer: The writer uses 'you' to refer to all readers directly because they all have experience of being young and sharing the same concerns.

5a Possible answer: 'We are all individual.'

5b Possible answer: The key point is that everyone has their own unique characteristics. The writer sums this up in the short statement in a way that is simply stating a fact, without the need for any elaboration. It makes the fact stand out clearly.

Section 8 Adding impact: Lesson 15

Spelling Boost: Homophones

1a Our football players are better than your players.

1b I have heard your ideas and I think you're wrong.

1c It's got three toes on each of its six legs.

Activity 3

1 If you work hard, you can achieve whatever you want.

2 Do you want to work hard to achieve whatever you want?

3 Students' own answers. Suggested answer: Do you want to work hard to achieve success, happiness and wealth?

4 Students' own answers. Suggested answer: I think that the sentence in question 2 is most effective because it is short and concise, and speaks directly to the reader.

Activity 4

1–9 Students' own answers. Answers will vary, but all should:

- focus on a specific time in the student's life
- explain the event, what was learned and how it is relevant to readers
- include direct address, a rhetorical question, triple structure, repetition and a variety of sentence lengths to add impact.

Section 9 Creating first and last impressions: Lesson 16

Activity 1

1 Students' own answers. Suggested answer: I think that the writer is impressed with Brumfitt and her campaign because the article explains her viewpoint and explores other people's attitudes in a sympathetic way.

2a The evidence is that Brumfitt got 3.6 million 'likes' overnights after posting her before and after images.

2b The evidence is that a survey shows that many girls' body confidence has hit an all-time low.

3a The counter-argument is that getting fit and healthy is important.

3b The evidence to support this view is that exercise and healthy eating is good for you – obesity is linked to a lot of health problems.

3c Students' own answers. Suggested answer: Brumfitt and the writer think this is only true up to a point. They feel that striving for a 'perfect' body is wrong, when everyone's body is different and when striving for this ideal makes people feel unconfident and anxious.

4 Students' own answer. Suggested answer: I agree with the writer's viewpoint. It is more important to be happy than to be stressing about body image and body weight all the time. The state of your body should not be the main focus of someone's confidence and happiness.

Activity 2

1 The first paragraph mentions people 'struggling with their body image', which is the main topic of the article (i.e. whether it is right or wrong to be preoccupied by how you look and how fit you are).

2 The writer describes the second photograph as showing Brumfitt as 'softer, rounder – a far more normal shape for a woman with three children'. This description immediately makes this image sound better and shows the writer's viewpoint.

3a an anecdote

3b Students' own answers. Suggested answer: It engaged my interest because it was a story with an unexpected 'twist' in that Brumfitt was happier and healthier when she wasn't looking in peak fitness shape for body building.

Section 9 Creating first and last impressions: Lesson 17

Grammar Boost: Common errors

1 The first mistake was that the writer used the past tense ('compared'), rather than the present tense ('compare').

The second mistake was that the writer used the singular form of verb ('is'), rather than the plural form ('are').

The third mistake was that the writer used the singular third-person form of the verb ('compares'), rather than the plural third-person form ('compare').

2a People **are** all kinds of shapes and sizes and we **are** all different.

2b We all **want** to be fit and healthy but some of us **take** it too far.

2c It **is** important to be fit and healthy but it **is** even more important to be happy.

[shaded = corrected tense]

Activity 3

1 The final paragraph summarises the writer's views expressed in the second and third paragraphs, by stating that no body type is 'better than any other'.

2 The key reason given to support this view is that 'the mental health problems that can come with hating your body are far more dangerous than being overweight'.

3 Forget your looks. ['Forget' is the imperative verb].

4 Students' own answers. Suggested answer: The conclusion did confirm my opinion that looks should not be a person's only focus when they are striving to be happy. The final sentence sums up this viewpoint very neatly.

Activity 4

1–8 Students' own answers. Answers will vary, but all should include:

- a title
- three key points with evidence to support them
- a counter-argument
- an engaging introduction that presents the topic and the writer's viewpoint
- a conclusion that summarises the writer's view and encourages the reader to agree (including two imperative verbs).

Section 10 Reviewing, revising and proofreading: Lesson 18

Activity 1

1

Paragraph number	Key feature
1	introduction of topic
2	introduction of viewpoint
3	key point
4	counter-argument
5	encouragement for reader; clear conclusion

2 Students' own answers. Suggested answer: The writer wants the reader to be sceptical about what is seen on social media and to focus more on other activities.

3 Students' own answers. Suggested answer: I think the writer achieves his intentions because he gives very clear examples of how things are not always 'what they seem' on social media, and he is refreshingly honest about his own experiences, which encourages the reader to agree with him.

Activity 2

1a 'great'

1b Possible answer: 'They bought some **stylish** clothes. They look **cool**. They had a **fantastic** time and they are all **close** friends.'

[shaded = replaced word]

1c Students' own answers. Suggested answer: The version that uses a variety of vocabulary is more interesting because it is giving more detailed description and not just reusing very general words.

2a Possible answer:

'Nobody picks an **unflattering** photo to put on social media, everybody chooses the **great** ones and edits them.'

'We had smiled for some photos and now it looks like we had been having **the most fantastic** time ever.'

'The holiday was **appalling** but the photos looked amazing.'

[shaded = replaced adjectives]

2b Students' own answers. Suggested answer: I think my versions have more impact as the language is more specific and dramatic. It also gives more variety of vocabulary.

Section 10 Reviewing, revising and proofreading Lesson 19

Activity 3

1 Students' own answers. Suggested answers:

a Shut the computer. Go outside. Talk to your friends. Make new friends if you want to have some real fun and genuine friendships. Stop looking at other people living their lives on social media. Live your real life because ultimately that will be far more satisfying in the long run.

b I think the original version has greater impact because it is shorter and more concise. It gives a very clear summary of what the reader should do. Additional information isn't really necessary.

2 Students' own answers. Suggested answers:

a You can feel lonely and unpopular when you see everyone having a great time. You can feel that you look terrible when you see people looking great.

b I think that the new version has greater impact because each sentence starts with a focus on the feelings experienced and then goes on to explain the causes of those feelings.

Activity 4

1 Possible answers:

Repetition: 'When you see everyone having a great time, it can make you feel lonely and unpopular. When you see people looking great, it can make you feel that you look terrible.'

Rhetorical question: 'Can you believe your own eyes?'

Direct address: 'You are looking at your social media accounts.'

Triple structures: 'They bought [spelling corrected] some great clothes they look great they had a great time and they are all great friends.'

Short emphatic sentences: 'Shut the computer. Go outside. Talk to your friends. Make new friends.'

2 Students' own answers. Answers will vary.

Skills Boost: Building a proofreading strategy

1

'They **bought** some great clothes. **T**hey look great. **T**hey had a great time and they are all great friends.'

'Nobody picks a bad photo to put on social media; everybody chooses the good ones and **edits** them.'

'We started taking photos of each other on **our** phones.' 'It's good for sharing photos and funny videos.'

'We want everyone to think we are having fun even when **we're** not'.

'I went on a really boring holiday with my parents last **summer**.'

'However, it can also **cause** lots of problems.'

[shaded = correction]

2 Students' own answers. Suggested answer:

Proofreading checklist:

- Use full stops at the end of full sentences, not commas
- Avoid comma splicing
- Use apostrophes for possession or contraction
- Check spellings, including double letters and homophones
- Check grammar, including subject–verb agreement and correct use of tense
- Avoid repetition, unless used for rhetorical effect

3 Students' own answers.

Section 11 Assessment: Lesson 20

Activity 1

1–3 Students' own answers. Answers will vary, but all plans should include:

- a title and introduction
- three or four key points with evidence and an explanation
- a counter-argument
- a conclusion.

Activity 2

1 Students' own answers. Answers will vary, but all should be written with:

- carefully chosen vocabulary
- a variety of sentence lengths and structures
- effective rhetorical devices.

Activity 3

1 Students' own answers. Answers will vary, but all should be reviewed for effectiveness, errors and accuracy.