

Unit 1 Mysteries

Section 1 Summarising: Lesson 1

1 Students' own answers. Suggested answers:

a 'Perambulate' means to walk around. This is suggested by the earlier part of the sentence, which describes the woman 'walking around' the lake.

b 'Precocious' describes someone who is surprisingly advanced or talented for their age. This is suggested by the words 'At the age of 12'.

c 'Flummoxed' means confused or puzzled. The police would be puzzled that there was no sign of a burglary.

2 Students' own answers. Suggested answer:

Around March of 1855, four men stole and made copies of the keys of safes destined to carry a large quantity of gold from London to Paris. On 15th May 1855, the gold was sealed in boxes and delivered to London Bridge station. The boxes were weighed and then put into the railway company's iron safes. The safes were locked and were placed in the guard's van at the rear of the train. On the train, somewhere between London and Folkestone, the men broke into the boxes, moved the gold into their own bags and then resealed the boxes and locked them back in the safes. When the train arrived at Folkestone, the boxes were removed from the train and carried onto the Lord Warden, a steam ship that took them across the channel to Boulogne, France. In Boulogne, the boxes were removed from the iron safes and weighed again. It was noted that one box appeared to be 40 pounds (18 kg) lighter than it should have been, and yet there was no sign of damage to the box. The boxes were then transported to Paris and weighed again. They were found to be unchanged from the weights noted in Boulogne. The gold was back in London before the theft had even been discovered. When all three boxes reached their final destinations, they were opened and found to contain nothing but a large quantity of heavy lead shot.

3a and b Students' own answers. Answers will vary, but should include ten unusual or difficult words and their definitions, as well as ten sentences in which each of the words is used in context.

Section 1 Summarising: Lesson 2

4a and b Students' own answers. Suggested answer:

The events took place last year. ✓

It was a rainy Tuesday in November. ✗

Amira was about to have lunch. ✗

She had been working at the bank for four hours that day. ✗

She was going to go for a walk in the park. ✗

Four masked men entered the bank. ✓

They demanded the key to the safe. ✓

Amira gave them the key. ✓

She phoned the police while the robbers opened the safe. ✓

4c Students' own answers. Suggested answer: The important pieces of information relate directly to the event of the robbery. Other details, such as what Amira was planning to do on her lunch break, are less important.

5 Students' own answers. Suggested answer:

Amira was due to go on her lunch break on a wet Tuesday last November. She was keen to go for a walk in the park as she had been at her desk at the bank for hours, dealing with customer questions. She was almost ready to go when four men wearing masks approached her and ordered her to give them the keys to the bank's safe. Amira gave them the keys, and she was then able to phone the police while the men opened the safe.

6 Students' own answers. Suggested answer: Last year, four masked men entered the bank, but after giving the men the keys to the safe, Amira was able to call the police while the robbery was taking place.

7a and b Students' own answers. Answers will vary, but should cover the learning from Section 1 in detail and in a summary.

Section 2 Responding to information: Lesson 3

1a Possible answers: 'adrift in dangerously choppy seas'; 'the ship's hold was full of water'; 'Some of the ship's rigging and sails were damaged'; 'the captain had recorded strong winds and rough seas on 23rd and 24th November 1872'.

1b Possible answers: 'inspected the ship's pumps and found them in perfect working order'; 'they found enough food, drinking water and other supplies to last six months'; 'the ship's wheel was intact'.

2 Students' own answers. Suggested answers:

a It is unlikely that pirates attacked the ship as there was no sign of fighting or murder. Also, if pirates attacked the ship, I would expect them to have stolen some of the ship's supplies, however these were still present on the boat.

b It is unlikely that the storm was so bad that the people on the ship had to escape, as there was only a small amount of damage to the ship's rigging and sails, and the wheel and water pumps were in working order. However, the fact that the lifeboat was missing indicates that they did use it.

c It is quite likely that the people on the ship thought the ship might sink in a storm, as the lifeboat was missing. However, there was only a small amount of damage to the ship's rigging and sails, indicating that the storm perhaps wasn't as bad as they thought it would be.

3a and b Students' own answers. Answers will vary, but should include notes of intriguing parts of the story of the *Mary Celeste* and a personal response to the extract.

4a and b Students' own answers. Answers will vary, but should include notes of sad parts of the story of the *Mary Celeste* and a personal response to the extract.

Section 2 Responding to information: Lesson 4

5a loaves

5b masses

5c poppies

5d splashes

5e dresses

6a Students' own answers. Suggested answer: Placing this sentence at the end of a paragraph focuses the reader's attention onto it and emphasises the mystery of the disappearance. This has the effect of encouraging the reader to think about how and why this could have happened.

6b Students' own answers. Possible answers: adrift; surprised; Fearing the worst; no answer; no sign; worried; intrigued

6c Students' own answers. Suggested answer: I think the writer chooses not to hint at the mystery at the beginning of the extract because, by giving facts and contextual information at the beginning of the account, the writer engages the reader in the events. It also creates more suspense when the writer reveals that there is a mystery.

7a Students' own answers. Suggested answer: This opening would be less effective than the original opening as it reveals the mystery without building suspense, so the reader will be less engaged in the events of the extract.

7b Students' own answers. Suggested answer: This opening would be less effective than the original opening as it concludes the mystery of the *Mary Celeste* before the facts or the mystery itself have even been introduced. It would be more effective as a closing for the extract.

8a and b Students' own answers. Answers will vary, but should be based on the prompts and include a clear response to the extract, supported by quotations.

Section 3 Describing for effect: Lesson 5

1 Students' own answers. Suggested answers:

a Earth before the impact: 'Shafts of sunlight rake through the swamps and coniferous forests along the coast of what is now Mexico's Yucatán Peninsula.'

b The impact: 'An instant later, the asteroid slams into Earth with an explosive yield estimated at over 100 trillion tons of TNT.'

c Earth after the impact: 'Further afield, out of range of the direct effects of the explosion, an observer would be treated to the spectacle of darkening skies and an apocalyptic display of shooting stars created by the impact debris raining back on Earth.'

2 Possible answer:

The impact created a crater.

Nine seconds after impact, there was a blast of thermal radiation and fire.

The impact caused a tsunami and earthquake.

After eight minutes, the area was covered by a blanket of ash and rubble.

After forty-five minutes, the area was swept by a blast of wind moving at 600 miles an hour.

3a Students' own answers. Suggested answer: The writer's intention in this extract is to describe the power of the asteroid's impact and its consequences for life on Earth.

3b Students' own answers. Suggested answer: I find the comparison of the explosion of the impact with '100 trillion tons of TNT' the most powerful, because this gives a vivid indication of the intensity of the explosion.

3c Students' own answers. Suggested answer: The comparisons used in the extract help to create a vivid image in the reader's mind of the scale of the destruction. For example, describing the asteroid as 'the size of a mountain' and 'brighter than the sun' demonstrates how enormous and intense it was. This serves the writer's intention to describe the power of the asteroid's impact vividly for the reader.

4 Students' own answers. Answers will vary, but should include four facts, comparisons and explanations of how these comparisons are effective.

Section 3 Describing for effect: Lesson 6

5a The asteroid approached very quickly, racing towards earth at 40,000 miles per hour.

5b The writer describes the effects of the asteroid's impact as terrifying, saying that anything nearby would have been 'roasted'.

6 Students' own answers. Suggested answers:

a Pair of sentences: The man stood up from his chair. He knocked over a cup of coffee.

Multi-clause sentence: The man stood up from his chair, knocking over a cup of coffee.

b Pair of sentences: The woman drove the car down the road. She hooted the car's horn as she went.

Multi-clause sentence: The woman drove the car down the road, hooting the car's horn as she went.

7a Possible answers: slams; penetrates; gouging; vaporizing

7b Students' own answers. Suggested answer: The writer uses effective, well-chosen vocabulary to indicate the scale and consequences of the asteroid's impact with the earth. The verbs 'slams' and 'penetrates' show the extreme force of the collision, and the description of the asteroid 'gouging a crater' indicates the strength needed to create a hole in the earth. The verb 'vaporizing' effectively illustrates how entire sections of Earth were destroyed as a direct consequence of the impact.

8a and b Students' own answers. Answers will vary, but should be a three-paragraph response to the extract that includes key points and evidence.

Section 4 Selecting evidence: Lesson 7

1 Possible answers:

a 'he believed it was a man in a costume'

b 'a terrible smell like rotten meat'; 'the creature was much taller and heavier than him'

c 'the bus driver and his passengers had been the victims of a hoax'; 'The Sasquatch was actually a man named Ken Ticehurst'

2 Students' own answers. Suggested answer: The word 'legend' suggests that the writer does not believe the stories.

3 Students' own answers. Suggested answer: I think the writer of the extract does not believe the stories about the Sasquatch and believes that the people who tell these stories are either untruthful or mistaken. The writer refers to the reports from the bus driver using words such as 'said', 'described' and 'became convinced', therefore presenting these reports as opinion, not fact. In contrast, the writer presents the confessions from the men claiming to imitate the Sasquatch as fact, using words such as 'actually' and 'the hoax'. The final sentence in the extract suggests that the writer thinks people continue to pretend to see the Sasquatch even though the original sightings have been disproven.

4 Students' own answers. Suggested answers:

Stated: The house is haunted.

Implied: The house gives me an eerie feeling.

Stated: People say that the house is haunted, but it isn't.

Implied: I've heard reports that this house is haunted – why would they think that?

Stated: The film is really good.

Implied: The film made me laugh out loud.

Stated: The film is quite boring.

Implied: I couldn't stop myself from falling asleep while watching the film.

Stated: This exercise plan does not work.

Implied: I don't feel any fitter since starting this exercise plan.

Stated: I really don't like her.

Implied: I wouldn't want to be her friend.

Stated: This holiday is going to be awful.

Implied: I'm avoiding packing for this holiday.

Stated: Professional footballers are paid too much.

Implied: Professional footballers have so much money that they don't know how to spend it all!

Stated: Vampires are not real.

Implied: Why do some people believe that fictional vampires are real?

Stated: Life is easier than it used to be.

Implied: People are happier and more relaxed these days than they were in the past.

Stated: I do not think humans will ever colonise Mars.

Implied: People think that humans will colonise Mars – why do they think that?

Stated: This food tastes horrible.

Implied: I don't want to eat this food again.

Stated: The rollercoaster is loads of fun.

Implied: Can we come to ride on this rollercoaster again tomorrow?

Section 4 Selecting evidence: Lesson 8

5a Students' own answers. Suggested answers:

Because the hoaxers had been very clever, the people believed the creature was a Sasquatch.

The hoaxers had been very clever; therefore, the people believed the creature was a Sasquatch.

Being very clever, the hoaxers convinced the people that the creature was a Sasquatch.

5b Students' own answers. Answers will vary, but should include a multi-clause sentence that has been rewritten to begin in several different ways.

6a Students' own answers. Suggested answer: 'Ten days later, four men confessed that the bus driver and his passengers had been the victims of a hoax.'

6b 'victims'

6c Students' own answers. Suggested answer: The writer has some sympathy with the driver and passengers, describing them as 'victims' of the hoax.

7 Students' own answers. Suggested answer: The writer describes the bus driver as 'frightened and shaking' when he returned to the bus, which creates the impression that the driver felt genuinely scared by what he had seen. The writer described that the driver 'hurried back' as though he was running away from the Sasquatch, therefore he would have felt panicked. The description of the driver as 'pale and nervous' when police arrived suggests that the driver continued to worry about the sighting and probably felt eager to leave the area.

8a and b Students' own answers. Answers will vary, but should include key points, quotations from the extract and explanations of how vocabulary is used to create specific impressions.

Section 5 Building a response: Lesson 9

1 Students' own answers. Suggested answers:

'haunting and mysterious aspect' – this phrase creates a powerful impression by drawing the reader's attention to the strange and unexplained nature of the moai.

'long, solemn faces' – this phrase creates a powerful impression by vividly describing the unusual appearance of the moai, which seem to resemble human faces.

'extraordinary statues' – this phrase creates a powerful impression by highlighting how interesting the moai are.

2a and b Students' own answers. Answers will vary, but should include a completed planning table as shown in the instructions, and a paragraph with a key point, a quotation and an explanation.

3a and b Students' own answers. Answers will vary, but the one-paragraph response should include a key point, an effective supporting quotation and an explanation, and use a range of sentence starters.

Section 5 Building a response: Lesson 10

4 Students' own answers. Answers will vary, but should include supporting quotations from the extract.

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

- making clear points about how the writer has tried to achieve their intention
- using carefully chosen evidence from the extract to support points made
- commenting on ideas, information and vocabulary
- explaining how these things help the writer achieve their intention.

5b Students' own answers. Answers will vary, but should incorporate the suggested improvements.

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

Section 6 Assessment: Lesson 11

1 The crop circles always appeared in fields overnight; they were always geometric in design; there was never any clear evidence that anyone had been in the fields.

2 ‘Scientists agreed that the patterns could not be explained by weather events or other natural forces.’

3 There is never any clear evidence that anyone has been in the fields.

4 Students’ own answers. Suggested answer: Crop circles, which are geometric designs created in wheat fields, were a phenomenon in the decades following the 1970s. Scientists stated the circles weren’t formed by natural elements, therefore some people believed they had supernatural origins, whereas others thought they were created for a practical joke.

5 Students’ own answers. Answers will vary, but students should note that the intention is to intrigue the reader by setting out a mysterious event and outlining why it is difficult to explain.

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

- proofreading for spelling, punctuation and grammar errors
- making clear points about the impression the writer has created
- supporting points with evidence from the extract
- explaining how the evidence shows the writer creating a particular effect.

6b Students’ own answers. Sample improved answer:

¹ The response opens with a clear point about the impression of crop circles, which is explored throughout the answer.

² Evidence from the extract is used to support points.

³ Here the author explains how evidence was used to create specific effects.

Spelling, grammar and punctuation have been checked and corrected.

The writer begins by creating a very mysterious impression of crop circles.¹ The first crop circle is described as a ‘**strange discovery**’² for which there is no logical explanation. This engages the reader and makes them want to find out more.

In the second paragraph, the writer describes how the ‘geometric’ crop circles became more and more ‘complex’. The writer adds to the sense of mystery with an expert opinion: ‘**Scientists agreed that the patterns could not be explained by weather events or other natural forces**’².

The final part of the extract offers two interpretations of the ‘phenomenon’. One is that the crop circles ‘were thought to be markings made by spaceships’. However, the writer concludes with the sentence: ‘To others, they were evidence of practical jokes.’ Finishing the extract with this point suggests that the writer prefers this explanation.³

Section 7 Exploring structure: Lesson 12

1a Students' own answers. Suggested answer: The writer creates differing impressions of Simon Payne and Glen MacPherson, particularly regarding their responses to the Hum. Payne is tormented by the Hum and tries to run away from it, suggesting he is acutely sensitive to noises. On the other hand, MacPherson is intrigued by the Hum and tries to understand it, suggesting he is a focused individual and is interested in solving mysteries.

1b Students' own answers. Suggested answer: The descriptions suggest that there are two sides to the Hum itself. For those who experience this noise on a regular basis, it seems to be very annoying, as Payne describes it as 'unbelievably loud' and that 'it just wears you down'. MacPherson's description of the Hum as 'something internal' and more about 'perception of sound' suggests that the Hum is not actually real but is created within the minds of the people hearing it.

2a Possible answers: the Hum is a global phenomenon; its cause is mysterious; it is a low-pitched noise; it is very loud; up to 4% of people can hear it; Simon Payne, 55, from Cambridgeshire is one of the people who can hear it; he has had to stay with friends and move house to get away from it.

2b Possible answers: 'mysterious'; 'strange'; 'unbelievably'; 'phenomenon'

3a Students' own answers. Suggested answer: The cause of the Hum is a mystery.

3b Students' own answers. Suggested answer: Readers may research other sources to find more information about the Hum and solve its 'mystery'.

4 Student's own answers. Answers will vary, but should include three alternative introductions for a text from the Student Book that intrigue the reader and introduce the topic.

Section 7 Exploring structure: Lesson 13

5a statistics

5b description

5c description

5d facts

5e expert opinion

6 Students' own answers. Answers will vary, but plans should address the five question words: what, when, who, where, how?

7a–c Students' own answers. Answers will vary, but written texts should:

- use most or all of the common elements of explanation texts
- include an introduction that introduces the topic and intrigues the reader
- include a short conclusion that sums up the key idea and leaves the reader wanting to learn more about the topic.

Section 8 Exploring sentences: Lesson 14

1a Students' own answers. Suggested answer:

Given information: 'From that land, ancient people extracted limestone'; 'Stonemasons would have used flint tools to shape the limestone'; hundreds of men carried and buried the megaliths; archaeologists believe people used Göbekli Tepe as a meeting place or temple for feasts, but did not live there.

Implied information: 'Göbekli Tepe was built before the invention of the wheel' – implies people were very resourceful; 'The obelisks are carved with stunning images' – suggests they were artistic; 'The people who created this extraordinary structure' – suggests the structures are very impressive.

1b Students' own answers. Suggested answer: The writer creates the impression that the people who built the Göbekli Tepe were extremely advanced for their time, noting that it was built 'before the invention of the wheel'. These people are also presented as resourceful, having used only 'flint instruments' to create the pillars and carrying them into position in teams of 'hundreds of men', without the use of any sophisticated machinery.

2 Fact: There is no evidence that people lived there.

Fact: Lots of animal bones have been dug up.

Opinion: The site may have been a temple or meeting place where people feasted.

3 Fact: The first thing visitors see are the obelisks.

Word or phrase: 'impress'

4 Students' own answers. Answers will vary, but should include both facts and also words to suggest a viewpoint, and follow the example provided.

Section 8 Exploring sentences: Lesson 15

5 Students' own answers. Suggested answers:

'Moreover, geomagnetic and radar surveys that can 'see' beneath the earth have revealed that there are another sixteen stone circles still to be excavated, stretching across 890 square metres of land.'

The woman, whose hat had just blown away, had a cold head.

I went to the park yesterday, which was a fun experience.

The teenager, who had just celebrated his 18th birthday, was now considered an adult.

The Eiffel tower, which is the tallest building in France, is very imposing.

The creatures that live in the deep sea are extremely interesting.

[underlined = relative clauses]

6a 'The tallest stands at 16 feet (nearly 5 metres) and weighs 7–10 tonnes.'

6b Students' own answers. Suggested answer: By including this information in a shorter sentence, the writer emphasises it and makes it stand out more to the reader.

7a Students' own answers. Suggested answer: Some of the obelisks have carvings on them.

7b Students' own answers. Suggested answer: The writer thinks that the carvings are 'stunning'.

7c Students' own answers. Answers will vary, but could note that the free-flowing, multi-clause structure of the sentence reflects the imagery of the snakes winding around the obelisks.

8a–c Students' own answers. Answers will vary, but should include facts, use a range of sentence structures and use carefully chosen vocabulary to show the pyramids in a positive light.

Section 9 Planning a response: Lesson 16

1 Students' own answers. Suggested answers: My impression is that Göbekli Tepe contains extremely old and impressive structures, some of which are very beautiful. The site seems mysterious to me, firstly because we do not know what it was used for, and secondly because there are more structures yet to be discovered.

2 Students' own answers. Suggested answers:

Paragraph 1: Göbekli Tepe is in South-East Turkey; built 11,000 years ago; before the invention of the wheel

Paragraph 2: huge T-shaped megaliths surrounded by pillars; the tallest is 16 feet tall and weighs 7–10 tonnes; beautiful carvings of animals and humans; buried underground

Paragraph 3: 50 feet above land; flint tools used to extract and carve limestone; carried into position and heaved upright by hundreds of men before covering with earth; new stones placed on top of old ones, so hill grew over time

Paragraph 4: experts believe people didn't live or work there; animal bones found suggesting a meeting place or temple

Paragraph 5: scientists re-evaluating human history owing to advanced skill needed to create the structures; radars reveal sixteen more circles remain beneath the earth, covering 890 square metres

3a Students' own answers. Suggested answers:

Paragraph 1: The writer creates the impression that Göbekli Tepe is extremely old by describing it as older than other well-known ancient structures and that it 'was built before the invention of the wheel'.

Paragraph 2: The writer highlights the imposing nature and beauty of the structures, which are '16 feet' tall and contain 'stunning images' carved into them.

Paragraph 3: The writer creates the impression that it is an incredible feat for ancient people to create and move the pillars, describing the primitive 'flint tools' that would have been used and the teams of 'hundreds of men' required to move them.

Paragraph 4: The writer highlights the fact that there are unanswered questions about the site, such as how they were used, and suggests that a 'meeting place or temple' is the most likely explanation. This gives the impression that there is more left to discover about Göbekli Tepe.

Paragraph 5: The impression of unanswered questions is extended in this paragraph to add an element of mystery, particularly about the 'engineering and technological skill' required to create the structures, and the suggestion that there are 'sixteen stone circles still to be excavated'.

3b Students' own answers. Possible answers:

Facts: 'ancient people extracted limestone'; 'used flint tools to shape the limestone into pillars'

Description: 'huge T-shaped stone megaliths'; 'carved with stunning images'; 'winding around and crawling across the surface of the stone'; 'Over time, new stone circles were placed on top of those older stone circles'

History: 'built about 11,000 years ago'; 'Göbekli Tepe was built before the invention of the wheel'

Expert opinion: 'no sign ... that people lived or worked at Göbekli Tepe, as no houses or rubbish pits have been found'; 'the engineering and technological skill the structure shows is forcing scientists to rethink human history'

Statistics: 'The tallest stands at 16 feet (nearly 5 metres) and weighs 7–10 tonnes'; 'Göbekli Tepe ... rises 50 feet (over 15 metres) above the surrounding land'; 'sixteen stone circles still to be excavated, stretching across 890 square metres of land'

Section 9 Planning a response: Lesson 17

4 Students' own answers. Suggested answers:

Key point 1: The structures at Göbekli Tepe include carvings of animals and humans.

I have chosen this key point because it suggests that the structures at Göbekli Tepe are beautiful as well as historically significant and impressive.

Key point 2: Surveys reveal that there are more structures to be discovered at Göbekli Tepe.

I have chosen this key point because it gives an impression of Göbekli Tepe as an interesting and mysterious place which holds many unknown wonders yet to be discovered.

5 Students' own answers. Suggested answers:

Key point 1: 'stunning', 'winding', 'crawling' – this vocabulary suggests that the carvings are very beautiful and that they intricately decorate the structures in an unusual way. The use of the verbs 'winding' and 'crawling' to describe the carvings suggests the animals in the carvings are alive.

Key point 2: 'mystery', 'stretching', 'holds', 'secrets' – the verb 'stretching' suggests that the undiscovered parts of Göbekli Tepe are vast. The other words ('mystery', 'holds', 'secrets') create the impression that it is a very interesting place that we don't yet fully understand.

6 Students' own answers. Suggested answers:

Key point 1: The two sentences used for this key point ('Closer inspection reveals...' and 'Others seem intended...') are both long, multi-clause sentences that feature lots of descriptive detail to give a clear impression of the beauty of the carvings. The sentences could also reflect the intricate and complex nature of the carvings themselves.

Key point 2: The sentences used for this key point consist of longer sentences describing the results of the survey ('Moreover, geomagnetic and...') and a shorter sentence to end the article. This short sentence is more emphatic and creates intrigue: 'Göbekli Tepe holds many more secrets, just waiting to be discovered.'

7a and b Students' own answers. Answers will vary, but should include a key point, evidence and an explanation in each paragraph.

Section 10 Comparing texts: Lesson 18

1a Possible answers: huge, hairy creatures; walk on two legs, leaving huge footprints; around 7 feet (2.13 metres) tall; covered in black or dark brown fur.

1b Possible answers: Bus driver and passengers saw the creature in Canada in 1977; bus driver chased it, thinking it was a man in a costume; the bus driver then became afraid because of the size and smell of the creature, and ran back to the bus.

1c Students' own answers. Suggested answer: the fact that the writer refers to the bus driver originally believing the creature to be a 'man in a costume' casts initial doubt in the reader's mind that the Sasquatch is real. The writer then goes on to explain the incident as a hoax and uses names and facts to support this idea, for example 'Mr Ticehurst is only 5 feet 11 inches tall'. This creates a clear impression that the Sasquatch is fictional.

2a Possible answers: There is none, apart from it possibly having a footprint that measured around 35 cm long. There is reference to tales of the Almas, which are '2 metres tall and covered in thick red hair'.

2b Possible answers: The 'highly respected' explorer on Mount Everest found a footprint and photographed it; locals were certain it was made by a yeti; it caused scientists to take the idea of the yeti seriously.

2c Student's own answers. Suggested answer: the focus on evidence or a footprint, rather than unproven sightings of a hairy creature, makes the idea of the yeti more plausible. Also, the focus on Shipton's credentials as highly respected, and the fact that scientists took the report seriously, indicate that the writer wants us to take the idea seriously also.

3 Students' own answers. Possible answers:

Sasquatch
Examples of the writer using statistics
'The driver and his passengers later described the creature as around 7 feet (2.13 metres) tall, weighing approximately 300 pounds (136 kilograms)'
'Lindquist, who is 6 feet 2 inches (1.88 metres) tall'
'Mr Ticehurst is only 5 feet 11 inches (1.8 metres) tall and 165 pounds (75 kilograms) in weight.'
Examples of description
'covered in black or dark brown fur'
'a terrible smell like rotten meat'
'the creature was much taller and heavier than him'
'Frightened and shaking, Lindquist hurried back to the safety of the bus'

(Continued on the next page)

Examples of facts
'In 1977, a bus full of people reported a sighting of a Sasquatch' 'Ten days later, four men confessed' 'Several sightings of the Sasquatch are reported every year.'
Examples of expert opinion
[None]
Examples of the writer referring to history
'In 1977, a bus full of people reported a sighting of a Sasquatch'

Yeti
Examples of the writer using statistics
'a footprint in the snow, approximately 35 cm long' 'she was reputed to be 2 metres tall'
Examples of description
'a huge ape-like creature' 'a vast area of jungle so dense that few people have ever entered it' 'human-like creature' 'an isolated village in the mountains of Abkhazia' 'covered in thick red hair' 'She was said to be able to outrun a horse and to swim through fast-flowing rivers.'
Examples of facts
'Scientists have analysed supposed samples of yeti bone, teeth and hair.' 'Numerous expeditions have been launched to find the creature.' 'In the last few years, scientists have come to focus on a wild area at the foot of the Himalayas known as the Barun Valley'
Examples of expert opinion
'It is here, some scientists believe, that a creature such as the yeti could live undisturbed.'
Examples of the writer referring to history
'History records the capture of a female Almas in 1850' 'In 1951, the highly respected and highly experienced British explorer Eric Shipton was searching for a new route up Mount Everest.'

Section 10 Comparing texts: Lesson 19

4 Students' own answers. Suggested answers:

Statistics: The writer of the Sasquatch extract uses statistics to emphasise inconsistencies in the bus driver's account and suggest that the Sasquatch is fictional. However, the writer of the Yeti extract presents the statistics as real.

Description: The writers of both extracts use description to provide a vivid picture of the creatures. The Sasquatch extract refers to creatures 'covered in black or dark brown fur'; similarly, the Yeti extract refers to 'a huge ape-like creature'.

Facts: The writer of the Sasquatch extract refers to facts regarding to sightings of the Sasquatch, and the confession of the hoax, rather than factual evidence. The writers of the Yeti extract, on the other hand, refers mostly to facts relating to scientific research, giving more credibility to the existence of the Yeti.

5a and b Students' own answers. Answers will vary, but should summarise the writers' viewpoints, use evidence, include adverbials and explain how the quotations used link to the points being made.

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

Section 11 Assessment: Lesson 20

1a and b The Beast of Bodmin **was** probably a cat. It runs around the countryside killing livestock. It has big teeth and yellow eyes. It **looked** like a panther.

It mite not be real because the government tried to find it and they **couldnt** but then a boy found a panther skull which could have been the Beast but then it turned out the skull came from Africa and anyway then more people **are seeing** the cat so it **cant** really have been.

some people say **its** an escaped panther from a zoo and some people think **its** a wild cat that people thouht was extinct but we **dont** really know.

[underlined = spelling mistake] [**bold** = punctuation mistake] [**shaded** = incorrect verb tense]

1c Students' own answers: Suggested answer:

Vocabulary could be improved by:

- using words that describe the impression created, for example, mysterious, unexplained
- varying the first words of each sentence (four begin with 'It')
- referring to some of the common features of explanation texts: facts, statistics, description, expert opinion, history.

1d Students' own answers. Suggested answer:

Sentence structure could be improved by:

- combining some of the shorter sentences in the first paragraph
- breaking up the long and rambling sentence of the second paragraph.

1e Students' own answers. Suggested improvements could include:

- making a clear key point in each paragraph
- supporting each key point with one or two short quotations
- explaining how the vocabulary in the quotations creates an impression
- referring to the common features of explanation texts.

2 Students' own answers. Sample improved response:

The writer describes sightings of a creature on Bodmin Moor and goes on to examine the possible explanations. The reader is intrigued from the opening two paragraphs where the creature is described as a **'mysterious beast that prowls' around the countryside 'killing livestock'**¹. This creates an impression of something **dark and dangerous**². Further description of the creature's 'yellow eyes' and 'sinister, growling hiss' add to that impression. **The writer concludes the second paragraph with a short sentence to emphasise the sense of menace and danger: 'It is also said to possess huge fangs.'**³

The writer goes on to provide statistics and expert opinion: there have been 'over 60 sightings', while a government report 'concluded that there was no evidence' of the beast's existence. **This paragraph makes the reader doubt the existence of the beast, and at the same time lends the extract a credible, authoritative feel.**⁵

The final part of the extract offers some plausible explanations for the sightings: 'panthers that have escaped from a zoo' or 'large wild cats that were thought to have become extinct'. **However, the writer concludes that 'the true nature of the beast remains a mystery', giving the final impression that this creature could indeed be real.**⁶

¹ *Short quotations are used to support key points and are embedded into sentences.*

² *Vocabulary that describes the created impression is used.*

³ *There is some analysis of how sentence structures create impressions.*

⁴ *Features of explanation texts are explored and supported by evidence.*

⁵ *Key points are made and clearly explained within separate paragraphs.*

⁶ *The final sentence links back to the task and rounds off the answer.*

Unit 2 Growing up

Section 1 Summarising: Lesson 1

1a 'I need not tell you that I love you dearly'; 'I hope you will always be able to say in after life, that you had a kind father.'

1b 'I think its freedom and wildness more suited to you than any experiment in a study or office'; 'What you have wanted until now has been a set, steady, constant purpose.'

1c Students' own answers. Suggested answer: Dickens thinks his son is wild and free but needs a focus in life.

2a 'Never take a mean advantage of anyone in any transaction, and never be hard upon people who are in your power.'

2b 'persevere to do whatever you have to do as well as you can do it'; 'Try to do to others, as you would have them do to you, and do not be discouraged if they fail sometimes. It is much better for you that they should fail, than that you should.'

3 Students' own answers. Suggested answer: Dickens is trying to show his son that he loves him, and to advise and persuade him to behave in a way that will make him a better person and help him live a happier life.

4a–f Students' own answers. Answers will vary, but should be based on the prompts.

Section 1 Summarising: Lesson 2

5 Students' own answers. Suggested answers:

a Dickens loves his son and is sad to be parted from him.

b Dickens advises his son to find a focus in life and stick to it, and to treat other people well.

c Dickens tells his son that he loves him, and advises him to find his focus in life and to treat other people well.

6a–e Students' own answers. Answers will vary, but sentences should include the modal verbs provided.

7a and b Students' own answers. Answers will vary, but should include advice and use modal verbs.

8a and b Students' own answers. Answers will vary, but should contain informative notes and a summary of key points.

Section 2 Structuring a text: Lesson 3

1a Students' own answers. Suggested answer: I can infer from this sentence that the writer finds it hard to believe that anyone enjoys being a teenager.

1b Students' own answers. Suggested answer: This sentence implies that the older generation sometimes views younger people as having an unhealthy obsession with social media and what other people think of them.

2 Possible answers: 'But they won't, in all likelihood, dictate the rest of your life'; 'Who you are now is not who you will be'; 'This too shall pass'; 'The best is just around the corner'

3 Students' own answers. Suggested answer: By explaining she found her teenage years difficult, the writer makes her advice and reassurance more credible: it shows that she knows what she is talking about and understands any problems the readers may be experiencing. Furthermore, as the writer is now (presumably) a successful writer as an adult, by admitting that she found her teenage years hard, it demonstrates that you can go on to achieve great things despite not being happy as a teenager.

4a–e Students' own answers. Answers will vary, but should be based on the prompts and include advice and reassurance.

Section 2 Structuring a text: Lesson 4

5a I've had enough. C

5b My brother's going swimming. C

5c Dad's car is so dirty. P

5d Who's that? C

5e Children's books are too young for me. P

5f Tomorrow's another day. C

6 Students' own answers. Suggested answer:

Paragraph 1: Own feelings

Paragraph 2: Own feelings

Paragraph 3: Own feelings/Attitudes

Paragraph 4: Attitudes

Paragraph 5: Reassurance

Paragraph 6: Advice

Paragraph 7: Advice

Paragraph 8: Reassurance

7a–c Students' own answers. Answers will vary, but should include plans for an article that include notes on:

- how you as a writer will present yourself
- how you want your readers to think and feel
- how you will show readers you understand their problem.

8a–c Students' own answers. Answers will vary, but should include the notes from **Activity 7** and further notes based on the prompts.

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

- a clear presentation of you as the writer
- advice to help the reader
- reassurances for the reader.

Section 3 Choosing the right words: Lesson 5

1a Possible answers: Don't try to copy or impress people; don't be afraid to fail; don't lie to make life easier.

1b Possible answers: 'How much we care for you'; 'The greatest joy that I get is to sit with you and talk'; 'We love you and we want the best for you'

2 Students' own answers. Suggested answers:

- a** Look after your friends.
b Be kind to people who are younger than you.
c Don't be rude to your teachers.

3 Students' own answers. Suggested answer: The word 'heart' adds the greatest impact as it symbolises compassion, which is the quality the writer is encouraging his son to demonstrate.

4 Students' own answers. Answers will vary, but should contain pieces of advice for teachers and explanations of the impact of vocabulary choices.

Section 3 Choosing the right words: Lesson 6

5a Students' own answers. Suggested answer: *Try to be kind. Kindness is positive.*

5b Students' own answers. Possible answers:

Synonym bank
positive: good, great, genuine, optimistic, hopeful, supportive, encouraging, helpful

5c Students' own answers. Suggested answer: 'encouraging'

I chose the synonym 'encouraging' because I believe this links most closely to the meaning of the sentences, i.e. the positive effect of kindness on other people.

6a Students' own answers. Suggested answer: *Telling the truth can be scary, but don't be nervous.*

6b Students' own answers. Possible answers:

Synonym bank
Word 1: scary terrifying, frightening, intimidating, horrible, daunting
Word 2: nervous anxious, afraid, flustered, worried, troubled

6c Students' own answers. Suggested answer: Telling the truth can be terrifying, but don't be afraid.

7 Students' own answers. Answers will vary, but should include notes on how students should treat younger students.

8a and b Students' own answers. Answers will vary, but should include:

- notes that address the prompts
- explanations of why these things matter
- a letter that includes advice and powerful vocabulary.

Section 4 Building a paragraph of advice: Lesson 7

1 Students' own answers. Answers will vary, but should follow the table format outlined and include reassurance and solutions to the given problems.

2a and b Students' own answers. Answers will vary, but the three paragraphs should include reassurance and solutions to the given problems.

Section 4 Building a paragraph of advice: Lesson 8

3 Students' own answers. Suggested answer:

Falling out with a friend can be upsetting. However, it happens to most of us and arguments are an inevitable part of many relationships. Furthermore, if your friend is a genuine friend to you, they will value your friendship enough to look past the disagreement.

4a–c Students' own answers. Answers will vary, but should include reassurances and solutions, and use powerful vocabulary and fronted adverbials.

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

Section 5 Assessment: Lesson 9

1 The writer's main intention is to reassure his daughter and encourage her not to worry.

2 The future of the planet; not being liked; that growing up is hard.

3 'speak up for what you believe'; 'persuade people to eat less meat'; 'demand that your family use less energy'; 'join the protests'

4 Students' own answers. Suggested answer: The writer reassures his daughter that her friends and family love her very much.

5 Students' own answers. Suggested answer: Everyone grows up and it is not hard if you believe in yourself and remember that you are capable of anything.

6 Students' own answers. Suggested answer: The writer describes the worry about humans 'devouring' the planet, which creates the sense of a terrible monster.

7a Students' own answers. Suggested improvements include:

- proofreading for spelling, punctuation and grammar errors, in particular adding in the missing apostrophes correctly
- making points about how the writer reassures and advises
- backing up points by using evidence from the extract
- commenting on specific vocabulary choices.

7b Students' own answers. Sample improved answer:

¹ *The response is structured more clearly, making it easier to navigate and understand.*

² *Evidence backs up points and is embedded into the sentences.*

³ *Vocabulary choices are explored.*

⁴ *The response covers each of the key points in the letter chronologically.*

Spelling, punctuation and grammar has been checked and corrected throughout.

The writer intends to reassure his daughter about her worries and to offer some advice about how to cope with them. **Three particular worries are identified.**¹

The writer reassures her about the future of life on earth by pointing out that humans have '**survived ice ages**', '**cured diseases**' and '**ventured to the moon**'². **These vocabulary choices reinforce the idea of humans as very resourceful and tough.**³ The writer goes on to advise his daughter to speak up about her convictions by, for example, '**joining the protests**'² as a way of taking action to cope with her worries.

In the final paragraph⁴, the writer reassures his daughter about growing up, referring to the 'billions' who have already grown up and **emphasising the scale and weight of evidence that things will work out**³. The writer advises her to 'be yourself' and concludes with the motivational statement that she should 'believe that you are capable of anything, because you are'.

Section 6 Arguing, persuading and advising: Lesson 10

1a Students' own answers. Suggested answer:

Extract C: Children between the ages of 4 and 14 can take part in activities that replicate real adult jobs in a fun and educational way. They 'earn' a currency which they can spend on leisure activities.

1b Students' own answers. Suggested answer:

Extract B: As children, we're imaginative with our future career choices, but as we grow older, we tend to base our choices on issues such as reputation or earning potential. As we spend a large part of our lives working, we should choose a career we're really interested in.

1c Students' own answers. Suggested answer:

Extract A: There are many reasons for choosing a job and you need to put effort into deciding what is right for you. Some people want to earn lots of money, whereas others are motivated by making a difference or following their passion: all of these reasons are valid providing you enjoy what you do.

2a Students' own answers. Suggested answer: Each of the three extracts cover similar subject matter: young people's views of money and the world of work.

2b Students' own answers. Suggested answer: I feel that Extract B best serves its purpose: to argue that it is important to decide what you really want to do as a career, rather than getting swept along by everyone else's expectations and easy choices. It is the most effective in my opinion because it is clearly aimed at its target audience of teenagers/young adults choosing a career and it refers to considerations that are important to that audience such as money and status. The extract effectively builds towards the final paragraph, which persuasively explains why, when choosing a career 'it is in your interest to ensure that it is what you truly want to do.'

3 Students' own answers. Answers will vary but should follow the example provided and focus on a specific audience, using powerful and persuasive vocabulary.

Section 6 Arguing, persuading and advising: Lesson 11

4a Students' own answers. Possible answers: new, comfortable, powerful, efficient, shiny, sleek

4b Students' own answers. Suggested answer: Are you in the market for a shiny new car? We have the perfect model for you: sleek and powerful, yet comfortable and efficient, this car has everything you could possibly want!

5a Students' own answers. Possible answers: polluting, fuel guzzling, damaging, clouds of exhaust fumes, particles in the air, dirty, toxic

5b Students' own answers. Suggested answer: Cars are very damaging for the environment – this is a fact. These fuel-guzzling machines expel clouds of exhaust fumes into the atmosphere on a daily basis, making the air we breathe dirty and toxic.

6a Students' own answers. Possible answers: fun, enjoyable, healthy, cycling in the fresh air, enjoy the countryside, cheaper, healthier, environment

6b Students' own answers. Suggested answer: There are many alternatives to travelling by car that are cheaper, healthier, better for the environment, and frankly more enjoyable. Why would you choose sitting in traffic when you could be cycling in the fresh air or looking out of the train window and enjoying the countryside?

7a and b Students' own answers. Answers will vary, but should fulfil their purpose of persuading, arguing or advising, and should make key points and use powerful vocabulary.

Section 7 Crafting sentences: Lesson 12

1 Students' own answers. Suggested answer: Life is what you make of it.

2 Students' own answers. Suggested answer: The intention of the writer in the final paragraph is to convince readers that reading on is a good idea. The five things he lists are all positive, so if the reader considers him/herself to aspire to these traits, they will feel compelled to continue reading.

3a Students' own answers. Suggested answer: The main point – that you are responsible for your own life – is covered in the two short, punchy sentences at the beginning and end of the paragraph. The main point is thereby emphasised because the reader's attention is drawn to it twice.

3b And nobody's going to do it for you. Hopefully there may be people who can help, advise and support you on your journey to brilliance. But it's your life and your responsibility.

3c Students' own answers. Suggested answer: I think the original version of the paragraph is more effective, because varying the sentence lengths in the paragraph allows the writer to draw attention to his main point. By making 'And your responsibility' a short, separate sentence, this really emphasises the fact that the reader needs to be proactive. This point is weakened if the sentences in the paragraph are all made the same length.

4a and b Students' own answers. Answers will vary, but should include key events and a variety of sentence lengths, and be told from the viewpoint of a famous person.

Section 7 Crafting sentences: Lesson 13

5 Students' own answers. Suggested answers:

a When I grow up, I want to be successful so I will work hard.

b When I grow up, I will work hard because I want to be successful.

c I want to be successful when I grow up so I will work hard.

d I want to be successful so I will work hard when I grow up.

e I will work hard when I grow up because I want to be successful.

f I will work hard because I want to be successful when I grow up.

6a Writers can use short sentences to add emphasis to key points and ideas.

6b Writers can use long sentences to add description or to list events and ideas.

6c Writers can place the most important clause at the end of the sentence to add emphasis.

7a Students' own answers. Suggested answer: Think about all of the activities that you do while sitting down inside: schoolwork, homework, watching tv, eating ... surely far too much of our time is spent in this way.

7b Students' own answers. Suggested answer: Instead of sitting down, you could be spending your time doing fun activities such as yoga, cycling, swimming, or playing football or other team sports.

7c Students' own answers. Suggested answer: It's so simple to work exercise into your daily routine – all you have to do is put 30–60 minutes aside at the same time each day and make sure you spend that time on the exercise of your choice.

7d Students' own answers. Suggested answer: There are many benefits to being more active: you'll be healthier, fitter, happier and probably make more friends at the same time!

8a and b Students' own answers. Answers will vary, but should:

- follow the problem–advice–explanation model in the points made
- include varying sentence lengths for effect
- show careful consideration of the order in which clauses appear in sentences.

Section 8 Choosing vocabulary: Lesson 14

1a Students' own answers. Suggested answer: The writer is offering advice about how teenagers can better understand their parents' needs so that they maintain more positive relationships with them, with the result that they are given the freedom they need and want.

1b Students' own answers. Suggested answer: The writer highlights how parents in this situation might be feeling, for example 'an enormous loss', and encourages teenage readers to be 'sensitive to the impact of adolescence on your parents.'

2a Possible answers: 'disconnected', 'negative', 'critical', 'distrustful', 'suspicious', 'controlling', 'restrictive'

2b Students' own answers. Suggested answer: The writer uses language such as 'suspicious' and 'controlling' to describe how parents can behave in response to their child going through adolescence. These emotive words describe a negative relationship that isn't necessarily desired by the teenager or the parent.

2c Possible answers: 'giving', 'give', 'caring', 'cooperation', 'opportunity', 'contact', 'communication'

2d Students' own answers. Suggested answer: The writer uses positive words such as 'caring', 'cooperation', and 'communication' to describe how teenagers can behave towards their parents in order to encourage a positive relationship between both parties.

2e Students' own answers. Suggested answer: The writer contrasts the words 'freedom' and 'disagreement', which are both words indicating distance, but they are contrasting because the first has positive connotations and the second has negative connotations.

3a–d Students' own answers. Answers will vary, but should include emotive and contrasting vocabulary.

Section 8 Choosing vocabulary: Lesson 15

4a Because you did not get ready on time you are going to be late. ✘

Because you did not get ready on time, you are going to be late.

4b The coat which was soaking wet seemed to get heavier. ✘

The coat, which was soaking wet, seemed to get heavier.

4c You won't get far if you don't work hard.

5 Students' own answers. Suggested answer: I found the rhetorical question 'Who wants parents like that?' in paragraph 8 most persuasive. This is because it follows a list of emotive, negative language describing possible behaviours from parents and effectively highlights that no-one wants to have that type of relationship with their parents.

6a–d Students' own answers. Answers will vary, but should follow any examples provided and consider language choice.

7a–c Students' own answers. Answers will vary, but should include advice for parents that:

- uses powerful emotive vocabulary
- expresses contrasts
- uses rhetorical questions
- uses commas correctly.

Section 9 Openings and endings: Lesson 16

1a Students' own answers. Suggested answer: We want you to grow into a man who will stand up for his values and beliefs.

1b Students' own answers. Suggested answer: By talking about the reader's immediate circumstances: 'you are going back to school'.

1c Yes, the writer addresses the reader directly as 'you' throughout.

1d Students' own answers. Answers will vary, but should explain which point gives the opening the most impact.

1e Students' own answers. Answers will vary, but should comment on how well this opening uses the suggested features of an effective opening.

2a and b Students' own answers. Answers will vary, but should include guidance on how to write effective openings.

Section 9 Openings and endings: Lesson 17

3 Students' own answers. Suggested answers:

a It reinforces the key message of 'doing your duty'.

b It states that following the advice will show your father how much you love him and will make him happy.

c The sentence 'manage your parents by giving them what they need to get what you need' accurately summarises the advice in the article.

d There is explicit reassurance that following the advice will have a positive outcome: 'When you do, they are more likely to give you the increased freedom and independence you want.'

e Student's own answers. Answers will vary, although students may note that Ending 2 meets the criteria of an effective ending more obviously.

4 Students' own answers. Suggested answer: The school day starts with the register so teachers know who's turned up. You've got to be there, otherwise you'll get into trouble.

5a–d Students' own answers. Answers will vary, but should include opening and concluding paragraphs and an explanation of how effective these are.

Section 10 Reviewing and revising: Lesson 18

1 Students' own answers. Suggested answers:

a The opening of the extract is not very engaging as it simply states the purpose of the text: 'This is some advice about friends'. It would have been more effective if it started with an interesting anecdote or a surprising fact, or if it addressed the reader directly.

b The writer effectively identifies various different scenarios: an argument, your friend letting you down and your friend putting you under pressure. These are clearly marked with subheadings.

c The writer gives the reader practical advice on how to respond in the various situations, but it could do more to reassure the reader that the problems can be solved. For example, the extract states that 'talking about it' can solve most problems, but also states that the readers' friends might simply not be 'such good friends after all' if they can't understand them, suggesting that some problems can't be solved.

d The writer effectively suggests solutions to problems using imperative verbs such as 'talk to your friends' and 'tell your friends how you feel'.

e The writer doesn't give very effective explanations of why the suggested solutions could solve the problems. He states that you should 'tell your friends how you feel' but doesn't give reasons, such as to make them understand your point of view, to re-build trust or to help them to sympathise with you.

2 Students' own answers. Suggested answer: The register of the extract could be improved by using a more conversational tone throughout, avoiding formal words such as 'altercation' and by creating a more personal tone, particularly in the final paragraph, using direct address.

3 Students' own answers. Suggested answer: The clarity of the extract could be improved by removing repeated words ('can can solve'), adding missing words ('talking about it') and putting words in the correct order ('can solve any almost').

4a and b Students' own answers. Answers will vary, but should be based on the prompts provided.

Section 10 Reviewing and revising: Lesson 19

5 I am hopefull that you will read this and now that we are deepley concerned four youre happiness.

[underlining = spelling error]

Corrected: I am hopeful that you will read this and know that we are deeply concerned for your happiness.

6 **people** in wealthy **countries who** for years have contributed to global **warming now** want poorer countries to look after their forests.

[**shaded** = punctuation error]

Corrected: People in wealthy countries, who for years have contributed to global warming, now want poorer countries to look after their forests.

7 Students' own answers. Suggested answer: Sometimes friends **pressure** each other to do **dangerous or hurtful** things. Always remember that you don't have to do anything that you think is wrong or could **harm** someone else. Do what you think is right and try to persuade your friends to do the same. If they are good friends, they will be grateful.

[**bold** = more emotive vocabulary]

8a Students' own answers. Suggested answer: 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.

8b Students' own answers. Suggested answer: The rewritten version has more impact as it emphasises the advice: 'Tell your friends how you feel'. The original version also contains a comma splice that would need to be corrected.

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

Section 11 Assessment: Lesson 20

1a and b We can feel anxious for lots of reasons like peer preshure or school work or family problems or just worrying about anything really. We could feel anxious and just wait for it to go away or we **will** try to do something.

Youll probably feel better by doing more exercize and if you **ate** better food and by talking to people about your **anxieties**, theirs usually something you can **do**. **sometimes** you **can** feel better if you just relaxed and watched TV or read a book or something like that because it takes your mind off your problems and then they **dont** seem so bad any more. **Also** you have to make sure you sleep properly because if you don't sleep well it can make you feel worse and worse every day.

So **dont** just sit and worry because theirs no need and **youll** feel better if you **did** something about it.

[underlined = spelling mistake] [**bold** = punctuation mistake] [**shaded** = incorrect verb tense]

1c Students' own answers. Suggested answer:

Vocabulary could be improved by:

- using more emotive vocabulary to describe anxieties and the benefits of feeling less anxious
- deliberate use of contrast.

1d Students' own answers. Suggested answer:

Sentence structure could be improved by:

- introducing more variety of sentence lengths
- adding a few short sentences to emphasise key points.

1e Students' own answers. Suggested answer:

Other suggested improvements include:

- use of subheadings to guide the reader
- putting each piece of advice in a separate paragraph
- an introduction to reassure readers that the text will provide useful advice, which should address them directly
- explaining why following the advice given in the second paragraph will help.

2 Students' own answers. Sample improved version:

¹ *The first paragraph follows the problem-advice-explanation model and reassures the reader.*

² *Emotive vocabulary is used to describe both anxieties and the benefits of reducing anxiety, providing an engaging contrast.*

³ *Short sentences at the beginning of paragraphs make important points stand out.*

⁴ *Subheadings and paragraphs with related contents break up the text and make it easier to follow.*

⁵ *Rhetorical questions involve the reader.*

⁶ *Examples show why following the advice will help.*

⁷ *Useful, relevant advice is given to help the reader.*

⁸ *The ending summarises the text and the answer effectively.*

You probably feel anxious some of the time. That's perfectly normal – nearly everyone does – but don't let anxiety get in the way. There are lots of things you can do to reduce your **stress**² levels so that you're able to **enjoy**² life and grow as a person.¹

Exercise

Sitting in your room feeling stressed?³ Take your mind off things by getting outside and doing some exercise. Not only will the exercise distract you from your worries, but it gets fresh air into your lungs, makes you feel more alive, and actually releases chemicals in the brain that will make you feel calmer and happier.

Eating well⁴

We all know that eating well is good for our bodies. **But did you know that it's also important for your mental health?**⁵ **A good diet with plenty of fresh fruit and vegetables is proven to reduce anxiety.**⁶

Talking

When something is really bothering you, then sooner or later you're going to have to talk about it. **If it's people at home who are causing problems, then talk to your friends. And if you're having a hard time with friends, find comfort in people at home who love you. Just talking about it will make things feel better and you never know, the people you talk to might have some useful advice to help you with the problem.**⁷

Anxiety doesn't go away if you sit and worry – it gets worse. You've got to do something about it. Always remember that there are lots of things you can do to deal with your concerns and leave you free to get the most out of life!⁸

Unit 3 People and places

Section 1 Creating a response: Lesson 1

1 Students' own answers. Suggested answers:

a The sentence suggests that Josef does not enjoy his job and does not look forward to seeing his manager.

b The sentence implies that Hilda Berg is an unpleasant manager whose staff do not enjoy working for her.

c The sentence implies that their relationship is not good. In particular, the phrase 'for once' suggests that Josef usually feels unable to relax around Hilda.

2a Students' own answers. Suggested answer: Josef hates working for Hilda and strongly dislikes her personality.

2b Students' own answers. Suggested answer: The writer describes Josef's actions as soon as he arrives at work, for example, he 'sighed' as he arrived at the door, 'cringing' as the bell rings when the door opens. This shows that Josef doesn't want to attract Hilda Berg's attention because he dislikes her.

2c Students' own answers. Suggested answer: The writer describes Josef's thoughts about Hilda Berg's appearance, which are extremely unfavourable: 'Her beak nose and black shawl reminded Josef of a vulture.' The writer also describes Josef's discovery that she defaces people in magazines: 'It seemed she took pleasure in her hatred of these people.' This suggests that Josef thought Hilda Berg was a horrible and evil person.

3a–l Students' own answers. Answers will vary, but should follow the example provided and explain words that create a strong impression.

Section 1 Creating a response: Lesson 2

4 Students' own answers. Suggested answers:

a croaked: That oak tree has a funny noise coming from it!

b spearing: The pear slices are being held together by a sharp object.

c swallowed: The pig wallowed in the mud before being engulfed by it.

d menial: The men were forced to do unskilled jobs that they didn't like.

e sour: Our favourite fruit tastes so acidic!

5a [Note: if you are using the first edition of the Student Book, students should refer to the first **three** paragraphs (lines 1–10) to answer this question.]

Students' own answers. Suggested answer: The verb 'sighed', describing Josef as he arrives at work, suggests that he is tired and resigned to the fact that he has to go to work. The verb 'cringing', used to describe Josef's reaction to the door's bell, suggests that Josef is a little anxious and perhaps even afraid of seeing Hilda.

5b Students' own answers. Suggested answer: The word 'sneering' suggests that Hilda enjoys looking down on Josef; The word 'dismissed' suggests that Hilda sees Josef as entirely inferior to her; The word 'worthless' sums up Hilda's view of Josef – that she sees nothing in him that is of any value.

5c Students' own answers. Suggested answer: The writer's vocabulary choices in this extract suggest that Josef is an anxious and perhaps fearful character, who dislikes his job and manager to the extent that opening the front door results in him 'cringing'. Josef is described as a meek character who is resigned to the fact that he'll have to continue in his current situation, even though it is terrible: 'Josef was used to the fact that Berg enjoyed treating him like a slave'. The writer uses emotive vocabulary to describe Josef's optimism, suggesting he wants to see the best in people: 'there might be a small piece of her cold heart that longed for a life of glamour and excitement.'

6a and b Students' own answers. Answers will vary, but should follow the prompts and describe a fictional character negatively.

Section 2 Building a description: Lesson 3

1a Possible answers: 'perfect curves of the Taj's dome'; 'clipped lawns stretch out towards the mausoleum'; 'sheer white'; 'symmetry of the four slim minarets'; 'water fills a channel down the centre of the park'; 'solid whiteness melts to a faint rose pink'; 'teardrop'.

1b Possible answers: Trees; stone paths leading to the mausoleum; two smaller domes beside the main one; spike on top of the main dome; square lines and archways of the lower part of the mausoleum.

1c Students' own answers. Answers will vary, but should show that students understand that details are selected to give a clear impression of the focus of the description. So, for example, the main dome should be the focus, not the smaller ones.

2 Students' own answers. Suggested answer: The mood described by the writer when she is inside the Taj Mahal is one of mystery and suspense, being 'ushered with the crowd down dark corridors'. The suspense is broken, however, when the writer arrives in the 'brightly lit empty rooms'. The writer describes her discomfort in the tomb chamber, among the 'staring tourists' and the 'whispering crowds' who grew increasingly loud. The atmosphere described in this room is bustling and hectic and 'the least peaceful place' of the whole site.

3 Student's own answers. Answers will vary, but should describe two contrasting places in detail.

Section 2 Building a description: Lesson 4

4a ac-cel-er-ate

4b ap-pro-pri-ate

4c com-ment

4d ad-di-tion

4e hap-pen-ing

5a Possible answers: 'curves of the Taj's dome begin to gleam'; 'azure sky'; 'As the light deepens, its solid whiteness melts to a faint rose pink'; 'The reflections in the water channel darken'; 'brightly lit empty rooms'; 'watched the rose pink deepen'; 'mysterious blue under a full moon'.

5b Students' own answers. Suggested answer: The writer's description of light in the extract gives the impression that the Taj Mahal provides a different experience at different times of the day. In the morning, the brightness of the sun has the effect that the 'curves of the Taj's dome begin to gleam', which suggests a spectacular and beautiful sight. The light in the afternoon, where the Taj Mahal's 'solid whiteness melts to a faint rose pink', appears to give a more romantic and reflective mood to the place. The writer's description of colours, such as the 'blistering azure sky' give the impression that the Taj Mahal is a very vibrant and alive place that is beautiful to visit.

5c Students' own answers. Suggested answer: The writer mainly appeals to the sense of sight in the extract, with her vivid description of the Taj Mahal and the surrounding area, with its 'perfect curves' and 'clipped lawns'. The sense of sound is also explored, with descriptions of the 'busy, chattering tourists' seeming to contrast with the otherwise serene description of the place. Finally, the sense of touch is also prominent in the description, with the 'scorching sun' suggesting heat, which contrasts with the 'cool marble blocks' of the mausoleum.

6a and b Students' own answers. Answers will vary, but should be based on the prompts and show how an atmosphere changes.

Section 3 Changing responses: Lesson 5

1a Students' own answers. Suggested answers:

	Jacob's thoughts and feelings
Paragraphs 1–2	Jacob seems resigned to the fact that he irritates his father. He is confused as to why his father wanted him to come on the journey. He doesn't understand why his father is constantly angry.
Paragraphs 3–4	Jacob wants to get on with his father, so he does as he says.
Paragraphs 5–6	Jacob doesn't enjoy sitting in silence with his father.
Paragraphs 7–9	Jacob is surprised by his father offering him some chocolate. Jacob is eager to engage with his father.
Paragraphs 10–11	When Jacob's father talks to him, Jacob wants to learn know more and listens carefully. Jacob wants to see his father as more of a friend to him.
Paragraph 12	Jacob loves his father and values their time spent together. He feels sorry for the fact his father seems so troubled and sad.

1b Students' own answers. Suggested answer: In this extract, we learn that Jacob has had to put up for a long time with his father being angry and has become resigned to him being this way. He is a patient character who wants to engage with his father. He doesn't enjoy sitting in silence, but he respects his father and his father's wishes. Jacob loves his father and values their time together. He is a sympathetic character and feels sorry for his father's sadness.

2a–d Students' own answers. Answers will vary, but should include information on two characters and show how the impression of one of the characters changes.

Section 3 Changing responses: Lesson 6

3 Students' own answers. Suggested answers:

a In the first part of the extract, Jacob seems confused as to why his father brought him on the journey and why he always seems angry: 'Why did he always look so cross?' Jacob doesn't seem to enjoy spending time with his father: 'Jacob steeled himself'.

b 'Jacob steeled himself'

c In the second part of the extract, Jacob sees a different side to his father that seems to intrigue him: 'Jacob was startled'. He seems keen to listen to his father and get to know him: 'Jacob listened closely'.

d 'Jacob listened closely'

e In the final paragraph of the extract, Jacob feels grateful for the time they spent together on the train: 'Jacob would cherish every detail of that journey' and he seems to have a new-found sympathy for his father as though he understand him better following their conversation: 'he would remember the wistful light in his father's eyes'.

f 'Jacob would cherish every detail of that journey'

4 Students' own answers. Suggested answer: In the extract, Jacob initially seems resigned to the fact that he and his father have a bad relationship and is confused as to why his father is always angry. However, after his father opens up to him, Jacob begins to understand him more and realises that he is sad, rather than angry. Thanks to their conversation, Jacob develops a new-found empathy and sympathy for his father, and continues to value the time they shared together many years later.

5a and b Students' own answers. Answers will vary, but should include:

- a certain impression of one character at the beginning
- something that happens to change the impression of that character
- a final, different impression of that character.

Section 4 Exploring structure: Lesson 7

1a Possible answers: 'never seen a tiger'; 'none of us realised just how close the tigress – and her cubs – really were'; 'melting into the forest like wisps of smoke'; 'clearly imprinted...were the pug marks of a tigress'; 'We never did see them.'

1b Possible answers: It is unusual to see tigers because they are very good at staying hidden, even when they know people are nearby.

2a Students' own answers. Suggested answers:

Paragraph 5: Manoj and I left the reserve on a quiet morning and Manoj checked the trees for owls.

Paragraph 6: Manoj spotted the paw prints of a tigress and three cubs on the path ahead of us.

Paragraph 7: We looked around us but couldn't see anything, so Manoj asked our driver to reverse up the track, where we found more tiger prints.

Paragraph 8: We thought that a family of tigers must be close by and listening for us just as we were listening for them.

Paragraph 9: We never found the tigers, but it was an incredible experience.

2b Students' own answers. Suggested answer: The first part of the extract describes the writer's first experience in the forest; the second part describes them leaving. Tigers are seen in the first part, but not in the second part. They are riding an elephant in the first part and driving a jeep in the second part.

3a–c Students' own answers. Answers will vary, but should include key information and short summaries based on the prompts.

Section 4 Exploring structure: Lesson 8

4 Students' own answers. Suggested answers:

analyse: to investigate something or think about it deeply so that you can understand it better

analysis: an investigation of something that allows you to understand it better

character: a combination of qualities and traits that define who you are

describe: to use detail to say what someone or something is like

description: a text or speech that says what someone or something is like

dialogue: speech in a book, play, or film

intention: a wish or plan to do something

metaphor: a description that refers to something as something else, describing it as having the qualities of that thing

narrator: the voice that tells the story in a book or a play

simile: a description that refers to something as similar to something else, describing it as having qualities like that thing, using the words 'as' or 'like'

persuasion: the act of convincing someone to do something

onomatopoeia: a language device that involves using words that sound like the thing that they describe

5a Students' own answers. Suggested answer: The mood in paragraph 5 is one of relative peace and calm.

5b Possible answers: 'With one word, he transformed our laid-back rambling into an edge-of-the-seat drama.'; 'Manoj suddenly stiffened and pointed to the dirt track ahead.'

5c Students' own answers. Suggested answer: In paragraph 9, the mood is of excitement, as the writer describes his 'exhilaration' and falling 'under the spell' of tigers.

5d Students' own answers. Suggested answer: by including the calmness and tranquillity described in paragraph 5, the writer creates an even higher state of tension and suspense when they discover the tiger prints in paragraph 6.

6a and b Students' own answers. Answers will vary, but should include a description with a marked change of mood.

Section 5 Responding to character: Lesson 9

1 Students' own answers. Suggested answer: I would advise the actor playing James to move slowly and take small steps while walking to replicate the 'shuffling' and 'shambling' described by the writer of the extract. It seems most likely that the man was fairly old, so I would advise the actor to bend over a bit as though he were old. James is also described as shy, 'pressing close to the walls' and having 'his eyes fixed on the floor', so I would advise the actor to look down while he moved and to act unconfident, for example folding his arms and not using large gestures.

2a Students' own answers. Possible answers: 'His drooping moustache gave him a look of mournful sadness.'; 'a moment later the tune would vanish, replaced by a quiet moaning.'; 'As you approached, he would slide into the shadows, pressing close to the wall'; 'his eyes fixed on the floor, as if he did not want to be seen or spoken to.'

2b Students' own answers. Suggested answer: I agree that the writer wants the reader to feel sympathy for James. James is described as a sad character, who has 'a look of mournful sadness' and even produces sad-sounding noises, such as 'a quiet moaning'. He also appears to be a painfully shy character, who would 'slide into the shadows' to escape others and keep his 'eyes fixed on the floor' to avoid speaking to others. Furthermore, the character of James seems to be misunderstood, as though he has a lot to offer but his shyness and sadness prevents his from doing so. This is demonstrated when the writer describes 'the warm intelligence of his eyes'.

3a and b Students' own answers. Answers will vary, but should include a description and follow the prompts.

Section 5 Responding to character: Lesson 10

4a Students' own answers. Suggested answer: The words 'moaning' and 'creaking and groaning' suggest that the noises James makes are sad and tired. This gives the impression that James is a sad and mournful character, who is perhaps old and tired, or tired with grief and sadness.

4b Students' own answers. Suggested answer: In the final paragraph, the writer's vocabulary choices help create the impression that James is shy and misunderstood, rather than simply sad and tired. Alliterative phrases such as 'slide into the shadows' and 'his eyes fixed to the floor' draw attention to James's shyness. The use of the words 'warm intelligence' and 'deep shining brown' to describe James's eyes also suggests that this character has hidden qualities that the reader is not aware of.

5a and b Students' own answers. Answers will vary, but should include all the features listed and present an improved version of **Activity 4b**.

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

Section 6 Assessment: Lesson 11

1 The Spy-glass is a hill or 'spire of naked rock'.

2 Students' own answers. Suggested answer: It is surprising that the narrator feels this way about the island because he has been at sea for a long time and we would expect him to want to go ashore.

3 Students' own answers. Suggested answer: The narrator doesn't like the look of Treasure Island, describing the colours as 'uniform and sad' and the hills as 'strangely shaped'. He also refers to its 'grey, melancholy woods' and to the 'peculiar stagnant smell'.

4 Possible answer: 'grey-coloured woods'; 'uniform and sad'; 'melancholy woods'

5 Students' own answers. Suggested answer: The simile of a bad egg helps create the impression that the island is rotten, poisonous and repellent.

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

- focusing on 'how' the writer has created an impression, rather than simply on what impression is created
- referring to quotations from the extract to provide evidence for points made
- explaining how the evidence links to the points made
- analysing, in particular, how the writer has chosen vocabulary for effect.

6b Students' own answers. Sample improved response:

¹ *The response opens with a clear introduction that sets out their answer, then goes on to work through the extract.*

In this extract, the author gives a physical description of the island as well as creating an impression of the effect the place has on the narrator and the doctor.¹

² *The writer considers how the negative impression is created.*

In the first paragraph of the extract, the author offers quite a detailed physical description of the island's shoreline, woods and hills, hinting at the strongly negative impression he will go on to create.²

³ *Quotations support the points made and are embedded into*

The 'grey-coloured' woods appear 'uniform and sad', which creates the impression that they are unwelcoming.

The image of the Spy-glass, a hill 'suddenly cut off at the top like a pedestal to put a statue on', seems out of place and unsettling.³

⁴ *The effect of the negative impression is developed throughout the response.*

In the second paragraph, the negative impression intensifies.⁴ The narrator describes 'grey, melancholy woods, and wild stone spires' and goes on to state at the end of this paragraph that he felt he 'hated the very thought of Treasure Island'. This statement is given added power by the fact that they have been at sea for a long time and should 'have been glad to get to land'.

⁵ *Vocabulary and how it affects the senses are explored.*

Then, in the final two paragraphs, the impression grows even more negative.⁴ The narrator describes the 'stagnant smell' that 'hung over the anchorage', appealing to our sense of smell and creating an atmosphere of oppressive decay.⁵

Section 7 Looking at language choice: Lesson 12

1 Possible answers: 'grey rocks glorious with colour; each stone was splashed yellow-orange by lichen, every crack and crevice was speckled with sea pinks'; 'The cliffs along this part of the coast are heavily pitted with caves, hollows and geos'; 'Water carves itself into the land, and throws giant boulders up the cliffs like marbles.'

2a Students' own answers. Possible answers: 'the seals were still visible below, their thick bodies dark in the clear water'; 'grey rocks glorious with colour'; 'The cliffs along this part of the coast are heavily pitted with caves, hollows and geos'; 'Water carves itself into the land, and throws giant boulders up the cliffs like marbles.'

2b Students' own answers. Possible answers: 'In winter, this side of Shetland meets the full weight of the Atlantic and the southwesterly gales that thunder their way across the ocean.'; 'This is one of the windiest places in Europe'; 'gusts of over 173 miles per hour'; 'a record twenty-five days of gales'; 'It can, at times, seem so utterly unremitting that the air itself becomes a physical presence, as solid as a clenched fist.'

3 Students' own answers. Suggested answers:

a 'Water carves itself into the land'

The writer describes the water as being strong as it 'carves' its way through the rocky landscape.

b 'this side of Shetland meets the full weight of the Atlantic'

The 'full weight' of the ocean emphasises its power.

4a–d Students' own answers. Answers will vary, but should be based on the prompts and show different sides to one particular place.

Section 7 Looking at language choice: Lesson 13

5 Students' own answers. Suggested answers:

a Rain

Metaphor: The rain was a ton of bricks pouring out of the sky.

Simile: The rain was as heavy as a ton of bricks.

Personification: The rain danced on the windscreen.

a Wind

Metaphor: The wind was an icy cloak around me.

Simile: The wind was as cold as ice.

Personification: The wind shrieked as it blew past me.

a Sunshine

Metaphor: The sun was a beautiful jewel in the sky.

Simile: The sun was as beautiful as a jewel.

Personification: The warm sun was smiling down on me.

a Fog

Metaphor: The fog was a thick blanket in the distance.

Simile: The fog was as thick as a blanket.

Personification: The fog enveloped us in a big hug.

6a and b Students' own answers. Answers will vary, but should describe how different weather can change the impression of a particular place and should use metaphor, simile and personification.

Section 8 Restructuring sentences: Lesson 14

1 Students' own answers. Suggested answer: The overall impression of Angkor Wat created in the article is of a very large and awe-inspiring place that is so vast it is difficult to believe your eyes. It sounds very beautiful and intricate, with lots for travellers to discover. We have the impression that it is close to nature, as it is surrounded by water and a jungle, with animals walking around it. We also get the sense that it is a very popular and busy place, with many tourists.

2a Students' own answers. Suggested answer: The first sentence is intended to grab the reader's attention. It is short, dramatic and sets the scene for the description that follows.

2b Students' own answers. Suggested answer: The original sentence is more powerful because the most dramatic clause, 'you enter another world', is placed at the end of the sentence for emphasis

2c 'leaving you speechless'

2d Students' own answers. Suggested answer: It is placed at the end for emphasis, so that the reader gets a powerful sense of the impact that the temple has on the visitor.

3a–c Students' own answers. Answers will vary, but should use a variety of sentence structures, with careful consideration of which clauses need to be emphasised and how this should be done.

Section 8 Restructuring sentences: Lesson 15

4a entering the building

4b covered in gold leaf

4c to appreciate it fully

4d leading to the top storey

5 Students' own answers. Suggested answers:

a Praying that the room was empty, I walked inside.

b A sudden gust hit me, knocking me to the ground.

c Scratched into the wood, the word was difficult to make out.

d Determined to find out, I held the light over it.

6 Students' own answers. Answers will vary, but should include some key points of information.

7a and b Students' own answers. Answers will vary, but should include descriptions of all the elements listed and use:

- shorter sentences for emphasis
- longer sentences to build descriptive detail, with the final clause emphasised
- non-finite clauses.

Section 9 Developing your response: Lesson 16

1 Students' own answers. Possible answers: He was mean, greedy, hard-hearted and cold. He had a 'pointed nose', 'thin lips', a 'wiry chin' and a 'grating voice'. He was completely indifferent to the rest of the world and he wouldn't change his character at all. People and animals would avoid him in the street.

2 Students' own answers. Suggested answers:

Paragraph 1: Scrooge was mean, hard and cold, and made the world around him cold.

Paragraph 2: The world did not affect Scrooge – he did not feel external heat and cold, or weather of any kind.

Paragraph 3: He had no friends, and even strangers and dogs stayed out of his way.

3a Students' own answers. Suggested answers:

Sentence 1: 'tight-fisted hand' – this phrase creates a strong impression of Scrooge as mean and miserly, suggesting that he wouldn't share or help others in need.

Sentence 2: 'grating voice' – this phrase creates a sense that Scrooge was an unpleasant person to be around, perhaps even irritating.

Sentence 3: 'frosty rime' – this phrase demonstrates how cold Scrooge was, and that this was ever-present on his face.

Sentence 4: 'iced his office' – This phrase suggests that Scrooge would make sure that his environment was always cold and unwelcoming, even at times when it should have been more pleasant and warm.

3b Students' own answers. Suggested answer:

Example 1: 'hard and sharp as flint', which adds to the impression that Scrooge is heartless, cold and capable of hurting people.

Example 2: 'solitary as an oyster', with connotations of being tightly-closed, jealously guarding treasure, inhabiting a cold, dark world.

3c Students' own answers. Suggested answer:

Example 1: 'the cold... spoke out shrewdly in his grating voice' – here Dickens personifies the cold in Scrooge's heart, giving that quality a life and power of its own to emphasise its dominance in Scrooge's character.

Example 2: 'No wind that blew was bitterer than he, no falling snow was more intent upon its purpose, no pelting rain less open to entreaty. Foul weather didn't know where to have him. The heaviest rain, and snow, and hail, and sleet, could boast of the advantage over him in only one respect.' This has the effect of presenting Scrooge as an unpleasant force of nature.

Section 9 Developing your response: Lesson 17

4a Suggested answer: Scrooge is presented as cold-hearted and mean. The 'old sinner' has no friends.

4b Suggested answer: Even dogs don't like Scrooge. The animals pull their owners out of his way in the street.

5 Students' own answers. Answers will vary, but should note that paragraph 1 describes Scrooge directly, paragraph 2 focuses on how the natural world affects or does not affect him, and paragraph 3 focuses on how other people respond to him.

6a Possible answers: 'External heat and cold had little influence on Scrooge.'; 'No warmth could warm, no wintry weather chill him.'

6b Possible answer: It is a short sentence, emphasising the key point of the paragraph.

7 Students' own answers. Answers will vary, but students may note that the cold is described as manifesting in seven ways, in seven clauses, emphasising that the cold in Scrooge determines everything about him.

8a and b Students' own answers. Answers will vary, but should include the impressions Dickens creates of Scrooge, focusing on figurative language, vocabulary and sentence structure.

Section 10 Making comparisons: Lesson 18

1 Students' own answers. Suggested answers:

a The driver, Baggie is able to fix any issues with the minivan: 'Baggie has a hammer that can fix anything.'

They see incredible sights: 'we see ruined temples, colourful rock formations and dinosaur fossils'. There is a sense of peace and tranquillity, which the writer appreciates: 'realise that nothingness is something really special.'

b They have many issues with the minivan: 'The engine stalls. Again.'

They had a negative encounter with some dogs: 'we encountered some rather unfriendly dogs'.

The driving is not very pleasant: 'bone-rattling driving'.

c The place is very beautiful: 'contemplate the beauty of nature and light, shape and colour.'

The wind enables the writer to carry out ski-sailing: 'I was able to exploit this with a ski sail, being pulled along by the wind for mile after mile.'

d The expedition is daunting at the beginning: ‘watching that plane vanish, taking those first steps on a trip that no one has succeeded in completing, is a shock to the system.’
The wind was very cold: ‘ice-cold, hurricane-like winds whipping through bone and marrow’.
They were very isolated: ‘I could have chosen to look around and see how desolate and hopeless the landscape was’.
It was dangerous: ‘breaking a leg out there would mean certain death.’

2a and b Students’ own answers. Answers will vary, but should include comparisons of the two extracts, with short supporting quotations and a personal response to the journeys.

Section 10 Making comparisons: Lesson 19

3a Students’ own answers. Suggested answers:

Extract A: ‘tiny dot’ – this creates the impression that each ger is very isolated.

‘sea of nothingness’ – this create the impression that the landscape is very empty and that there are few amenities or urban areas surrounding it.

‘peace’ – this creates the impression that it is a quiet and tranquil place where it is possible to relax.

Extract B: ‘coping’ – this creates the impression that the expedition is a difficult thing that requires a lot of effort.

‘hopeless’ – this creates the impression that the expedition can sometimes feel impossible to complete because the landscape is so harsh.

‘beauty of nature’ – this creates the impression that the wild landscape is beautiful.

3b Students’ own answers. Suggested answer: The paragraph from Extract A presents the writer’s thoughts on the feelings of Mongolians living in the area: ‘the world must seem a big and lonely place’. However, the paragraph from Extract B presents the writer’s feelings on his own expedition in the landscape: ‘From time to time a task like this can just seem too big’.

3c Students’ own answers. Suggested answer: Both paragraphs present the way that the writers stop, take in and appreciate the landscape they are in. For example, Extract A describes the writer ‘listening to the silence’ and Extract B describes the writer contemplating ‘the beauty of nature and light, shape and colour.’

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

Section 11 Assessment: Lesson 20

1a and b This is a journy that takes place along a river or stream, probabley in Africa because they're were hippos. It is very sunny and there **arent** any other people around and it was an interesting place because it feels as if you have gone back in time. But it is also a dangerious journy because it is very easy to get lost and never find your way back, and because their are aligators. The atmosphere is quite strange and dangerious and a bit like a **nightmaire it** just doesn't feel very nice. I **dont** think the narator is enjoying the journy very much because he **didnt** make the river or the jungle sound very exciting, which would have been easy to do to make it feel like an adventure. But it feels like something bad is about to happen soon even though there is no clue what it might **be it's** just the atmosphere.

[underlined = spelling mistake] [**bold** = punctuation mistake] [**shaded** = incorrect verb tense]

1c Students' own answers. Suggested answer:

Vocabulary could be improved by:

- using adverbials like 'however' and 'furthermore' to link sentences
- using subject terminology – such as metaphor and simile – to refer to particular aspects of writing.

1d Students' own answers. Suggested answer:

Sentence structure could be improved by:

- adding more variety, in particular a few shorter, simpler sentences to make clear, emphatic points
- breaking up some of the sentences that make more than one point, for example the second sentence.

1e Students' own answers. Other suggested improvements could include:

- writing more than one paragraph, each with a distinct focus
- making points about how the impression is created
- using quotations from the extract as evidence
- explaining the relevance of the quotations
- analysing language choices
- describing how the impression changes or develops throughout the extract.

2 Students' own answers. Sample improved version:

¹ Paragraphs have their own clear focus and structure the response clearly.

In this extract, the narrator describes the setting of a journey along a river in a forest in Africa.

² Language choices are analysed and their effects are considered.

At first,¹ the writer hints at a positive impression when he uses a **simile comparing the journey up the river to 'travelling back to the earliest beginnings of the world, when vegetation rioted on the earth'**.²

³ Relevant quotations are included and their inferences are explained.

This suggests a daring, intriguing adventure into a jungle paradise.³

⁴ Adverbials are used to link sentences and paragraphs.

However,⁴ from this point on the writer creates a very different impression. **'There was no joy in the brilliance of the sun.'** This short sentence ends any illusion of a **paradise.**⁵ The writer uses very negative vocabulary.

⁵ The changing impressions created in the extract are explored and ideas are supported by evidence from the extract.

The river is 'deserted'. The view is 'gloom'.⁶ The metaphor, 'a mob of wooded islands', hints at simmering, angry forces.

⁶ Short sentences are used to emphasise key points.

Having set the scene, the writer then presents the effect of the place on the narrator:⁷ 'you lost your way'; you were 'cut off'; your memories 'came in the shape of an unrestful and noisy dream'. The impression created is that the narrator feels he is experiencing a kind of waking nightmare. **Finally,**⁴ **the atmosphere is personified and described almost as evil – an 'implacable force brooding' which 'looked at you with a vengeful aspect'.**²

⁷ The impression of the river and forest on the narrator are considered.

Unit 4 Making history

Section 1 Comparing histories: Lesson 1

1a Possible answers:

When he was still a teenager, he got a job on a merchant ship.'

'he studied mathematics, astronomy, cartography and navigation'

'He also began to hatch the plan that would change the world forever.'

'Columbus had a different idea'

'He presented his plan to officials in Portugal and England'

'Columbus wanted fame and fortune.'

'looking for the "pearls, precious stones, gold, silver, spices, and other objects and merchandise whatsoever" that he had promised to his Spanish patrons'

1b Students' own answers. Suggested answer: These quotations create the impression that Columbus was ambitious, driven and intelligent.

1c Students' own answers. Answers will vary, but may note that the extract introduces the idea of 'the plan that would change the world forever' without explaining how the voyage had this effect.

2 Students' own answers: Suggested answers:

a 'impossible' makes clear that the problem was almost insurmountable.

b 'arduous' indicates extreme effort and even suffering.

c 'hostile' suggests fear, aggression and danger.

3 Students' own answers. Suggested answers:

a 'riches' implies extreme financial wealth.

b 'noble' suggests very high social status.

4a and b Students' own answers. Answers will vary, but should be based on the prompts.

Section 1 Comparing histories: Lesson 2

5 Students' own answers. Suggested answers:

a She was a very unpleasant character – if people spoke out of turn in her presence, she would have them ejected.

b The journey is extremely challenging. The traveller must carry all their own supplies and equipment, and rescues are all but impossible.

c He was less significant than some claim. Many others achieved as much or even more.

6a Students' own answers. Suggested answer: The writer of Extract A wants the reader to understand that Columbus was an ambitious and capable individual with lots of determination. He states that Columbus's plans would 'change the world forever', suggesting that Columbus had a huge impact on human history.

6b Students' own answers. Suggested answer: The writer of Extract B wants the reader to understand that Columbus 'was not the first explorer to land in the Americas' and that he never landed in North America. Therefore, Columbus's contribution to the discovery of the continent was less significant than the history books suggest.

6c Students' own answers. Answers will vary, but may well focus on the points made in **Activities 6a and 6b**, and should include and explain supporting quotations.

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

8 Students' own answers. Answers will vary, but paragraphs should be written in a formal register.

Section 2 Selecting information: Lesson 3

1a The myth of Timbuktu as a city of gold

1b Mansa Musa's pilgrimage to Mecca, in which he gave away vast quantities of gold.

1c Explorers reached the city and found it to be made of mud, not gold.

1d Students' own answers. Suggested answer: Timbuktu was mythologised as a city of gold, owing to Mansa Musa's pilgrimage to Mecca, in which he gave away vast quantities of gold, but explorers who reached the city found it to be made of mud, not gold.

2a Students' own answers. Suggested answers:

(i) This sentence engages the reader by describing Timbuktu as an exotic place.

(ii) This sentence introduces key information about the reality of Timbuktu.

2b Students' own answers. Suggested answer: The introductory paragraph of the extract introduces several myths/beliefs about Timbuktu, such as it being a 'city of gold' and 'an exotic faraway place'. This creates a sense of mystery about Timbuktu and it effectively engages the reader's interest as they are eager to find out where these beliefs originated.

3a–e Students' own answers. Answers will vary, but introductory paragraphs should be written in a formal register and engage the reader's attention.

Section 2 Selecting information: Lesson 4

4 Students' own answers. Suggested answers:

Paragraph 1

Sentence: 'Timbuktu was said to be a city of gold, offering the promise of fabulous wealth for anyone brave and adventurous enough to survive the journey to it through Africa's unknown heartland.'

Explanation: This sentence intrigues the reader with the myth that Timbuktu was a city of gold, making the reader interested and keen to find out more.

Paragraph 2

Sentence: 'It is said that Mansa Musa gave away enormous quantities of gold on his journey.'

Explanation: This sentence surprises the reader and intrigues them to find out why he gave away this gold.

Paragraph 3

Sentence: 'The capture of Timbuktu by Moroccan forces in 1591, however, proved to be the beginning of the end for the city, and it was greatly in decline by the time European interest in it reached its peak in the early 19th century.'

Explanation: This sentence creates a sense of drama and makes the reader feel sad for the demise of this once-great city.

Paragraph 4

Sentence: 'The expedition ended in disaster, however, with all of those involved succumbing to disease, attack or drowning.'

Explanation: This sentence shocks the reader and makes them feel sympathy for the people who lost their lives on the expedition.

5 Students' own answers. Suggested answer: The writer of the extract has included information that will intrigue and surprise the reader, such as Timbuktu's reputation as the city of gold and the events leading to its decline in the 19th century. The reader is engaged as they want to find out why this happened. The writer also includes information about the European explorers who tried to reach Timbuktu, and the events detailed, which include death and murder, engage the reader owing to the sense of drama they create.

6a and b Students' own answers. Answers will vary, but all should:

- include an introductory paragraph that immediately engages the reader's attention
- organise information into paragraphs
- be written in a formal register.

Section 3 Structuring information: Lesson 5

1 Students' own answers. Suggested answer: On 23rd January 1556, an earthquake struck the Shaanxi region of China, changing the landscape forever. New hills were created, cities were flattened, rivers changed direction and cracks appeared in the ground. It remains the deadliest earthquake known to humankind and destroyed an area 520 miles wide.

2 Students' own answers. Suggested answers:

Paragraph 3: Millions of people who lived in *yaodongs* – caves – were buried alive.

This fact is shocking and made me feel sympathy for these people, who suffered an unimaginably horrible death.

Paragraph 4: Even the people that survived the initial quake were unable to escape as roads and city walls were destroyed.

This idea powerfully suggested that there must have been a sense of panic amongst the survivors of the earthquake, who were unable to escape.

Paragraph 5: Nearly half of the Stele Museum's stone tablets, which featured 9th century engravings, were destroyed.

This fact made me feel sorry for all of the history that was lost in the earthquake.

Paragraph 6: Millions were left injured or homeless.

This fact made me realise the scale of the consequences of this event, as in addition to those that died there were many more that were left injured or homeless.

Paragraph 7: 'Even if the nest has collapsed, some eggs may remain intact.'

This idea powerfully conveyed the fragility of buildings and the people living in them during an earthquake.

3a–c Students' own answers. Answers will vary, but should focus on four key points.

Section 3 Structuring information: Lesson 6

4a and b Students' own answers. Answers will vary, but should include an opinion as well as facts.

5a and b Students' own answers. Answers will vary, but should be based on the two given headings.

6a and b Students' own answers. Answers will vary, but should be based on the prompts.

7 Students' own answers. Answers will vary.

Section 4 Informing and describing: Lesson 7

1 Students' own answers. Suggested answer: The writer considers the men who work on board the ship callous and uncaring, for example, he describes the mate's 'perfect indifference' as he describes the slaves being 'burnt with the red-hot iron'. The writer also considers the men working on the ship to be extremely cruel and to take pleasure in inflicting pain on the slaves, which is illustrated by his description of the 'ferocious-looking fellow with a scourge' who 'seemed eager to exercise it'.

2a Conditions were extremely cramped for the slaves.

2b Students' own answers. Suggested answer: The first sentence describes the restrictions to the slaves' movements in detail, building a vivid picture in the reader's mind.

2c Students' own answers. Suggested answer: The second sentence uses numerical information to describe the cramped conditions, which shocks the reader as they are given an accurate idea of how small the space was.

2d Students' own answers. Suggested answer: I found the first sentence more powerful as it helped me to build a vivid picture of the cramped conditions in my mind and to understand how little movement the slaves were allowed.

3a–c Students' own answers. Answers will vary, but should contain numerical information.

Section 4 Informing and describing: Lesson 8

4 The slaves are all enclosed under grated hatchways between decks. The space is so low that they sit between each other's legs and are stowed so close together that there is no possibility of their lying down or at all changing their position by night or day. As they belong to different individuals, they are all branded like sheep with the owner's marks.

5a Students' own answers. Suggested answer: 'ferocious-looking' – this phrase suggests that the man looked frightening and was very cruel.

5b Students' own answers. Suggested answer: 'hateful badge' – this phrase gives the impression that the whip is a terrible object that inflicted only misery, and was used by the man as a symbol of his power.

6 Students' own answers. Suggested answer: The phrases 'packed up', 'wedged together' and 'cram' all suggest how the slaves were treated like objects. This language is extremely emotive as these are phrases that you'd expect to hear describing fitting objects into a tight space, not describing how people were living, and demonstrates the extent to which the slaves were not treated like human beings.

7a and b Students' own answers. Answers will vary, but should follow the rather detailed outline provided in the introduction to the activity.

Section 5 Building paragraphs: Lesson 9

1 Students' own answers. Suggested answers:

a Hunger strike

b Gandhi went on a hunger strike to protest against the British government's support of the new Indian constitution.

c I would expect the next paragraph to explain whether or not the hunger strike was successful.

2a Students' own answers. Suggested answer: (ii) ✓ (iii) ✓ (v) ✓ (vi) ✓

2b Students' own answers. Suggested answer: (vi) This point is the most important as it provides a conclusion for the hunger strike.

3 Students' own answers. Answers will vary, but should be in the form of notes.

Section 5 Building paragraphs: Lesson 10

4a–c Students' own answers. Answers will vary, but ideas should be linked with determiners, synonyms and pronouns.

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

Section 6 Assessment: Lesson 11

1 Dickens's job is to put paper on top of each pot of paste-blackening, to tie it with string and to paste a label onto the pot.

2 Students' own answers. Suggested answer: Dickens's impressions of the people he works with at the factory are not very favourable. He describes how he 'sunk into this companionship' as though it was depressing for him and he compares his new 'associates' unfavourably with 'those of my happier childhood'.

3 Students' own answers. Suggested answer: The first paragraph describes the warehouse, the tasks Dickens had to perform and some of the people he worked with.

4 Possible answers: 'the secret agony of my soul'; 'early hopes... crushed in my breast'; 'My whole nature was so penetrated with the grief'.

5a Students' own answers. Answers will vary, but could refer to:

- checking for spelling, punctuation and grammar mistakes
- using the same structure as Dickens: one paragraph on the warehouse and the tasks, and a second paragraph on Dickens's thoughts and feelings
- using quotations from the extract to back up points made
- analysing how Dickens has created impressions, in particular by referring to specific vocabulary choices.

5b Students' own answers. Sample improved response:

¹ This response clearly introduces the subject matter and structure of the extract.

² The writer starts by exploring how the physical conditions described by Dickens create a negative impression, using examples to support his points.

³ The writer considers how Dickens's tone in the extract furthers this negative impression.

⁴ Dickens's feelings are explored in detail, particularly the emotive language used in the extract.

In this extract, Dickens describes the experience of working in a blacking warehouse. Dickens divides this account into two paragraphs, the first describing physical conditions at the warehouse and the nature of the work, and the second recounting his thoughts and feelings about his time there.¹

Dickens paints a bleak picture of the warehouse, describing 'rotten floors', 'rats swarming' and an atmosphere of 'rot and decay',² all of which contribute to an entirely and deeply negative impression. Similarly, the work he describes is monotonous and tedious. He sarcastically refers to the 'pitch of perfection' achieved when the paper is properly trimmed and tied around the pots, suggesting that he finds the tasks utterly pointless.³

Dickens goes on to describe the misery he felt: 'the secret agony of my soul' and his 'early hopes... crushed'. These suggest that he is experiencing complete despair.

Furthermore, these feelings still haunt him in later life. He writes that he often forgets that he has been successful and will 'wander desolately back to that time of my life'.

He uses very strong language to describe his feelings: words such as 'neglected', 'hopeless', 'shame', 'misery', 'humiliation'⁴ leave us in no doubt that his time in the warehouse was horrendous.

Section 7 Clarity and fluency: Lesson 12

1 Students' own answers. Suggested answer: I disagree with this statement. I believe that the main intention of the writer was to make readers understand how 'many of the inventions on which our civilisation has been built' originated in China, as stated in the first line of the extract. The secretive nature of the inventions is not a significant part of the text; the focus of the extract is on describing and explaining the origins of paper, the wheelbarrow, silk 'and many more!'.

2a Students' own answers. Suggested answer: The writer has chosen a short sentence after each subheading in the extract to draw the reader's attention to the key information in each paragraph.

2b Students' own answers. Suggested answer: The writer may have chosen not to start the paragraph with the date that silk was invented because, according to the extract, the date of the invention is not certain. This would therefore not be a clear way to open the paragraph.

3a Student's own answers. Suggested answer: When they found that copper was not very strong, they melted it with tin to create a much stronger metal: bronze.

3b Students' own answers. Answers will vary, but should note that, by putting the elements of the sentence in chronological order, it makes the sentence easier to follow.

4a–d Students' own answers. Answers will vary, but require a strong, short opening sentence.

Section 7 Clarity and fluency: Lesson 13

5a–f Students' own answers. Answers will vary, but should address the questions outlined.

6a–d Students' own answers. Answers will vary, but should include the information noted in **Activity 5**.

7a–c Students' own answers. Answers will vary, but writing should be clear and fluent, and each paragraph should develop a key point.

Section 8 Choosing your words carefully: Lesson 14

1 Possible answers: 'civilised', 'fierce attack', 'terrifying', 'brutally attacked', 'courageously'

2 Possible answers: 'savages', 'they do not care', 'filth', 'adorn themselves with iron bands', 'bloodthirsty'

3 Students' own answers. Answers will vary, but should focus on how information and vocabulary are used to present opinions.

4a–c Students' own answers. Answers will vary, but should aim to create a very positive impression of the people of ancient Britain.

Section 8 Choosing your words carefully: Lesson 15

5a (i) Herodian despises the people of Britain but Caesar does not. ✓

5a (ii) Caesar wrote his account after he invaded Britain.

5a (iii) Caesar admires the people of Britain although they are his enemies.

5a (iv) Caesar describes different types of people in Britain whereas Herodian sees them all as savages. ✓

5b

Herodian despises the people of Britain; Caesar does not.

Caesar describes different types of people in Britain; Herodian sees them all as savages.

6a Possible answers: modern, advanced, polite, live by certain rules

6b Possible answers: bravely, proudly, in dangerous circumstances, with no concern for their safety

6c Students' own answers. Suggested answer: Caesar's use of vocabulary in Extract A is quite favourable towards the people of Britain. The word 'civilised' suggests that these people were fairly modern and advanced in their practices, although it should be noted that Caesar uses the phrase 'the most civilised', thereby suggesting these people are more advanced than others in Britain but not necessarily completely 'civilised'. The word 'courageously' is a positive way to describe the people in battle, suggesting that they were brave and proud and indicating that Caesar had respect for them.

7a and b Students' own answers. Answers will vary, but should focus on positive impressions and use powerful vocabulary collected in the table.

Section 9 Gathering information: Lesson 16

1a Students' own answers. Suggested answer:

People in Britain: those inland descended from native tribes, those by the sea descended from Belgae tribes

Large number of people and cattle

Currency: brass or iron rings

Most civilised live in Kent

Those inland eat milk and meat and wear animal skins

All dye their skin blue, have long hair on their head and upper lip

Several fierce attacks on Romans and managed to escape

1b Students' own answers. Suggested answer:

Most of Britain is marshland

Savages living in Britain don't wear clothes, but mark their bodies with images of animals and wear iron bands on necks and bellies

Bloodthirsty and war-like people

Fight with a small shield and spear

Do not wear a breastplate or a helmet

2a Students' own answers. Suggested answer:

British descended from tribes

Inland: native tribes, coastal: Belgae

Many people and cattle

Currency: brass or iron rings

Most civilised live in Kent

Inland: eat milk and meat

Inland: wear animal skins

All dye their skin blue

Have long hair and moustaches

2b Students' own answers. Suggested answer:

Most of Britain is marshland
British don't wear clothes,
British draw animals on bodies
British wear iron bands on bodies
Bloodthirsty and war-like people
Fight with shield and spear
Don't wear breastplate or helmet

3a and b Students' own answers. Answers will vary, but could follow the suggested outline provided in the instructions.

Section 9 Gathering information: Lesson 17

4a Students' own answers. Suggested answers:

Extract A: Caesar: The British have descended from native and Belgae tribes and there are many of them and many cattle on the islands. Brass and iron rings are their currency and those in Kent are the most civilised. They dye their skin blue and they have long hair and moustaches. They are brave in battle, having launched fierce attacks on the Romans and managing to escape several attacks.

Extract B: Herodian: Students' own answers. Suggested answer: Britain is mostly marshland. The British don't wear clothes; they draw animals on their bodies and wear iron bands. They fight with shields and spears, but these war-like people don't use breastplates or helmets.

4b Students' own answers. Suggested answer: The extracts contradict each other in several ways. Firstly, Extract B describes Britain as being mainly marshland, but Extract A refers to them farming the land. Extract B suggests that British people don't wear clothes, but extract A refers to them wearing animal skins. Finally, Extract B describes the people as 'savage' and 'bloodthirsty', suggesting they are uncivilised, whereas Extract A refers to them as 'courageous' and some as 'civilised'.

4c Students' own answers. Suggested answer: Extract A appears to create the most accurate impression of the people in Britain as it seems to be based on a broader experience. For example, it refers to the differences between the people living inland and those living on the coast. It also refers to those living in Kent as 'the most civilised', suggesting that Caesar has explored the other areas of the country. Furthermore, Extract A contains more specific detail on life in Britain, such as livestock, currency and ways of living, suggesting that Caesar has investigated life in the country outside of battle, whereas Extract B mainly refers to warriors in battle.

5 Students' own answers. Answers will vary.

6a and b Students' own answers. Answers will vary, but should demonstrate thorough research and planning.

Section 10 Checking texts: Lesson 18

1a Students' own answers. Suggested answer: The writer's intention in this extract is to inform readers about life in the Stone Age.

1b Students' own answers. Suggested answer: Yes, I believe the writer has achieved her intention effectively. She creates a vivid picture of life in the Stone Age, asking us to 'Imagine life 50,000 years ago.' and guides us through what life at that time would have been like. She then goes on to explain what facts we know about the Stone Age, using dates and technical terms such as 'Human beings or "Homo Sapiens" first appeared on planet Earth around 200,000 years ago'.

2a Students' own answers. Suggested answers:

Paragraph 1: Life in the Stone Age was primitive and difficult.

Paragraph 2: The Stone Age is a time in history when humans used tools made of stone.

Paragraph 3: In the later part of the Stone Age, people learnt to farm and hunt.

Paragraph 4: During the Stone Age, people learnt to make clothes using animal skins, plant fibres and wool.

Paragraph 5: There is little evidence left of life in the Stone Age.

2b Students' own answers. Suggested answer: Yes, I believe the writer has structured the extract effectively. The extract begins and ends with a suitable introduction and conclusion, and the paragraphs follow a logical structure, covering distinct topics related to life in the Stone Age.

3a and b Students' own answers. Answers will vary, but should be based on one of the completed set extension tasks from the Workbook.

Section 10 Checking texts: Lesson 19

4a and b Students' own answers. Answers will vary, but should show improvement of sentence structures and vocabulary, and corrected errors.

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

Section 11 Assessment: Lesson 20

1a and b He was quite strange because people say he **writes** backwards because **hes** left-handed and he **he** thout it was easier to push his quill form write to left on the page which means you need a mirror to read his writing. **Hes** also strange because he was a **vegetarian** which was very strange **then** and because he was so clever with lots of ideas he was easily **distrackted**, **he** worked for the Duke of **Milan** **he** only did six paintings even thogh he worked for him for 17 years. He was born in 1452 in Italy and **has** a complicated **childhood**, **his** parents had 18 children in different marrages and when he was 15 he was an apprentice to Andrea Verrocchio who was a famos artist in Florence and when he was only 20 Leonardo was already a master artist and he **has** his own workshop. And he was a clever scientist as well because he had ideas for the bicycle, the helicopter, the parachute, the aeroplane and the motor car and he did detailed drawings of all of them even thogh it was hundreds of years before most of them were built.

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

1c–e Students' own answers. Suggested improvements might include:

- using more powerful and varied alternatives to 'clever' and 'strange'
- in particular, using words like 'extraordinary' to emphasise how unique Leonardo was
- writing an introduction and conclusion
- grouping the remaining points into paragraphs, beginning with one about Leonardo's childhood
- breaking up the longer rambling sentences, for example the second sentence.

2 Students' own answers. Sample improved response:

¹ *The opening paragraph is a single sentence that introduces the topic and makes the reader want to find out more.*

Leonardo da Vinci was an incredible scientist and artist who had a huge impact on the world.¹

² *Paragraphs have been revised so that points are grouped more sensibly.*

He was born in 1452 in Italy and had a complicated childhood; his parents had 18 children in different marriages. At 15, young Leonardo became an apprentice to a famous artist, Andrea Verrocchio, in Florence. By the age of 20, he was known as a master artist and had his own workshop.²

³ *More powerful synonyms for 'strange' and 'clever' are used.*

Da Vinci was a very **unusual³** man in many ways. He is said to have written backwards because he was left-handed and found it easier to push his quill from right to left. As a result, you need a mirror to read his writing. He was also a vegetarian, which was very **uncommon³** at the time. His **brilliant³** mind was easily distracted; in the 17 years that he worked for the Duke of Milan he only completed six paintings.

In addition to painting, da Vinci was an **extraordinary³** scientific inventor. Hundreds of years before the first versions were built, Leonardo created detailed drawings and plans for the bicycle, the helicopter, the parachute, the aeroplane and the motor car.

⁴ *The concluding paragraph sums up the text and links back to the task.*

It is therefore very difficult to summarise Leonardo da Vinci's achievements. Perhaps it is simplest to say that he was a creative genius who saw limitless potential in the world around him.⁴

Unit 5 Attention!

Section 1 Engaging the reader: Lesson 1

1a by pressing his nose against the wall and peering through a crack between the stone blocks

1b He sees only darkness.

2 Students' own answers. Suggested answer: Two children discover a strange building in a field. Can they unlock its mysteries?

3 Students' own answers. Suggested answer: The building is in the middle of a meadow, with yellow and mauve flowers surrounded by moths with reddish-brown and grey wings. The meadow is surrounded by forest. The building is no bigger than a hut or a caravan. It is made from limestone blocks that look rough and its roof is made of slate. The house looks as though it has grown out of the ground and it has no windows or doors.

4 Students' own answers. Answers will vary, but some students may note that there are no discernible differences between the characters of Mel and Lucy, while others may note that Lucy seems more imaginative and Mel more inclined to dismiss her suggested explanations as fanciful.

5 Students' own answers. Suggested answer:

The author wants us to wonder why the building is there and what is inside so that we use our imaginations to finish the story by ourselves.

6a and b Students' own answers. Answers will vary, but should explain why the character/s, plot and setting of the chosen story were intriguing.

Section 1 Engaging the reader: Lesson 2

7a Students' own answers. Suggested answer: The setting is a flowery meadow in the middle of a forest. The flowers suggest that it is late spring or summer. There is a small building in the middle of the meadow. It is made of rough limestone blocks, with a slate roof, and no windows or doors. The characters are Lucy and her brother, Mel.

7b Students' own answers. Possible answers: background information on Lucy and Mel; whether the characters have visited the building before; why Lucy and Mel are interested in the building; background information on the building/the place.

7c Students' own answers. Suggested answer: I think the writer chose not to include more information in the exposition because this allows the writer to create a sense of mystery and suspense, thereby engaging the reader in the story. If we were given more information, this might explain some of our questions and impede the sense of mystery.

8 Students' own answers. Suggested answer: The main sense of mystery created by the building is the fact that it has 'no windows and no doors', which is strange for a building because it means that there is no way in or out. This raises questions in the reader's mind such as why such a building would be built and what it might contain. The other descriptions of the building further the sense of intrigue, for example, it is isolated in the middle of a meadow and 'it looked as if it had grown out of the ground'. This gives the mysterious sense that it has perhaps grown organically in the landscape.

9a–c Students' own answers. Answers will vary, but should include the planning and writing of a mysterious short story, following the outline given in the introduction to the activity.

Section 2 Structuring a story opening: Lesson 3

1 Students' own answers. Suggested answer: We learn the narrator lives in a village with his family and is close to his extended family as he refers to his grandfather several times. His family grows their own crops, which bears try to steal: 'She'd eaten our crops and broken into the feed store'. His mother is protective over him and wouldn't want him to put himself in danger by stealing a bear cub: 'If she knew I was here ... she'd kill me.'

2 Students' own answers. Suggested answer: The writer creates the impression that both characters in the story opening are anxious and frightened of confronting a bear. The narrator's 'palms ran slick with sweat' while watching the bear and Noy 'tensed up' when he caught sight of the bear. From their dialogue, we get the impression that Noy is the more forceful of the two characters as he says 'Go now' to the narrator, encouraging him to go and steal a bear cub.

3 Students' own answers. Suggested answer: The story opening creates a sense of suspense by referring to 'the shadow' and the narrator's fearful reactions towards it. The tension builds towards the moment when we find out there's a bear, which is described using short, emphatic sentences: 'A bear. A huge bear. Right here. Right now.' This effectively engages the reader as it creates a sense of the characters' fear and the intensity of the situation.

4a–c Students' own answers. Answers will vary, but should include an engaging and effective opening to a story that reveals something about the main character's personality and creates an impression of the setting.

Section 2 Structuring a story opening: Lesson 4

5a–d Students' own answers. Answers will vary, but should be based on the prompts.

6a and b Students' own answers. Answers will vary, but should include an engaging story opening.

Section 3 Hunting out the evidence: Lesson 5

1 Students' own answers. Suggested answers:

- a Kamal is happy to move close to the sea because he 'loved being *in* the sea'.
- b Kamal felt comfortable in the sea, as though it was his home: 'he felt as if the sea was all his'.
- c Passers-by would think Kamal was a happy and polite boy as 'he would smile brightly' at them.
- d Swimming in the sea helps Kamal to come up with ideas for writing stories: 'when he swam, it was as if the sea spoke to him'.

2 Students' own answers. Suggested answer: The writer intends to create the impression that Kamal is a driven and introverted character who prefers to spend his time swimming alone while others play together and have fun, noting that he only stands out: 'for the fact that he swam with such solemn concentration'. Kamal is presented by the writer as a creative person who writes many stories: 'As he wandered home, streams of words stayed ringing inside him.' We are also given the impression that Kamal is a positive person who seems content in life, as he would 'smile brightly' and the setting of the story seems to reflect his positivity: 'As he read, the sun emerged, and a path of rippling gold reached across the waves.'

3a and b Students' own answers. Answers will vary, but should develop a moment from the story and be based on the prompts and example provided.

Section 3 Hunting out the evidence: Lesson 6

4 Possible answers:

- a However
- b By the end

5 Students' own answers. Answers will vary, but should include short, focused evidence.

6a–d Students' own answers. Answers will vary, but should be based on the prompts and use supporting quotations.

7a and b Students' own answers. Answers will vary, but should:

- use focused evidence from the story
- link points with adverbials where appropriate
- explain how the writer has created the described effects.

Section 4 Listening to a voice: Lesson 7

1a Students' own answers. Suggested answer: He thinks that's the way the world is and that's how you get respect.

1b Students' own answers. Suggested answer: He will have a strong, tough ally to help him if he ever gets in trouble.

1c Students' own answers. Suggested answer: My impression of the narrator is that he is selfish. He considers that he can take whatever he wants, and that this behaviour is acceptable: 'Take what you want. That's what I do.' He manipulates and uses the people around him for his own gain. For example, he preys on vulnerable people: 'little kids are easy meat' and he uses powerful people to defend him: 'next time you're in a jam, you've got six foot six of solid muscle to back you up.'

1d Students' own answers. Answers will vary, but will probably indicate the narrator being taught some sort of lesson by the mother or the guy built like a buffalo to achieve a sense of justice in the story.

2 Students' own answers. Suggested answer: The word 'respect' in the first paragraph appears to sum up what is important to the narrator, who has built his reputation on fear: 'Everyone knows you don't mess with me.'

3 Students' own answers. Suggested answer: The word 'smart' suggests the narrator considers himself smarter than others and therefore able to manipulate them. The word 'top' in the phrase 'I got to the top' indicates that the narrator thinks he is more important than every other person in his neighbourhood, which demonstrates that he is incredibly self-assured and arrogant.

4a and b Students' own answers. Answers will vary, but should be based on the prompts and reveal as much as possible about the character of the narrator.

Section 4 Listening to a voice: Lesson 8

5 Students' own answers. Suggested answer: 'We get more out of being out here on the streets than stuck indoors – that's all you gotta know. Anyone says different they're a fool!'

6 Students' own answers. Suggested answer: The short, broken sentences in the final paragraph of the extract indicate that the narrator is feeling panicked and that his mind is trying to work quickly to find a way out of the situation.

7 Students' own answers. Answers should be reasonably formal, using longer sentences to help create the sense that the police officer is trying to pacify the others. Suggested answer: 'It is important that you remember to remain calm as this is the only way to get to the bottom of what happened. People like him will usually try to talk their way out of trouble, so let him talk and, eventually, he will slip up and tell us something that he wanted to keep quiet.'

8 Students' own answers. Suggested answer: The writer uses fairly short sentences throughout the extract to create the sense that the narrator talks extensively and quickly: 'You like that watch? Take it! Most people are so dumb.' The sentence lengths throughout are fairly even, giving the impression that the narrator is comfortable and confident in what he's saying. However, in the final paragraph of the extract, the sentences get shorter and even break off at points: 'Woah! Hold on!' and 'Who's that...?' This makes the narrator's voice seem more desperate and panicked.

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

Section 5 Assessment: Lesson 9

1 driving through London in a cab

2 Bombay, India

3 Possible answer: 'thinking things about grown-up people and the world they belonged to'

4 Students' own answers. Suggested answer: The reader is intrigued because they wonder what it is about the place that means the father 'felt sad when he said' that they had 'reached it at last'.

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

- checking for spelling, punctuation and grammar mistakes
- organising points into clearer, linked paragraphs
- using quotations from the extract to back up points made
- analysing how the writer has created impressions of the girl, in particular by referring to specific vocabulary choices.

5b Students' own answers. Sample improved response:

¹ *Inferences are made of the girl's character through her actions and speech.*

² *Adverbials are used to link paragraphs.*

³ *The response groups different impressions of the girl together in separate paragraphs, resulting in a clearer, well-structured answer.*

⁴ *Quotations from the extract support the points made and are embedded into sentences.*

There are no spelling, punctuation or grammar mistakes.

The writer creates a varied impression of the girl. **At first, she is described as 'odd-looking', sitting 'with her feet tucked under her' and leaning on her father. This gives the impression that she is very young and vulnerable.** This vulnerability is emphasised again in the short conversation she has with her father at the end of the extract. Here she speaks in a 'mysterious little voice' and whispers, 'cuddling still closer to him'.

However,² the writer **also creates an impression**³ of the girl as strangely wise for her years. **She looks at people with 'old-fashioned thoughtfulness' and 'felt as if she had lived a long, long time'**.⁴ This combination of her youth, vulnerability and seeming wisdom come together most clearly in the final sentence when we learn that 'though she was only seven years old, she knew that he felt sad when he said it'.

Section 6 Plotting: Lesson 10

1a Students' own answers. Answers will vary, but students may legitimately argue that the narrator is a hero (central character presented with a crisis), a victim (the police officer threatens him and the hitch-hiker tricks him) or a villain (he is speeding).

1b Students' own answers. Answers will vary, but may note that the writer intends for the reader to sympathise with the narrator and thus dislike the police officer.

2a Students' own answers. Suggested answer: The writer intends us to view the police officer as the hero in the story. This is because the police officer stops the narrator from continuing to drive his car at dangerous speeds that could result in a fatal crash. He suggests that the narrator 'will not be driving again for a very long time', which seems a reasonable punishment for the fact that the narrator was breaking the law and endangering others.

2b Students' own answers. Suggested answer: The writer intends us to view the hitch-hiker as the villain in the story. For example, the hitch-hiker dares the narrator to drive his car 'at top speed', which is a dangerous activity that could hurt others. Furthermore, the hitch-hiker reveals that 'he is going to the horse races to steal from people's pockets', so he is a character who clearly has little or no empathy for others.

2c Students' own answers. Suggested answer: The writer intends us to view the narrator as the victim in the story. The narrator seems to be manipulated by the hitch-hiker to drive his car at top speeds, and it is the narrator who get in trouble with the police officer as a result. Throughout the synopsis, the narrator is surprised by the hitch-hiker, for example, 'by removing the narrator's belt without him noticing', which suggests that the narrator is not in control and is at the mercy of the hitch-hiker.

3a and b Students' own answers. Answers will vary, but should note the common characteristics of heroes, villains and victims.

Section 6 Plotting: Lesson 11

4 Student's own answers. Suggested answer:

a The hitch-hiker urges the narrator to drive at top speed. The narrator does just that.

b The police officer takes down the narrator's details and says the driver may go to prison.

5a Students' own answers. Suggested answer: If I were writing the story, I would include clues in the hitch-hiker's speech that he has taken the police officer's notebook while he is explaining to the narrator what he does as a profession. The hitch-hiker appears to be a confident and quick-witted character, so he could suggest to the narrator that his profession might be of 'great benefit' to them both, which would effectively suggest to the reader that he may have taken the police officer's notebook.

5b Students' own answers. Suggested answer: This version of the story would make it less interesting because it would remove all tension from the story. If we know that the notebook has been taken while it is happening then we know that the narrator has no problem, thereby removing the main element of interest and suspense.

5c Students' own answers. Suggested answer: If the writer revealed that the hitch-hiker had stolen the notebook in the middle of the story, the climax or resolution of the story might include the hitch-hiker receiving some kind of justice. For example, the narrator could reveal that he is in fact an undercover police officer who has been tracking the hitch-hiker's movements and intends to bring him to justice. This would be an unexpected twist and create suspense around how the hitch-hiker reacts to this.

5d Students' own answers. Suggested answer: I think that the original story would engage the reader most effectively because it subverts the usual expectation that criminals face justice in the end. This version would create the most suspense and surprise in the reader because they would not be expecting the story to end in this way.

6a and b Students' own answers. Answers will vary, but should be based on the prompts and express the different character types.

Section 7 Describing the action: Lesson 12

1a Possible answer: The setting is by the side of a river in a valley in Scotland in early spring.

1b Students' own answers. Suggested answers: I feel most sympathy for the character of Iona McNair, as she is obviously desperate for food, considering that she is fishing with her bare hands in the 'freezing' water. When Rob confronts Iona he calls her a thief 'just like your ma', which suggests that she may come from a difficult home and needs to resort to stealing in order to eat.

2 Students' own answers. Suggested answers:

'Swirls of river foam' – this noun phrase evokes the 'swirls' created by a current in a fast-running river and creates an impression of speed and chaos in the water.

'the floating ends of her long red hair' – this noun phrase creates the impression that Iona McNair is very close to the water and is so concentrated on catching a fish that she doesn't care if her hair is 'floating' in the water.

'Late March snow' – this noun phrase delivers information about the time of year, i.e. 'March'.

3a Students' own answers. Suggested answer: 'a massive brown trout' – this noun phrase suggests that the fish is a substantial meal and therefore a successful catch for Iona McNair.

3b Students' own answers. Suggested answer: 'A narrow channel of fast water' – this noun phrase creates the impression that parts of the river are dangerous.

4a and b Students' own answers. Answers will vary, but should include suitable noun phrases and descriptions of the impressions they create.

Section 7 Describing the action: Lesson 13

5a Students' own answers. Suggested answer: Pasha walked down the busy street and then stopped.

5b Students' own answers. Suggested answer: Pasha walked hastily down the busy street.

5c Students' own answers. Suggested answer: Pasha walked hastily down the busy and colourful street, suddenly stopping to look in the bright and welcoming shop windows, before sharply turning and frantically running in the opposite direction.

6a Students' own answers. Possible answers: 'the rapids', 'swirls of river foam', 'dark river-shadows', 'skidding', 'fast and swollen', 'cold as ice', 'plunged forwards', 'in a blur of spray', 'flapped', 'thrashed', 'flicked', 'dark', 'grim', 'marching', 'narrow channel of fast water', 'yelled', 'scrambled', 'leapt', 'grabbed', 'struggled', 'pulled', 'jumped', 'held the fish up high'

6b Students' own answers. Answers will vary, but should explore action vocabulary from the extract.

7a and b Students' own answers. Answers will vary, but should be based on the prompts and explore how the writer creates an atmosphere of conflict in the extract.

Section 8 Structuring sentences: Lesson 14

1 Students' own answers. Answers will vary, but should complete the graph shown.

2a Students' own answers. Suggested answer: 'Nothing.' – this short sentence juxtaposes the previous sentence, which lists various exciting things that could be happening, and draws the reader's attention to the monotony of the day. It creates an anti-climax.

2b Students' own answers. Suggested answer: '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...' – this long sentence follows Mr Garces's train of thought, as though his mind is wandering as he takes in all of the sights around him.

2c Students' own answers. Suggested answer: 'There in the boot, perched on its haunches and nibbling a crust, its bright black eyes observing him steadily, is a grey squirrel.' – this sentence builds suspense as the reader wonders what is in the boot of the car, and this information 'a grey squirrel' is only revealed at the end.

3 Students' own answers. Answers will vary, but should include sentences with significant structures from the texts in Sections 1 to 7 of the Student Book, together with explanations of their impact.

Section 8 Structuring sentences: Lesson 15

4 Students' own answers. Suggested answers:

a 'Mr Garces stares back.'

b 'Unfastening his seatbelt, he climbs out and heads for the rear of the car.'

c 'Remembering his coffee and sandwiches in the boot, he decides it's time for lunch.'

d 'Remembering his coffee and sandwiches in the boot, he decides it's time for lunch.'

e 'Perched on the branch of a tree is a grey squirrel, gazing at him steadily.'

f 'This is the grey squirrel that followed Mr Garces.'

g 'Yesterday?'

5 Students' own answers. Suggested answers:

a 'Mr Garces stares back.' – This single-clause sentence establishes a slow pace and emphasises the act of staring, as though it lasted a long time.

b 'Unfastening his seatbelt, he climbs out and heads for the rear of the car.' This multi-clause sentence uses three clauses to build up a detailed description of Mr Garces's actions.

c 'Perched on the branch of a tree is a grey squirrel, gazing at him steadily.' – This multi-clause sentence focuses the readers' attention on the final clause and the unusual act of a squirrel staring at a man.

6 Students' own answers. Suggested answer: The writer uses long sentences to build description and to create a sense of monotony in the extract. These are juxtaposed with short, emphatic sentences which suggest that something strange is happening: 'The squirrel is gone'. The tension builds during the extract towards a climactic multi-clause sentence which delays revealing to readers what is hiding in the boot of Mr Garces's car with the final clause 'is a grey squirrel'.

7a–c Students' own answers. Answers will vary, but should be based on the prompts, use a variety of sentence structures and explain the impact of one sentence structure.

Section 9 Building a response: Lesson 16

1a Students' own answers. Suggested answer: We can infer that Smithson is not a pleasant character as even 'the police are frightened' of him. There is the suggestion of animosity between Nana and Smithson, which is shown in the narrator's memory of Nana saying 'The idea of Smithson building a factory there breaks my heart'.

1b Students' own answers. Suggested answer: I think that Brinna and the narrator are trying to honour their Nana's wishes and protect her home from Smithson. This is suggested by the narrator's reference to when 'Nana's will went missing', which could have been the trigger for them to make the journey to the house.

2a Students' own answers. Suggested answer: We assume that Brinna and the narrator are sisters, and their behaviour towards each other in the extract seems to reflect this. Brinna, the older sister, is terse and impatient with the narrator, as though she is frustrated by her, telling her to 'Come on!' and to 'do something useful'. The narrator is at times reluctant to follow Brinna's convictions and frequently questions her and complains about the situation: 'I don't like it here'.

2b Students' own answers. Suggested answer: It is possible that Brinna and the narrator are acting for selfish reasons as it is stated in the extract that 'Nana's will went missing' so they might be protecting their own inheritance. However, I don't think this is the most likely reason for their actions as, based on the narrator's thoughts about Nana, it seems that they are focused on respecting their Nana's wishes and protecting her home.

3a and b Students' own answers. Answers will vary, but should express the story and relationship between the two main characters through dialogue.

Section 9 Building a response: Lesson 17

4a and b Students' own answers. Answers will vary, but should be based on the prompts and explore how the writer uses dialogue to engage the reader.

5a and b Students' own answers. Answers will vary, but should comment on how the writer uses plot and characters to engage the reader.

Section 10 Creating a satisfying ending: Lesson 18

1a Students' own answers. Suggested answer: If I were writing the opening of this story, I would aim to present Mathilde as vain and focused on her appearance to explain why wearing an expensive necklace would be important to her.

1b Students' own answers. Suggested answer: I would create that impression by describing Mathilde as spending time looking at things she cannot afford in shops and surrounding herself with friends that have more money than she does. In addition, I would suggest in her dialogue that she tries to impress others and to appear more well-off than she really is.

2a Students' own answers. Suggested answer: Yes, I think the writer intended readers to infer that the lesson is that it is always best to tell the truth, as if Mathilde had told her friend the truth about the necklace, she wouldn't have ended up unhappy and in debt. The narrator of the story states: 'How little is needed to make or break us!' and the reader infers that if Mathilde hadn't told this seemingly small lie to her friend she wouldn't have been 'broken' as a consequence.

2b Students' own answers. Suggested answer: I do not consider this to be a happy ending as Mathilde has already lost many things as a result of repaying the loan. Before losing the necklace, she had been 'so beautiful and so admired' but after losing the necklace she 'spoke in a gruff voice' and seemed 'changed'. Although we do not see Mathilde's reaction at the news that the necklace was not worth very much, I can imagine she would be very sad and depressed that she had wasted so much of her life on something that wasn't necessary.

3a–d Students' own answers. Answers will vary, but should include four incidents, possible dramatic consequences and suggestions for surprise story endings.

Section 10 Creating a satisfying ending: Lesson 19

4a–d Students' own answers. Answers will vary, but should be based on the prompts, and expand on one incident and its dramatic consequences selected from the answers given for **Activity 3**.

5a and b Students' own answers. Answers will vary.

6 Students' own answers. Answers will vary.

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

Section 11 Assessment: Lesson 20

1a and b **Its** interesting that Bobbie **new** the secret but then she has to go downstares and pretend **nothings** wrong when really there **was** but **were** not shure what it is. **Its** the same for the other characters who can all see that **somethings** the mater and they **wondered** what it is but they **dont** now either. Bobbie's mother is quiet upset about it and she wants to find out **whats** wrong but Bobbie **didnt** want to say. Peter gets quiet nervous because he keeps asking for more and more bread which seems strange. Phyllis seems kind and **tried** to make Bobbie feel better but all she can think of is stroking herr hand so she does that and nocks a cup over which makes Bobbie feel a bit better for a bit because she has something to do when she cleans up the mess. I think the writer wants the reader to feel sorry for Bobbie and to wander why **shes** upset. Eventually when tea **was** **finished**, Bobbie goes with her mother and probably trys to talk to her about the problem but we still **dont** know.

[underlined = spelling mistake] [**bold** = punctuation mistake] [**shaded** = grammatical error]

1c–e Students' own answers. Suggested improvements:

- using adverbials to link ideas between sentences
- breaking the several long, rambling sentences up into shorter sentences that make clearer points
- organising the answer into paragraphs
- analysing specific vocabulary choices and sentence structures and the effects they create
- referring to specific examples from the extract.

2 Students' own answers. Sample improved response:

¹ Shorter sentences that make clear points are used throughout the response.

² Adverbials are used to link ideas between sentences. Here, sentence structures and their effect are also considered.

³ The response explores how the writer engages the reader by looking at what the characters do and say.

⁴ Points are supported by evidence, which is integrated into sentences.

⁵ Paragraphs lead the reader through the extract in a logical order, expanding on and linking back to the question.

⁶ Specific vocabulary choices and their effects are analysed.

The writer begins with a short, impactful sentence:

'Bobbie knew the secret now'.¹ **However**,² the details are not revealed, leaving the reader wanting to know what the secret is. This creates suspense, which is maintained throughout the extract and shared by the other characters, none of whom know what is wrong.

The reader is further engaged by the obvious distress experienced not just by Bobbie but also by the other characters.³ Peter is sure **'something horrid had happened'** and Phyllis strokes Bobbie's hand **'to express sympathy'**.⁴ The verb **'cried'** to describe Mother's voice when she sees Bobbie emphasises Mother's concern. **In this way**,² the writer creates in the reader a response of sympathy for all the characters.

Adding to⁵ the reader's curiosity about the details of the secret, the writer implies that Bobbie feels that the other children must not find out about it. **She 'implores' her mother not to ask further questions in front of the others, the verb suggesting that Bobbie feels almost desperate to keep it from them.**⁶

Unit 6 Being yourself

Section 1 Exploring key features: Lesson 1

1 Students' own answers. Suggested answers:

a I think the target audience of the article is teenagers/young people, their parents or carers, or both. This is because the subject matter and the advice in the article is relevant to all those people.

b The writer hopes that social media might reassure teenagers when faced with the fears and doubts that are part of teenage life.

c 'Some spoke about how an online community can help to build confidence and give advice.'

d the pressure to look good; teenagers can't live up to the perfect images they see; negative comments erode confidence

e To have real offline friends, as this is far more important than how many followers you have on social media.

f Social media doesn't represent reality, which can be especially damaging for teenagers; but we can't ignore social media altogether, so the best solution is to value our real 'offline' friends.

2 Students' own answers. Suggested answer: I find the writer's argument persuasive because it appears to be based on real research conducted by the writer herself, suggesting that she is knowledgeable in this subject. The argument seems well-balanced as it explores both the positive and negative aspects of social media. Finally, the writer uses language effectively to make her argument that social media is detrimental, describing the 'constant whirl of images' and the 'online jungle'. This is particularly persuasive because it accurately describes my experience of social media.

3a and b Students' own answers. Answers will vary, but should include persuasive reasons for using social media, supported by personal examples or statistics.

Section 1 Exploring key features: Lesson 2

4 Students' own answers. Suggested answer: The writer introduces her own perspective, as someone who was a teenager before the days of social media but wonders whether social media can help with the common problems all teenagers experience, then and now. The writer states that as she investigated the issue, she concluded that this was not necessarily the case.

5 Students' own answers. Suggested answers:

Paragraph 2: The key point in this paragraph, that teenagers share many pictures of themselves online, is effectively made. The writer refers to her own research, however it would be more effective if she had included statistics on the number of teenagers sharing pictures.

Paragraph 3: The key point in this paragraph, that the image of celebrities in social media is false, is effectively made, but no evidence is presented.

Paragraph 4: The key point in this paragraph, that we hide behind the anonymity of the internet, is effectively made, but no evidence is presented.

Paragraph 5: The key point in this paragraph, that it is easy to forget that our online life is not our real life, is effectively made, but no evidence is presented.

6 Students' own answers. Suggested answer: In the concluding paragraph, the writer effectively draws the reader's attention to the message that we should value our real 'offline' friends, particularly in the final line where she says a real friend is worth 'more than a million followers'. The use of a high number in this sentence emphasises just how much more important true friends are.

7 Students' own answers. Suggested answer: To make her argument even more persuasive, I would advise the writer to use more statistics and evidence from the research she conducted. She states at the beginning of the article that she 'decided to talk to some' teenagers who use social media to get their thoughts. It would have been very persuasive if we had been able to hear some of these individuals' own words, or if we were given an idea of how many individuals share pictures of themselves, for example.

8 Students' own answers. Answers will vary, but should follow the structure provided and present a persuasive argument.

Section 2 Using language for influence: Lesson 3

1 Students' own answers. Suggested answers:

Letter A: Students should be allowed to wear what they like as this promotes equality and allows individuals to express their creativity. By not asking students to wear uniforms, schools can remain focused on what is important such as academic achievement and engagement in clubs and societies.

Letter B: Uniforms make sense for specific groups of people, such as nurses or police, so they can be identified quickly. However, children should be allowed to wear what they want as looking the same does not help their development.

2 Students' own answers. Suggested answers:

a Wearing a uniform crushes individuality and creativity.

b The new version suggests that individuality and creativity are destroyed by wearing a uniform.

c Allowing students to wear what they want means they become fixated on fashion.

d The new version suggests that students become focused on clothes to the point of being unhealthy.

3a and b Students' own answers. Answers will vary, but should show the inclusion of more powerful vocabulary choices.

Section 2 Using language for influence: Lesson 4

4 Students' own answers. Suggested answers:

- a** I like wearing my trendy, comfortable clothes.
- b** I really like wearing my trendy, comfortable clothes.
- c** I recently bought a pair of smart, new shoes.

5a and b Students' own answers. Answers will vary, but should include plans for three key points, with supporting evidence and explanation.

6a and b Students' own answers. Answers will vary, but should present an argument with an introduction and a conclusion, and consider ways of modifying sentences.

Section 3 Structuring sentences: Lesson 5

1a Students' own answers. Answers will vary, but choices must be explained.

1b Students' own answers. Suggested answer: Including such a story would certainly have grabbed the reader's attention and had an impact on them. However, it might have made the tone of the article too negative and have made the article less relevant to the reader, as it would have focused on one young person's story rather than all young people in general. Therefore, overall, I don't think it would have made the writer's argument more effective.

2 Students' own answers. Suggested answer:

- a** 'Suddenly, young people wanted to go out and meet other young people, dress to impress, dance, date, and express their personalities.' – This sentence emphasises the amount of opportunities open to teenagers in the 'teenage revolution'.
- b** 'If you ignore the trend, you're in danger of becoming an outsider, a square, a geek ... a nobody.' – This sentence uses ellipsis to highlight the word 'nobody', highlighting this as a direct consequence of not following trends.
- c** 'Some young people are saying no.' – This short, simple sentence reflects the simplicity of teenagers deciding to go against the trend.
- d** 'Of course, we all want to be accepted.' – This emphatic sentence stands out and suggests that it is a true and given fact.

3a b Students' own answers. Answers will vary, but should include the same sentence rewritten using different sentence structures.

Section 3 Structuring sentences: Lesson 6

4a Students' own answers. Suggested answer: 'Being honest about who you really are will make you happier in life.'

4b Students' own answers. Suggested answer: 'Being honest about who you really are and what you really care about will make you happier in life.'

4c Students' own answers. Suggested answer: 'Listen to yourself as well as others – your opinion matters most.'

5a Students' own answers. Possible answers: contribute to conversations on social media platforms; wear trendy clothes; be friends with certain people; look attractive (or slim or fit)

5b Students' own answers. Suggested answer: Teenagers believe that, in order to fit in, they need to wear trendy clothes, take part in group activities, be friends with certain people and contribute to conversations on social media platforms.

5c Students' own answers. Suggested answer: Teenagers believe that, in order to fit in, they need to wear trendy clothes, take part in trendy activities, be friends with trendy people and contribute to conversations on social media platforms.

5d Students' own answers. Suggested answer: Teenagers believe that they need to wear trendy clothes, take part in trendy activities, be friends with trendy people and contribute to conversations on social media platforms in order to fit in.

6a–c Students' own answers. Answers will vary, but should express one side of an argument and include sentences carefully structured for impact.

Section 4 Finding the best order: Lesson 7

1a Students' own answers. Suggested answer: The writer implies that male readers should dress for the summer, as women do, and stop wearing uncomfortable warm suits and coats in summer.

'Go around all summer soaked in perspiration with nasty spots showing through the backs of your coats. Be eyesores. See if I care.'

'Let her bundle you into a coat with the temperature at 100 every time the doorbell rings.'

'Go on pretending you have to wear collars and ties and coats to the office, that you can't make sales if you don't.'

'They are only extra if you want to look hot, messy, unattractive and uncomfortable all summer long.'

1b Students' own answers. Suggested answer: The writer encourages readers to buy and wear a second set of clothes more suitable for summer.

'What is stopping you now, you men, from wearing the kind of summer clothing shown?'

'Now, in 1941, comfortable clothes are available in fine colors at all prices.'

'You can buy a dozen varieties of shirts, with flat sports collars.'

'There are countless handsome and washable jackets which do away with the need for wearing a shirt...'

'You do need special clothes for summer – and now you can have them.'

'Clothes like these are an investment.'

2 Students' own answers. Suggested answer: The advantage of structuring an argument with all negative points followed by positive points is that this allows the writer to make his or her argument very clear. By keeping similar points together, this reinforces the message and make it obvious to the reader what the writer is trying to say. The disadvantage of structuring an argument in this way is that it is quite a repetitive way to structure an argument. By varying the positive and negative points, the writer can engage the reader more effectively and add more impact to their message.

3a–c Students' own answers. Answers will vary, but should be based on the prompts and consider the best order for building an effective argument.

Section 4 Finding the best order: Lesson 8

4a I put my ear to the door expecting to hear laughter.

4b The loud sniffing caught me by surprise.

4c I fought back a cough of my own.

5 Students' own answers. Answers will vary, but should consider how best to sequence points and plan an argument text.

6a and b Students' own answers. Answers will vary, but should:

- include a powerful introduction and conclusion
- order positive and negative points for effect
- structure sentences to emphasise the most important ideas.

Section 5 Building a point: Lesson 9

1 Students' own answers. Suggested answer: Fast fashion has a negative impact on the environment and we should all buy fewer clothes.

2a Students' own answers. Suggested answer: Polyester produces microfibrils when washed, which are so small that they easily enter the water supply and the sea, where they are consumed by sea creatures. These microfibrils do not decompose, therefore they last and eventually enter the bodies of humans who consume the sea creatures.

2b Students' own answers. Suggested answer: Textile waste is a by-product of the fact that people purchase a larger amount of clothes more regularly than in the past. This means that more clothes are being manufactured and thrown away.

3 Student's own answers. Suggested answer: Fast fashion, which is the practice of buying and discarding of clothes on a regular basis, is bad for the environment because the manufacturing process for clothes is fundamentally toxic. The dyeing of textiles allows harmful chemicals to enter our waterways, and even the growing of cotton contributes to the use of hazardous pesticides. These toxic substances can be harmful to sea creatures and cattle and are known as a potential cause of cancer in humans.

4a and b Students' own answers. Answers will vary, but should include:

- an opinion regarding the positive or negative action
- three examples that support the opinion
- explanations of the relevance of each example.

Section 5 Building a point: Lesson 10

5a and b Students' own answers. Answers will vary, but should include:

- an introduction that introduces the topic and the opinion
- key points backed up by evidence and explanation
- carefully structured points to create a powerful argument
- carefully chosen vocabulary for impact
- sentences that are structured to emphasise the most important elements
- a conclusion that summarises the argument and emphasises what the reader should do.

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

Section 6 Assessment: Lesson 11

1 the effect of money on happiness

2 Money does not make you happy.

3 Student's own answers. Suggested answer: 'Will a slightly bigger kitchen, a slightly fancier car, or slightly more expensive clothes mean that you are any more or less likely to feel happy when you wake up in the morning?'

4 Students' own answers. Suggested answer:

Key point: You only need enough money to pay for your basic needs.

Evidence: 'A recent survey of lottery winners found that those who were unhappy with their lives before winning the money were still unhappy with their lives after they had won.'

Explanation: Therefore, having more money doesn't necessarily make you happier.

5 Students' own answers. Answers will vary, but may refer to:

- a clear introduction and conclusion
- key points backed up by evidence and explanation
- sentences structured for effect, such as those featuring repetition
- clear indications of the positive and negative consequences of following or ignoring the argument.

6a Students' own answers. Suggested improvements include:

- making key points clearer, using examples and explanations
- varying sentence structure to emphasise key elements either by using short sentences or by positioning powerful clauses at the ends of sentences
- adding a strong conclusion summarising your opinion and stating what it is you want the readers to believe or do.

6b Students' own answers. Sample improved answer:

¹ *The response is separated into clear paragraphs that make and develop the main points.*

Money may not be the only thing that makes people happy, but it is certainly one of them.¹

² *Short sentences are used to make the main points of paragraphs clear.*

First of all, there is the issue of poverty.² If somebody does not have enough money to feed their family, they are sure to be unhappy. Give that person enough money to **feed their family³** and they will of course be happier, because the money you have given them helps them and their family to survive.

³ *Key phrases are repeated to add emphasis.*

⁴ *Rhetorical questions are used to engage the reader.*

Who doesn't wish they could live like a Hollywood star in a mansion with a pool and an endless supply of designer clothes? If you woke up one day and that was your life, you'd be happy. And how do you get that life? **Money.⁵**

⁵ *This one-word sentence sums up the argument powerfully.*

⁶ *An ellipsis suggests the list could go on and on.*

Good friends, close family, a healthy body...⁶ there are lots of things that can make you happy. Money is one of them. If you pretend that isn't true, you'll end up with no money. If you have no money, you won't be able to pay for anything. **And if you can't pay for anything, you won't be happy.⁷**

⁷ *The conclusion links back to the task and reinforces the writer's opinion.*

Section 7 Countering an argument: Lesson 12

1a Money does make you happy.

1b Possible answers: You can enjoy the finer things in life; you are less likely to run out of money.

1c Possible answer: Financial security will make you less anxious and therefore happier.

1d Students' own answers. Suggested answer: Including a counter-argument in an argument text allows the writer to present the opposing view in order to explain why that view is wrong. In this sense, including the counter-argument in the extract on page 226 would make the extract more effective. However, it would depend on whether the counter-argument is discredited strongly enough. To be the most effective, the writer would need to include another paragraph discounting the specific arguments presented in this counter-argument.

2 Students' own answers. Suggested answer: Writer's may feel that including a counter-argument in their writing makes it less effective because the counter-argument can be perceived by the reader as more persuasive than the article's main argument. They may consider that even acknowledging that there is a different point of view gives the impression that their argument is weak.

3a and b Students' own answers. Answers will vary, but should include an argument and counter-argument for three topics.

Section 7 Countering an argument: Lesson 13

4a–f Students' own answers. Answers will vary, but should include an opinion, key points, an argument and a counter-argument.

5a and b Students' own answers. Answers will vary, but should include an argument with a counter-argument.

Section 8 Adding impact: Lesson 14

1a There are nine rhetorical questions.

1b Students' own answers. Possible answer: 'Does that make him a worse person?' This rhetorical question is particularly effective because it emphasises that people equate fashion choices with character, which seems absurd.

1c Students' own answers. Suggested answer: The use of rhetorical questions in the article plants ideas in the writer's mind without stating these ideas outright. The writer expects the reader to form a particular answer, for example, 'No, that does not make him a worse person', without explicitly stating this idea to the reader.

2a Possible answer: 'How do we know the clothes getting 'likes' are really theirs? How do we know they haven't used an app to make themselves look older or younger? How do we know their sincere expression isn't fake?'

2b Students' own answers. Suggested answer: The writer is highlighting the idea that appearances can be deceptive by repeating 'How do we know...'

3a Possible answer: 'Perhaps he can't afford the latest fashion or perhaps he gave his money to charity.'

3b Students' own answers. Suggested answer: The writer is highlighting that there are lots of possible reasons, and that conclusions cannot be drawn from his appearance.

4a–e Students' own answers. Answers will vary, but should cover the use of rhetorical devices as instructed.

Section 8 Adding impact: Lesson 15

5a–e Students' own answers. Answers will vary, but should include definitions and examples of rhetorical devices, as well as explanations of their impact.

6a and b Students' own answers. Answers will vary, but will include the rhetorical devices stated to add impact to the text.

Section 9 Creating first and last impressions: Lesson 16

1 Students' own answers. Suggested answer: Taryn Brumfitt, an ex-bodybuilder, posted two photos of herself on social media: one in which she is fit and muscular, and one in which she has a fuller, more natural body shape. Her post was extremely popular and, as a result, she founded a website for positive body image. Her aim is to ensure women feel supported in this issue. Even so, young women in Britain continue to have low levels of confidence in their bodies.

2 Students' own answers. Suggested answer: Many people take advantage of the New Year as a time to get fit. Some people support this idea as eating and living healthily are undeniably a good idea. However, Brumfitt and other activists argue that, regardless of our fitness level, people naturally have different body shapes and it is most important to be happy.

3a and b Students' own answers. Answers will vary, but should include three different introductions that use different methods to engage readers.

Section 9 Creating first and last impressions: Lesson 17

4 Students' own answers. Suggested answer: The conclusion of the article is effective as it brings the reader's attention back to the writer's main argument that there is no 'ideal shape', as we have 'all sorts of natural body types'. It effectively summarises the writer's views that 'the most important thing is to be happy' and it encourages the reader to agree with this view by suggesting that the mental health problems associated with negative body image are 'far more dangerous than being overweight'.

5a–e Students' own answers. Answers will vary, but should cover key reasons and supporting evidence for the views, a counter-argument and a conclusion as the basis for writing an article.

6a and b Students' own answers. Answers will vary, but should answer the question and consider the effectiveness of the introduction and conclusion.

Section 10 Reviewing, revising and proofreading: Lesson 18

1 Students' own answers. Suggested answer: The student's introduction in the article effectively introduces the idea that we can't always believe what we see in photos on social media. He uses rhetorical questions such as 'Can you believe your own eyes?' to introduce doubt in the reader's mind. To improve the introduction, I would suggest that the student includes less description of the content of the photos ('They bought some great clothes, they look great, they had a great time') and makes his viewpoint more clear, perhaps adding an extra line in which he clearly states his viewpoint.

1b Students' own answers. Suggested answer: The writer makes the following key points:

- People only share their good photos on social media, and these are edited, so you can't believe that they reflect reality.
- We try to make our lives seem better than they are by only discussing positive moments.
- Social media has benefits, such as helping us stay in touch with people, but it can also make us feel inferior when we see others looking great.
- We should spend more time with current friends and making new ones rather than looking at others' lives on social media.

1c Students' own answers. Suggested answer: The student's conclusion effectively summarises his viewpoint that we should engage more in 'real life' and spend less time comparing ourselves to others on social media. To improve this conclusion, I would suggest that the student includes more compelling reasons for readers to agree with his viewpoint, such as that engaging with our real friends can improve our mental and physical wellbeing.

2 Students' own answers. Suggested answer: I would advise this student to use less repetition of words that are not very descriptive. For example: 'great clothes, they look great, they had a great time...' – it would be more effective if descriptive synonyms or alternative structures were used to engage the reader with variety such as 'trendy clothes, they look beautiful and they had the time of their lives...'. The student could also use more powerful vocabulary in certain instances to emphasise his point, for example, rather than saying that social media 'causes lots of problems', he could say that it 'can be really detrimental'. This gives his point more impact by stressing the problem.

3a–c Students' own answers. Answers will vary, but should present a rewritten text which has been improved in the identified ways.

Section 10 Reviewing, revising and proofreading: Lesson 19

4a and b Students' own answers. Answers will vary, but should present an article rewritten to:

- correct errors
- improve sentence structure
- include rhetorical devices and more powerful vocabulary for clarity and impact.

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

Section 11 Assessment: Lesson 20

1a and b I think setting goals in life is realy impourtant. That's what I **done** and it realy helped me. I used to be realy shy and never realy tried realy hard at anything so then I set myself the goal of getting into the cricket team and I did it and that realy made me feel better about myself so I think other people shoud do it as well. If you set yourself a goal and stick to it then you realise you can do more than you **will** think and then you can get better and better at things.

Some people **said** you shoud just have a good time and **dont** realy bother setting goals but I **dont** agree. Everyone shoud set goals and challenges so they **will** become better people. So my conclusion is you should realy set goals so that you can be better at things and be happyer.

[underlined = spelling mistake] [**bold** = punctuation mistake] [**shaded** = grammatical mistake]

1c Students' own answers. Suggested answer:

Vocabulary could be improved by:

- reducing repetition of 'really'
- adding more impactful positive and negative vocabulary.

1d Students' own answers. Suggested answer:

Sentence structure could be improved by:

- breaking up the rambling sentence beginning 'I used to be really shy' in the first paragraph
- adding a few short sentences to emphasise key ideas.

1e Students' own answers. Other suggested improvements could include:

- separating the main content into clearer paragraphs, each covering a key point, with evidence and explanation
- stating the counter-argument more clearly and explaining more persuasively why you disagree with it
- using more varied rhetorical devices.

2 Students' own answers. Sample improved response:

¹ More powerful vocabulary is used.

² The writer includes personal examples that readers might identify with.

³ Direct address is used to engage the reader.

⁴ Paragraphs contain a key point, evidence and an explanation of the main point.

⁵ A clear counter-argument is stated in this paragraph, then contradicted.

⁶ This point is reinforced by using triple structure.

⁷ Rhetorical questions engage the reader.

⁸ The title of the task is repeated in the final paragraph, reinforcing the argument.

When I was younger, I felt **completely invisible**¹.
Nothing I did was remarkable: the truth is I didn't really do very much at all.² Then I decided to set myself the goal of getting into the school cricket team, and when I achieved it everything changed. Suddenly I believed that I could do things and I was happier than I'd ever been.

You³ don't need to set massive goals. Any goal will do as long as it feels like a bit of a challenge. The point is that by setting yourself a small challenge and achieving it, you make yourself better at something. That does wonders for your self-esteem.

When you've achieved one goal, you can set yourself a new one – perhaps to get even better at the thing you started out with. Keep going like that, one step at a time, and you'll find out just what you're really capable of. Professional athletes call this the 'growth mindset'. As long as you're always looking to make small improvements, you will keep improving.⁴

Of course, some people will say⁵ there's no point in cluttering up your life with goals and challenges: you should just enjoy life and not make more effort than you have to. But if that's your approach, **you'll never grow, never change, never surprise yourself**⁶.
Who wants that?⁷

Everyone should set themselves goals.⁸ You don't have to climb Mount Everest. You just have to look for the next step, the next improvement, and keep going. That's how you can make your **dreams come true**¹.