

Student Book Answers

Unit 1 Heroes and villains**Section 1 Telling stories: Lesson 1****Activity 1**

1 King Eurystheus sets impossible tasks for Heracles because he had promised the goddess Hera that he would help her to defeat Heracles.

2 Heracles takes on these tasks in order to try and earn his freedom from Eurystheus.

3 Students' own answers. Suggested answer: King Eurystheus sets impossible tasks for Heracles because he had promised the goddess Hera to deny Heracles his freedom forever if he failed the tasks. The final task he sets for Heracles is to go to the Underworld and steal King Pluto's guard dog, Cerberus.

Grammar Boost: Active and passive voices

1 B is written in the passive voice because Cerberus is the subject of the sentence and has the action done to it, that is 'is presented'.

2a The smelly stables were cleaned out by Heracles.

2b All of the tasks were completed by Heracles.

2c Heracles was ordered to kill Cerberus by King Eurystheus.

Activity 2

1 Students' own answers. Suggested answers:

a King Eurystheus is presented as eager to please the goddess Hera so that she 'would be delighted'.

b The writer presents the goddess Hera as vindictive and demanding. She has made King Eurystheus promise to help her 'defeat her enemy, Heracles' by creating 'impossible tasks' for Heracles to perform.

c The writer presents Heracles as strong and lucky, as he uses 'courage, cunning and superhuman strength' to complete the tasks.

d The writer presents Cerberus as a horrific creature, 'terrifying and powerful'.

Section 1 Telling stories: Lesson 2**Activity 3**

1a At the start of the story, Heracles is on the banks of the Underworld.

1b Heracles has come to this place to take Cerberus to King Eurystheus.

2a Possible answers: Who King Eurystheus is; his promise to Hera; why he has set impossible tasks for Heracles; why Heracles wants to complete the tasks

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2b Students' own answers. Suggested answer: I think that Extract A would be improved if it revealed Heracles' thoughts and feelings. For example, when Eurystheus revealed the final task, we could find out how Heracles felt about it (e.g. scared or defiant). By discovering more about Heracles' character from this extract, we would sympathise with him and view him as even more of a hero.

Activity 4

1a A

1b B

1c Students' own answers. Suggested answer: The writer of Extract A may have chosen to tell the story as a chronological narrative, starting at the beginning of the story, then sequencing events in the order in which they happened. The writer of Extract B may have chosen to open the story at the dramatic moment when Heracles arrives in the Underworld, in order to create maximum drama and tension, and engage the reader in the story immediately.

2 Students' own answers. Suggested answers:

a The writer has created a sympathetic impression of Heracles by describing his 'shaking voice' and noting that 'he shivered' and wondered whether he were 'the only living thing' in the gloomy place.

b The writer has created a frightening impression of the shadowed figure by describing his 'dead white eyes' and 'mocking laughter'.

c The writer has created a scary impression of Cerberus by describing it as 'howling and monstrous in its rage'.

3 Students' own answers. Suggested answer:

In Extract A, Heracles is presented as a determined character but we do not have access or insight into his thoughts or feelings, so the reader feels less familiar and less sympathetic towards him. Whereas in Extract B, we experience more immediately what Heracles is going through, so the reader feels more excited and thrilled by what he is facing – and we feel more sympathetic towards him.

4 Students' own answers. Suggested answer: The writer of Extract A has used superlatives and comparatives to describe Cerberus. The writer of Extract B has given more detailed description of the setting in which Cerberus is kept and the sounds it makes.

5 Students' own answers. Suggested answer: I prefer Extract B because it sets a powerful atmosphere and shows Cerberus in context, adding to the horror and sinister nature of the description. There is more of a sense of scale conveyed through the description of the 'massive stone pillar' and the reader can imagine how Cerberus sounds to Heracles as it howls in a terrible rage.

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Section 2 Building a character: Lesson 3**Activity 1**

1 Count Fosco locks Mr Hartright in the room; he threatens Mr Hartright; he has access to a weapon; he has a 'deadly glitter' in his eyes and his composure is 'ghastly'.

2 The first quotation shows that Count Fosco is rude and likes to be in charge. The second quotation shows that he is threatening Mr Hartright with horrific physical violence – death.

3 Students' own answers. Suggested answer:

I can infer that Count Fosco is intelligent and well-educated because he says he is 'not the sort of man you could trifle with', and this also implies he has a history of violence – someone who most people will not want to cross. He focuses on the words 'life and death', saying they are 'more serious' than Mr Hartright realises – conveying the sense of threat.

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

Count Fosco locked the door and put the key in his pocket (he is controlling the situation); he repeats what Mr Hartright says (he can play with words and convey a sense of danger); he perspires (evidence of his guilt or excitement about what he is going to do); he unlocks the drawer to get a weapon out (he expects to have to defend himself or to need to attack).

5 Students' own answers. Suggested answer: I think more can be inferred about Count Fosco from his actions than from his words. The locking of the door and the unlocking of the drawer show that he wants to trap and cause harm to Mr Hartright.

6a and b Students' own answers. Suggested answer: Walter Hartright is brave enough to challenge Count Fosco to reveal the mark on his arm; he is also clever enough to appeal to the Count's curiosity to delay the attack; he is honest with the Count – explaining he is present on 'a matter of life and death'.

Activity 2

1 Students' own answers. Suggested answer: I am fascinated and intrigued by the character of Count Fosco.

2 Students' own answers. Suggested answer: I am fascinated by the character of Count Fosco because he is obviously clever and calculating, and is also absolutely deadly. He is sinister – his composure 'so unnatural and ghastly' that it really disturbs Mr Hartright. He also plays with his victim, asking 'Do you guess what I am thinking?' which shows he enjoys the drama he is creating.

Student Book Answers

Section 2 Building a character: Lesson 4**Activity 3**

1 Students' own answers. Suggested answer: In the first section (Section A), Mr Hartright seems to be more powerful. He tells the Count to 'Roll up the shirt-sleeve on [his] left arm'. In the second section (Section B), Count Fosco seems to be more powerful. He tells Mr Hartright 'You have said enough'.

2 Students' own answers. Suggested answer: Mr Hartright tends to use shorter sentences early in the extract, conveying his determination and confidence. He is very direct and honest. The Count tends to use longer sentences, perhaps because he is playing for time and he wants to distract Mr Hartright from what he is doing. Towards the end of the extract, Mr Hartright uses a longer sentence, showing his panic and nervousness once he realises that his 'life hung by a thread'.

Skills Boost: Speech punctuation

1a speech marks

1b some punctuation

1c a full stop

1d comma

2 Students' own answers.

Activity 4

1–6 Students' own answers. Answers will vary, but all should be in note form and:

- describe a villainous teacher to create a specific reaction in the reader
- include how they look
- include how they interact with students
- include how they move and interact with classroom objects
- have a suitably villainous name.

Section 3 Creating danger: Lesson 5**Activity 1**

1 Being found by the men and being crushed inside the car

2 Because the men haven't found him

3 Students' own answers. Suggested answer: The car is picked up by a huge crane with three metal prongs and tilted up in the air. Alex is thrown into the back and his head is grazed by the metal fingers.

4 The graph should show a steady incline, following the rise in tension and suspense.

Student Book Answers

Activity 2

1 Students' own answers. Suggested answer:

'A shadow fell across the window'

'It was going to be put inside the crusher.'

'Alex tried to fight back his sickness and despair'

'He could feel nothing.'; 'dust and diesel fumes punching into his nose and eyes'; 'he could see the huge steel head of the piston'; 'The back window exploded'; 'managed to pound on the back window'.

2 Telling the reader what is about to happen is used most often.

3 Telling the reader how the main character is feeling is used least often.

Section 3 Creating danger: Lesson 6**Skills Boost: Word classes**

1 Possible answers: sky; point; trees; value; books

2 Possible answers: blue; new; small; enormous; racing

3 Possible answers: ran; sang; whistled; skipped; roared

4 Possible answers: speedily; lazily; happily; enthusiastically; methodically

Activity 3

1a buckled; tore; exploded; showered; punching

1b Students' own answers. Suggested answer: I find the verb 'punching' most dramatic because it conveys the power of the toxic smells as they impact with such force that it is like a physical hostile punch.

2a The metal fingers and the skin of the car are compared with a fork and an eggshell.

2b This simile suggests that the car is very fragile compared with the strength and power of the car crusher.

Activity 4

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

- be planned
- contain two paragraphs
- include dramatic verbs
- include a slight dip in tension before danger heightens it again
- tell the reader what is happening, what is going to happen, how the main character is feeling and what he or she is experiencing through their senses.

Student Book Answers

Section 4 Openings: Lesson 7**Activity 1**

1a Justin is feeling slightly nervous out in the dark night, knowing the tiger is nearby.

1b Justin feels sorry that the evening had to end as he was enjoying it.

2a Justin is surprised that he wasn't invited to stay overnight as usual; Mrs Baxter kissed him on the cheek; Steve's eyes seemed moist.

2b Students' own answers. Suggested answer: I think the writer is trying to suggest to the reader that Mrs Baxter and Steve knew something that Justin wasn't aware of.

3 Students' own answers. Suggested answers:

a I think there may have been a fight.

b I think that Justin may be attacked.

Activity 2

1 Students' own answers. Suggested answer:

The writer engages the reader's interest by making the reader ask questions that they hope the story will answer. For example, the writer describes Justin as being 'alone with the dark and the cold and ... the tiger.' It seems unlikely to be a real tiger, so the reader wonders if the tiger is a euphemism or symbol for some other predator.

Section 4 Openings: Lesson 8**Skills Boost: Choosing tense and person**

1 She walked through the darkness and stopped every time she heard a noise. As she went around a corner, she realised she could hear footsteps. They were getting faster. They were getting closer. She started to run. She had no idea where she was going – she just knew she had to get away.

Activity 3

1a C, D, E, B, A

1b B

1c C

1d A

1e A

2 Students' own answers. Suggested answer: I think the writer chose the most effective opening sentence because it is dramatic and immediately makes the reader question what is happening, and why a tiger is on the street. It also anticipates great danger and drama, and so hooks the reader's interest straight away.

Student Book Answers

Activity 4

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

- be written in the first person, past tense, initially
- be rewritten in the third person for comparison
- focus on a story opening
- include five sentences, following steps a–e in the 'Write' section
- be carefully sequenced for maximum impact.

Section 5 Assessment: Lesson 9

Activity 1

1 Possible answers: She is thin; she likes cake; she has grey hair; she cooks horrible food; she makes the children do lots of household chores; she doesn't like children; she is selfish.

2 The writer implies that she is going to steal from the house because the children discover her 'crouching with her ear to the door of the safe'.

3 The simile suggests that Great Aunt Jampot is going to try to trap the children in some way.

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

- explanation of how and why the writer has given the stated impression
- quotations from the extract to support the points made.

Activity 2

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

- be a story opening describing meeting someone for the first time
- convey a distinct impression of the character
- include an effective opening sentence to engage the reader
- include vocabulary to enhance interest and drama
- create both worry and relief for the reader
- be checked and improved for vocabulary, spelling and punctuation.

Section 6 Story structure: Lesson 10

Punctuation Boost: Apostrophes

1 Everard doesn't have any money. Marshall visits Everard's house. Everard's wife doesn't like Marshall. Marshall wants to borrow some of Everard's money. Everard agrees and Marshall thinks he's very kind. Marshall is attacked by Everard's Brazilian cat. He's shut in the Brazilian cat's room and he cannot escape.

Student Book Answers

Activity 1

1a A lack of money is Marshall’s motive for going to visit his wealthy cousin.

1b This fact is what drives the plot. This is why Everard wants to murder him.

2a The writer suggests Everard is kind and generous by describing him as ‘friendly, kind and hospitable’. The writer also says that Everard ‘agrees’ to help him with his money problems.

2b The writer suggests this to make the reader think that Everard is a good character, so it is a real surprise when it turns out that Everard had evil intentions. It is a twist in the plot.

3 Students’ own answers. Suggested answer: Perhaps Everard’s wife knows that her husband is likely to harm or murder Marshall.

4 Students’ own answers. Suggested answer: I think the writer decided that Everard would go to Brazil to collect his animals to emphasise how exotic and unusual the animal collection was. It would imply that the collection was valuable and rare.

Section 6 Story structure: Lesson 11

Activity 2

1 Possible answers:

Exposition	a Marshall King will inherit money from his uncle, Lord Southerton.
Conflict	b Marshall needs money. c He accepts an invitation from his wealthy cousin, Everard, hoping that he might help him financially. d He doesn’t realise that Everard wants him dead, so that he himself can inherit Lord Southerton’s fortune.
Climax	e Everard traps Marshall in the room with the Brazilian cat, hoping it will kill him.
Resolution	f Marshall survives but Everard is killed by the cat, so Marshall inherits Lord Southerton’s fortune when he dies.

Activity 3

1 and 2 Students’ own answers. Answers will vary, but all the plans should follow the structure of:

- Exposition
- Conflict
- Climax
- Resolution

Student Book Answers

Section 7 Endings: Lesson 12**Activity 1**

1a a happy ending

1b a sad ending

1c a 'twist': an unexpected ending

Activity 2

1a Possible answers:

i) the orphan is vulnerable and taken advantage of, although he is ultimately lucky

ii) the criminals are mean and exploit the orphan

iii) the owner of the burgled house is kind and generous

1b Possible answers:

i) the piper is clever

ii) the mayor is foolish

iii) the children are unlucky and unfairly punished

1c Possible answers:

i) the driver is boastful

ii) the hitch-hiker is cunning

iii) the police officer is unlucky

2a Students' own answers. Suggested answer: I feel sympathy for the orphan in Story A and the children in Story B.

2b Students' own answers. Suggested answer: I feel happy for the orphan and the owner of the house in Story A.

2c Students' own answers. Suggested answer: I feel that the criminals in Story A got what they deserved.

Section 7 Endings: Lesson 13**Punctuation Boost: Colons and semi-colons**

1a The police officer stopped the driver: he was driving too fast.

1b The piper lured the children into a cave; they were never seen again.

1c The orphan hoped life would be better outside the workhouse; he was wrong.

2 Students' own answers.

Student Book Answers

Activity 3

1 Students' own answers. Suggested answer:

At the end of Story A, you might feel that life can be difficult (shown by the orphan's harsh experiences with the criminals) but it can turn out well in the end (shown by the kindness of the house owner and the reunion with the boy's family).

At the end of Story B, you might feel that some sort of justice has been done, as the foolish mayor has been punished, but the justice doesn't seem complete, as the townspeople and the children suffer from their separation.

At the end of Story C, you might feel surprised and entertained, because the hitch-hiker has acted wrongly in stealing the police officer's notebook, but it does mean that the driver won't be prosecuted. It is an unexpected twist in the story.

Activity 4

1–3 Students' own answers. Answers will vary, but all plans should leave the reader with very distinct feelings about each character, and the ending.

Section 8 Ways of telling stories: Lesson 14**Activity 1**

1 To get some water to make coffee

2 He sees a pony and Josefa O'Donnell, and also the crouching Mexican lion.

3 The lion is looking hungry. He sees the tip of its tail six feet away from its eyes.

4 Givens says that he isn't hurt.

5 Students' own answers. Suggested answer: I think that Givens is emotionally hurt by the death of the lion. He was trying to save the lion. He didn't want the woman to shoot it because it was his pet.

Activity 2

1a A

1b C

1c B

1d D

2a 'her dark eyes'

2b 'quietly reloading her silver-mounted .38.'

2c "'Is that you, Mr. Givens?'" said Josefa.'

2d 'There was a provoking, teasing, maddening smile upon her mouth'

Section 8 Ways of telling stories: Lesson 15**Activity 3**

1 Students' own answers. Suggested answers:

a 'All I can see, in every direction, is sand,' said Tad.

Jem looked around, despairingly. 'I have no idea where we are, or how we can get home again.'

Student Book Answers

b Jem appeared anxious and upset as she looked around her. Tad's stomach rumbled and he licked his dry lips.

Skills Boost: Identifiers and adverbs

1 Students' own answers. Suggested answer:

"Could you please go and tidy your room?" she ~~asked~~ **quietly** murmured.

"Do I have to?" Jonathan ~~moaned~~ **miserably** wailed.

"Yes!" she insisted firmly.

"But I tidied it only a few months ago!" Jonathan muttered grumpily.

"Go and tidy your room!" she shouted loudly.

Activity 4

1–8 Students' own answers. Answers will vary, but all should:

- be an extract from an exciting, entertaining story
- include sentences about the characters' actions and thoughts
- include sentences using speech
- be correctly punctuated, particularly around the speech.

Section 9 Structuring sentences: Lesson 16**Activity 1**

1a and b Students' own answers. Answers will vary, but should refer to the quick pace of the short sentences, reflecting the tension of the situation and the short, sharp exchanges between the characters. Each character is in a state of high emotion as Ella challenges Henrietta.

Activity 2

1 Students' own answers. Suggested answer: I think that the original version has more impact because it lists Ella's actions in one fluent sentence, which echoes her journey on the motorbike and what she did during it. By including all the activity in one sentence, it makes the narrative flow smoothly, reflecting the way her actions blended into each other.

2a Shopping bags, wallets and briefcases were taken. People standing at bus stops were ideal targets. The thief worked quickly. The innocent passers-by were visibly surprised and shocked.

2b Students' own answers. Suggested answer: I would choose the original version because the punctuation links all the information together, building up a coherent picture. The four single-clause sentences read abruptly, making the statements disjointed and lacking cohesion.

Student Book Answers

Section 9 Structuring sentences: Lesson 17**Activity 3**

1 He tripped, fell over and scraped his arm.

2 Possible answer: He scraped his arm because he fell over when he tripped.

3 Possible answers:

a I went to my locker. I said 'hello' to my friends. I went into the classroom.

b I went to my locker, said 'hello' to my friends and went into the classroom.

c After going to my locker, I said 'hello' to my friends before going into the classroom.

Grammar Boost: Linking adverbials

1a Possible answer: Firstly, I went to my locker. Then I said 'hello' to my friends. Afterwards, I went into the classroom.

1b Possible answer: Stef was desperate to play football. However, Nita said she did not want to. Instead, she wanted to watch television. Moreover, she had hurt her foot. Nevertheless, Stef begged and sulked and begged again. However, Nita would not change her mind.

[underlining = adverbial of contrast or consequence]

Activity 4

1–8 Students' own answers. Answers will vary, but all should:

- follow the structure as detailed in steps 1 to 5
- include a mix of single- and multi-clause sentences for effect, with adverbials and conjunctions
- be paragraphed in a logical way
- be evaluated as to the sentence structures chosen.

Section 10 Reviewing, revising and proofreading: Lesson 18**Spelling Boost: Homophones**

1a and b their with (i); there with (ii)

1c and d too with (ii); two with (i)

1e and f no with (i); know with (ii)

1g and h hear with (ii); here with (i)

2a I'm walking over to visit my cousins – their house is over there.

2b We have to complete two pages of maths questions, too.

2c I know that there is no cricket training tonight.

2d The music is so loud that I can hear it from here.

Student Book Answers

Activity 1

1 came - come; woke - wake; spoke - speak; broke - break; chose - choose; ate - eat; found - find; wrote - write; began - begin; knew - know; slept - sleep; kept - keep; felt - feel; lost - lose; swept - sweep; bought - buy; brought - bring; caught - catch; fought - fight; taught - teach; thought - think

Activity 2

1 **There** were only two people who could possibly **know** Doctor Doom's evil plans - and now he had taken one of them prisoner. The other one was me. I **knew** I had to do something. Doctor Doom had to be **stopped**.

I **kept** myself hidden in the bushes opposite the Doctor's enormous house. As I **watched** and waited, I was **beginning** to worry. After an hour, the front door opened. It was the Doctor and a short, dark-haired man in a suit. I could **hear** everything they said, but they couldn't see me.

"I will be back in **two** hours," said the Doctor.

"Yes, sir," said the other man.

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

2 Students' own answers.

Section 10 Reviewing, revising and proofreading: Lesson 19

Activity 3

1 Students' own answers. Suggested answer:

I creep up to the house and stare in through the window. I try the window but it won't move. Sweat is trickling down my face. Then, without warning, I hear someone bellowing. "Hey, you!" I realise they mean me. I freeze.

[underlined = synonym]

Grammar Boost: Conjunctions and relationships

1a before (I often read at night before I go to sleep.)

1b even though / although (I often read at night even though /although I am sometimes too tired.)

1c as long as (I often read at night as long as I am not too tired.)

Activity 4

1a I started walking. I soon heard footsteps behind me.

1b Possible answer: I started walking but I soon heard footsteps behind me.

2a Possible answer: I walked more quickly because the footsteps were getting nearer.

2b Possible answer: The footsteps were getting nearer so I was starting to feel frightened.

Student Book Answers

2c Possible answer: I walked more quickly because the footsteps were getting nearer and I was starting to feel frightened.

3 Students' own answers.

Activity 5

1a My lungs hurt and my legs hurt and I couldn't run anymore. I fell on the pavement and hit my head on the cold, hard concrete. I tried to get up and two hands **took** hold of me and I was **looking** into the face of a woman I had never seen before.

"Are you OK?" she asked.

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

1b–d Students' own answers. Answers will vary, but should focus on improving vocabulary and sentence structure.

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

1 Students' own answers. Answers will vary, but ideas could be based on the prompts.

2 Students' own answers. Answers will vary, but should be presented in the form of a table, as shown in the instructions.

Activity 2

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

- involve a hero and a villain
- be structured with an exposition, conflict, climax and resolution
- have an effective opening and ending
- use speech, varied vocabulary, different sentence lengths, conjunctions and adverbials

Activity 3

1 Students' own answers, although all stories should have been reviewed and revised for impact, clarity, variety of vocabulary and accurate spelling, punctuation and grammar.

Student Book Answers

Unit 2 Safe and sound

Section 1 Spotting persuasive techniques: Lesson 1

Activity 1

1 The writer is trying to persuade the reader to drink plenty of tap water.

2a All three ideas are included in the poster.

2b Possible answer: 'Drink at least 2 pints of water every day.'; 'It keeps your temperature stable.'; 'The best source of water is your tap.'

Activity 2

1 It makes up three-quarters of your body weight; it keeps your temperature stable; it helps your waste system; it helps dissolve food; it keeps your body's organs working.

2 Students' own answers. Suggested answer: The writer suggests it is important to drink water because it is essential for good health.

3 Students' own answers. Suggested answers:

a It keeps your body's organs working – MOST

b It makes up three-quarters of your body weight – LEAST

c Keeping your body's organs working is the most important piece of information because if you don't drink enough water, it can affect many different processes inside your body.

The fact that water makes up three-quarters of your body weight isn't particularly persuasive because many people want to reduce their body weight, so may see cutting down on water as a way of doing this, but that could lead to health problems.

Section 1 Spotting persuasive techniques: Lesson 2

Grammar Boost: Imperative verbs

1a turn

1b chop

1c tell

Activity 3

1a

Imperative verb	Positive language	Negative language
keep	even better the best source useful minerals useful sources the best drink	not as good for you very acid can damage eating into

Student Book Answers

1b Possible answer: ‘drink’ – another imperative verb; repetition of the word ‘best/better’ – positive language

2 Students’ own answers. Suggested answers:

a ‘all your body functions working’

b It is persuasive because it contains information in a succinct way, but emphasises how important it is to everyone’s health, by using the words ‘all’ and ‘working’.

Grammar Boost: Parts of speech

1

Nouns	Adjectives	Verbs	Adverbs
Ayo glass water day	cold hot	filled drank was	slowly extremely

Activity 4

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

- include three persuasive sentences
- use persuasive language, for example: positive vocabulary linked with water; negative vocabulary linked with other drinks; imperative verbs.

Section 2 Persuasive vocabulary: Lesson 3

Activity 1

1a It boosts your confidence; it helps you feel good about yourself.

1b Possible answer: gum disease; tooth loss

2a Have three or four meals a day rather than lots of snacks.

2b Avoid sugary snacks.

2c Possible answer: Visit the dentist at least once a year.

Activity 2

1a Look after your teeth and gums properly.

1b ‘suffer from a number of conditions’

1c Possible answer: It will cause you distress and pain if you don’t.

2 Possible answer: The writer is implying that you should limit your number of sugary foods and drinks.

Student Book Answers

Section 2 Persuasive vocabulary: Lesson 4

Skills Boost: Connotations

1a B

1b A

1c C

Activity 3

1 Students' own answers. Possible answers:

a acid – burning; strong; corrosive; painful; destructive; powerful

b attack – hostile; aggressive; vicious; harmful; battles; war; combat

2 Students' own answers. Suggested answer: The phrase 'acid attack' has very negative connotations, as both words are associated with harmful, aggressive concepts.

Activity 4

1 Students' own answers. Suggested answers:

a 'It is better to have three or four meals a day rather than lots of snacks.'

b 'your teeth are under attack for up to one hour'

c 'harmful'

d I found the word 'harmful' persuasive because it has connotations of suffering and/or weakening of your teeth.

Activity 5

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

- promote one side of an argument
- include advice for and against certain actions and explanations
- use some words with positive connotations and others with negative connotations
- be reviewed with a view to improving persuasive vocabulary choices.

Section 3 Responding to a text: Lesson 5

Activity 1

1a You need to be at least 13 years old to use most social networking sites.

1b Make sure you know what the risks are of using the sites.

1c Think carefully about privacy and how to get help if things go wrong.

Activity 2

1 Young teenagers

2 'There are lots of reasons why these sites can be unsafe for young people, even those over 13, so it's important that you don't use them until you know how to do so safely.'

Student Book Answers

3 Students' own answers. Suggested answer: The writer has aimed the webpage at this audience because this is the age group who are most likely to be starting to use social networking sites.

4 Students' own answers. Suggested answer:

I would use lots of funny images of young teenagers having fun (in a safe way), displayed as if on a mobile phone, and I would include a picture of a teenager on their own, looking at their phone and obviously sad and lonely. I would use the words: *share, friends, fun, privacy* to accompany the fun pictures, but use the words *beware, report, help* to accompany the sad picture.

Section 3 Responding to a text: Lesson 6

Skills Boost: Punctuating quotations

1a The writer points out the dangers of social networking, for example: 'Once you've put something online you've lost control of it.'

1b The writer lists all the things you can do on social networks: 'chat, comment, share pictures and game'.

1c The writer warns young people they are 'at risk' if they use social networks when they are too young.

Activity 3

1a 'It's really tempting to accept as many friend requests or follows as possible.'

1b 'popular'

1c The writer suggests that young people want to have lots of online friends because it makes them feel popular.

Activity 4

1a breaking their rules; risk; safer

1b Students' own answers. Suggested answer: They suggest that there is some danger in not abiding by the rules.

Activity 5

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

- be a paragraph of critical response to the webpage
- contain a key point about what the writer has done
- include evidence (a quotation) to support the point
- include an explanation of how the evidence supports the point.

Section 4 Organising your response: Lesson 7

Activity 1

1a Parents and other adult people who care for small children in their home

1b Possible answer: 'Encourage your child to sit while eating'; 'while carrying your child'

Student Book Answers

2 Possible answer: The writer is trying to persuade the reader to take precautions to prevent accidents happening to young children while they are at home, so they will be safe.

3 Students' own answers. Suggested answer:

The writer has used bullet points to lay out the advice clearly. The writer has used imperative verbs to instruct readers what to do, for example, 'Fit window stops', 'Install safety gates', 'Keep hot drinks'. The writer refers to what doctors report to give weight and evidence to the types of injuries covered.

Activity 2

1a B 'most common place'

1b A 'hazards'

1c C 'tempting'

Section 4 Organising your response: Lesson 8

Skills Boost: Structuring a paragraph of critical response

1 Possible answer: key point, evidence, explanation

2 Students' own answers. Suggested answer:

One way in which the writer persuades the reader is by using imperative verbs throughout the webpage. For example, imperatives such as 'Keep', 'Watch out for' and 'Fit' are used for each of the bullet points. This gives the impression that the instructions are very important and need to be acted upon.

Activity 3

1a scald; delicate

1b choke; fatally

Activity 4

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

- consist of two paragraphs
- be based on a completed planning table, as shown in the instructions
- focus on two separate persuasive techniques
- have cohesive links within each paragraph and between paragraphs.

Student Book Answers

Section 5 Assessment: Lesson 9

Activity 1

1 The writer's intention is to give advice to cyclists on how to stay safe while riding their bike.

2 Students' own answers. Suggested answer: Not signalling what you intend to do; changing direction without looking behind you; riding too fast or losing control.

3a Students' own answers. Suggested answer: Wear a helmet; follow the rules of the road; signal your moves.

3b Students' own answers. Suggested answer: To stay safe while cycling, always wear a helmet, follow the rules of the road and signal your moves clearly before you make them.

4 Young riders and teenagers: 'statistics show that young riders and teenagers are more likely to be killed or seriously injured in road accidents than any other age group.'

5 Students' own answers. Suggested answer: The writer uses imperative verbs to make the advice more persuasive, for example 'Wear...', 'Keep both hands...', 'Carry schoolbooks...'

Activity 2

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

- consist of two or three paragraphs
- comment on the writer's intention, ideas and vocabulary choices
- use evidence from the leaflet to support ideas
- include a key point, evidence and explanation in each paragraph
- be reviewed for spelling and punctuation errors.

Section 6 Persuasive paragraphs: Lesson 10

Activity 1

1 Possible answers:

a Fake news and how to identify it

b Young people, who tend to use social media most

c Check out whether what they read in the news is true

2 Students' own answers.

3 Students' own answers. Suggested answer: An effective opening should engage the reader with a title that clearly indicates what the text is going to be about. It should be obvious who the text is aimed at and what the writer's intention is.

Student Book Answers

Activity 2

1a 'We need to know how to not become influenced by this 'fake news'.'

1b 'When we learn an interesting fact, or something makes us laugh, many of us will send it around to other people who might be interested.'

1c 'We can't be doing anything wrong, can we?'

1d The writer implies the reader should check the news to see how genuine it is.

2a Students' own answers. Suggested answer: Ask questions to test whether the news story is likely to be true.

2b Students' own answers. Suggested answer: Ask the questions and if any of the answers are 'no', then take one of the next three steps listed.

2c Students' own answers. Suggested answer: I think that more examples would have made this section more effective. This would show young people how to apply the questions and what sort of results to look for. It would model the process that it is advising them to go through and therefore be more convincing.

Section 6 Persuasive paragraphs: Lesson 11

Activity 3

1a go back; work out

1b Students' own answers. Suggested answer: I think these imperative verbs are effective because they sound quite urgent and decisive. They make the instructions sound important and worth following.

2a 'If we share...'; 'If the answer...'

2b Students' own answers. Suggested answer: I think these conditional clauses have the effect of making the reader feel that the writer is on their side, because she isn't just telling them what to do, but is qualifying it by saying that in a particular circumstance, then they should follow this advice.

3 Students' own answers. Suggested answers:

a Think carefully about how genuine the news articles are. If you feel there is anything odd or untrustworthy about a news article, then research it further to find out.

b Be alert to the possibility of fake news online. If you are worried, ask an adult or a friend for some advice.

Grammar Boost: Demonstrative pronouns

1a Mwaka

1b a news story

Student Book Answers

2a a problem

2b not believing everything you read

2c being true and honest

Activity 4

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

- give advice about how to deal with rumours
- consist of three paragraphs
- have an attention-grabbing heading and first line
- include examples
- include imperative verbs
- include at least one multi-clause sentence using the conjunction 'if' or 'when'.

Section 7 Persuasive structures: Lesson 12

Activity 1

1a Possible answer: how to improve mental wellbeing

1b the title

1c Possible answer: think about what is affecting your mental wellbeing; build positive relationships; take time for yourself

1d the subheadings

2a 'Think about what is affecting your mental wellbeing'

2b Possible answers: loneliness; loss; relationship problems

3a 'Build positive relationships'

3b Possible answers: join a group; make time for the people you love; talk about how you feel

Activity 2

1 Students' own answers. Suggested answers:

a The purpose of the introduction is to explain what mental wellbeing is.

b The subheadings tell the reader what each section is about.

c The bullet points help to guide the reader through the ideas in the webpage. They make the ideas clearer and easier to follow.

Section 7 Persuasive structures: Lesson 13

Grammar Boost: Determiners

1 B makes it clearer that both sentences refer to the same man as it uses the determiner 'The'. This shows that it refers specifically to the man mentioned in the previous sentence.

2 Hania smelled food. A smile appeared on her face.

Student Book Answers

Activity 3**1a** B**1b** A**1c** C**Activity 4****1–6** Students' own answers. Answers will vary, but all should:

- plan a persuasive text
- include reasons why it is a good idea to do other things
- include suggestions for alternative activities
- explain the benefits of the alternative activities
- include an informative heading
- include an introduction, subheadings and some imperative verbs.

Section 8 Exploring the writer's choices: Lesson 14**Activity 1****1** Possible answer: The writer's intention is to persuade teenagers to get plenty of sleep.**2** Students' own answers. Suggested answer: Don't look at any screens from an hour before bedtime; get into a routine at bedtime; don't get overtired.**3a** Possible answer: good concentration; clear skin; coping better with life's stresses**3b** Students' own answers.**Activity 2****1a** Possible answer: In this sentence, the writer uses the word 'havoc' to highlight the problem of poor skin condition, which is sometimes the result of a lack of sleep.**1b** Possible answer: In this sentence, the writer uses the phrase 'seriously dangerous' to highlight the peril of driving when you are tired.**1c** Possible answer: In this sentence, the writer uses the image of 'your brain going round at 100 miles an hour' to convey a dramatic picture of what it feels like when you can't sleep.**2a** Students' own answers. Suggested answer: You are more likely to feel depressed when you are exhausted.**2b** Students' own answers. Suggested answer: I think that my version of the sentence is more persuasive because it is more dramatic and extreme, and will therefore have greater impact on the reader.

Student Book Answers

Section 8 Exploring the writer's choices: Lesson 15

Grammar Boost: Sentence types

1a single-clause sentence

1b multi-clause sentence

1c single-clause sentence

1d multi-clause sentence

2 'Read a book in bed so you relax before you try to sleep.' (Three clauses; 'so' and 'before' are the conjunctions used to link the clauses.)

'You will feel better and you will look healthier.' (Two clauses; 'and' is the conjunction used to link the clauses.)

Activity 3

1a Possible answer: Sleep well to maintain a healthy weight.

1b Possible answer: Sleep well to cope with stress.

1c Possible answer: Get into a pre-sleep routine to prepare your body to rest.

2 The writer has linked the instruction and explanation with the conjunction 'so that'.

Activity 4

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

- be planned in the form of the example table
- include two paragraphs
- focus on how the writer persuades the reader that sleep is important
- include two quotations, two key points and two explanations
- use a variety of single- and multi-clause sentences.

Section 9 Rhetorical devices: Lesson 16

Activity 1

1 The writer's intention is to persuade people not to smoke.

2 Possible answer: Your breath may smell; you increase your risk of cancer; those surrounding you will become passive smokers.

3 Possible answer: You will save money; keep your teeth whiter; your skin will be clearer.

Activity 2

1a triple structure

1b rhetorical question and direct address

1c list

1d repetition, triple structure and direct address

Student Book Answers

2 Students' own answers. Suggested answer:

Rhetorical device	Example
Rhetorical question	'Which would you choose: poisoning your friends, your family and yourself – or living a longer, fitter, more comfortable life?'
Triple structure	'Smoking is anti-social, addictive and deadly.'
Repetition	'the more we learn about the effects of smoking, the more harmful we know it is.'
List	'Smoking dramatically increases your risk of developing cancer, emphysema, heart disease and asthma.'
Direct address	'By not smoking, you will save a lot of money'

Section 9 Rhetorical devices: Lesson 17

Punctuation Boost: Commas in lists

1 My favourite subjects are English, maths and science.

Every morning, I get up, get dressed, eat breakfast and clean my teeth.

Activity 3

1 Students' own answers. Suggested answers:

a The second sentence is more persuasive because it asks a rhetorical question which engages the reader and challenges them to think about the issue.

b The first sentence is more persuasive because it uses direct address so the reader thinks this applies specifically to them.

c The second sentence is more persuasive because the detail makes the damage sound more threatening and specific.

2 Students' own answers. Suggested answer:

The rhetorical question directly challenges the reader to think about the issue – it makes it personal.

The triple structure emphasises the extremely negative aspects of smoking, in all their diversity.

The repetition stresses that the increasing knowledge only brings more confirmation about the perils of smoking.

The list gives scary details of the sorts of ailments that are linked with smoking.

The direct address makes the reader feel involved and as if the writing is personally relevant to them.

Student Book Answers

Activity 4

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

- be persuasive about eating healthily
- directly address the reader
- include a rhetorical question
- include repetition
- include a list
- include a triple structure.

Section 10 Getting ready to respond: Lesson 18**Activity 1**

1a dizziness; headaches; racing pulse

1b lie down somewhere cool and shady; drink lots of water

1c wear white; run cold water over your wrists, feet and head

2 Possible answer: The target audience is anyone who is somewhere that may be 35 degrees or hotter. The writer's intention is to advise people how to look after themselves and keep themselves cool.

Activity 2

1a heading; subheadings; bullet points

1b Possible answer: The subheadings help to guide the reader through the text because they flag up what each section of text is going to be about.

1c Possible answer: The bullet points help to persuade the reader to look out for signs of heat exhaustion and advise how to take precautions to stay cool.

Activity 3

1a roasting

1b Students' own answers. Suggested answer: 'uncontrollable sweating'; 'temperature soars'

Section 10 Getting ready to respond: Lesson 19**Skills Boost: Selecting vocabulary in your response**

1a Possible answer: The writer has selected powerful vocabulary to emphasise the problems high temperatures can cause.

1b Possible answer: The writer focuses on practical solutions to the problems. This suggests the writer wants the reader to feel empowered to take control of the situation.

Student Book Answers

Activity 4

1a Rhetorical question: 'Everyone likes hot weather, right?'

Short sentence: 'Wrong!'

Direct address to the reader: 'If you live...'

1b Students' own answers. Suggested answer:

The rhetorical question engages the reader by making them think about how they would respond to this question. The short sentence emphasises the negative response.

The direct address to the reader gives a sense of immediacy to the text and makes the reader think that the text is personally relevant to them.

Activity 5

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

- focus on how the writer of the webpage persuades the reader to follow their advice
- contain one paragraph
- consider the writer's use of subheadings, rhetorical questions, sentence structure and vocabulary choice
- include a quotation, a topic sentence and an explanation about the impact of the quotation.

Section 11 Assessment: Lesson 20

Activity 1

1 wealth; beauty; fame

2 Students' own answers. Suggested answer: I think that the writer is suggesting that these things do not really bring lasting happiness. He or she is questioning this approach to happiness.

3 Students' own answers. Suggested answer: I think that the writer has included these ideas to add extra reasons for doing things for others. He or she points out that these ideas can be mutually beneficial.

4 heading; subheadings; bullet points

5 Students' own answers. Suggested answer:

I think that encouraging people to be more active is most likely to make them happy, because most people spend too long sitting down, using social media, and if they cut short this time and did something active instead, it would make them feel healthier, energised and happier with their body.

Activity 2

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

- focus on how the writer has tried to persuade the reader to follow the advice given
- comment on the writer's intention, ideas, vocabulary and sentence structures
- use the point–evidence–explanation structure of a critical paragraph.

Unit 3 A perfect world

Section 1 Exploring a fictional future: Lesson 1

Activity 1

1a The characters; What has happened before the story started; What might happen next in the story

1b Possible answers:

The characters: Marco is a Knight of the New Society; Marco has one sibling – Anya – and ‘tired, thin’ parents; Marco has learned through his studies that ‘feeling and emotion should be ignored’

What has happened before the story started: the ‘Great Pollution’ happened, where the pursuit of commodities almost destroyed humanity; the ‘Founders’ took control and imprisoned anyone who possessed luxuries; Marco has undergone training at the Academy to enforce the will of the Founders; the ‘Commoners’ are those who want to continue to pursue a life of luxury; Marco has become distanced from his family, who are ‘Commoners’; Marco has ridden his horse to a run-down house owned by a ‘Commoner’, who apparently owns a television.

What might happen next in the story: Marco might go into the house, confiscate the television and imprison the woman.

1c Students’ own answers. Suggested answer: Following the Great Pollution, Marco has trained to be a Knight of the New Society, working for the Founders to punish Commoners who seek luxuries. He has come to visit a house owned by a woman suspected of owning a television.

2 Students’ own answers. Suggested answer: I think that the idea of the Great Pollution would engage readers because it is something that people believe we are heading for now. It has current relevance as people are taking a greater interest in environmental concerns.

Activity 2

1a Possible answer: the future. The clues I found in the extract were references to the ‘Great Pollution’, which is an event that hasn’t happened yet.

1b Possible answer: the world became contaminated by constant consumerism. The extract refers to the ‘mindless exploitation of the Earth’s resources’ during the Great Pollution.

1c Possible answer: The purpose of the Academy was to train Knights who would rule over the lives of the Commoners, checking that no one made or traded in luxury goods any more. The word ‘Academy’ made me think of a school or training organisation. The role of the Knights was to ‘preserve’ the world, which meant looking after the new world that the Founders had built. The word ‘Commoners’ implies that these people were the majority and not as important as the Knights or the Founders.

Student Book Answers

Section 1 Exploring a fictional future: Lesson 2

Activity 3

1 Students' own answers. Suggested answer:

	In the world where I live...	...but in the imaginary world of the story...
1	We have lots of luxury goods.	Luxury goods are unlawful.
2	Young people wear colourful clothes of their own choosing at home.	Young people wear plain grey uniforms at home.
3	There are aeroplanes.	There are no aeroplanes.

2 Students' own answers. Suggested answer:

I would really not like to live in this imaginary world of the future because children are taken from their families to train, and only see them once a year. Also, I enjoy luxuries such as watching TV, playing on computers and travelling on aeroplanes, none of which are allowed in the imaginary world. It does not seem to be a happy place at all.

Grammar Boost: Subjects and verbs in Standard English

1a They are the best players in the team.

1b She goes to school every day.

1c The homework is due in on Tuesday.

1d My mother has three sisters.

1e My uncle is older than my father.

Activity 4

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

- be the opening paragraphs of a story
- be set in a utopia (perfect world)
- focus on a narrator's journey to school or work
- include information about where the journey takes place
- describe how and with whom the narrator is travelling
- include the narrator's thoughts or conversation.

Section 2 Building an argument: Lesson 3

Skills Boost: Identifying features

1a Paragraph 1: sentence A; Paragraph 2: sentence D

1b Paragraph 1: '30% of primary school teachers rated it as being "of little or no value"';

Paragraph 2: 'I was transformed from a poor speller to an excellent speller'

1c Paragraph 1: sentence C; Paragraph 2: sentence F

Activity 1

1a The second sentence is the topic sentence.

Student Book Answers

1b Students' own answers. Suggested answer: I think the writer chose to start the article with a statement that people generally accept to be true and agree with, following it up with the topic sentence, because the topic sentence contains some shocking information. Accepting the first sentence as true then gives the second sentence even greater impact.

2a A small trial...

2b Six of the eight...

2c Does it actually matter?

2d Solving plastic pollution...

2e There is something...

Section 2 Building an argument: Lesson 4

Activity 2

1a People appear to be eating plastic.

1b Paragraphs 2 and 3

2a Possible answer: It is a problem if plastic is accumulating in our bodies and harming us.

2b Paragraphs 4 and 5

3a Possible answer: The article suggests that we get more serious about reducing the amount of plastic we use.

3b The final paragraph

Activity 3

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

- include completed 'for' and 'against' lists
- choose one side to support.

Activity 4

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

- plan a newspaper article using the three-stage structure explored in the section
- include a completed table, similar to the example given, with notes on what the problem is, why it is a problem and what should be done about it.

Section 3 Choosing vocabulary 1: Lesson 5

Activity 1

1 Students' own answers. Suggested answer: They think these early years are important because so much develops in your brain and body that affects the rest of your life.

2 nutrition; health; learning; play; protection

Student Book Answers

3a 'By the time a child reaches five years old, 90% of their brain has already developed...'

3b Possible answer: This statistic shows that extremely important development and growth has already happened when a child is very young.

4a Possible answer: The reader is intended to want to tell world leaders that young children need more investment.

4b Possible answer: The reader is intended to take action to promote this by signing the petition.

Activity 2

1a 'By the time a child reaches five years old, 90% of their brain has already developed...'

1b 'The first five years of your life has everything to do with how you turn out as an adult – literally.'

2 Students' own answers. Suggested answers:

a The writer is implying that this care can enable children to do whatever they want to in life.

b The writer is implying that without this care, children's lives are limited.

Section 3 Choosing vocabulary 1: Lesson 6

Activity 3

1a success; chance; impact

1b Students' own answers. Suggested answer:

The noun 'success' implies a positive, happy outcome.

The noun 'chance' suggests opportunity and freedom.

The noun 'impact' implies a strong effect that can make a big difference.

Spelling Boost: 'Silent' consonants

1a	school	what	where	why	honest
1b	science	muscle	scene	scent	fascinating
1c	sign	design	foreign	campaign	gnaw
1d	knot	knee	knock	know	knowledge
1e	thumb	crumb	comb	climb	bomb
1f	wrong	write	wreck	wriggle	wrinkle

Activity 4

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

- be a letter to the headteacher to present a point of view
- include a paragraph explaining the intention
- include three ideas in favour of their argument, using positive vocabulary
- include a summary to conclude.

Section 4 Choosing vocabulary 2: Lesson 7

Activity 1

1 Students' own answers. Suggested answers:

- a The writer wants the reader to feel concerned about the plight of orangutans.
- b The writer wants readers to take action to protect the orangutans by donating money or becoming a member of the charity or volunteering to help.

2 Students' own answers. Suggested answers:

- a Humans are destroying the forests where orangutans live so the creatures have to look for food in other places, such as where humans are.
- b I think the writer is implying that there is a physical battle going on between humans and orangutans, which is why the word 'conflict' is used.
- c I think the writer implies this, rather than saying it directly, as it is less distressing than describing physical violence.

3 Students' own answers. Suggested answer: Deforestation threatens the survival of the orangutan because the forest provides food for the orangutans and an environment where they can live. Deforestation also brings the orangutans into closer contact with humans, which causes conflict and violence.

Activity 2

1a urgent

1b completely

1c Possible answer: They suggest that the situation is drastic and people need to take action as soon as possible.

1d Possible answer: The adjective and adverb help the writer to achieve their intention by making the reader feel a great sense of urgency and need to act to save the orangutans.

2 helpless; innocent

Student Book Answers

Section 4 Choosing vocabulary 2: Lesson 8**Spelling Boost: Unspoken or 'silent' vowels****1a**

sep-a-rate
veg-e-ta-ble
fam-i-ly
mem-o-ra-ble
dic-tion-a-ry
libr-a-ry
int-e-rest
bisc-u-it
hist-o-ry
diff-e-rent
mi-ni-a-ture
jew-ell-e-ry
med-i-cine
cat-eg-o-ry
bus-i-ness

1b Students' own answers.

2 Students' own answers.

Activity 3

1 Students' own answers. Possible answers:

extremely beautiful orangutan
incredibly expensive house
disappointingly slow car
particularly fascinating film
surprisingly large city

2a Possible answer: No, because it is too long.

2b Students' own answers. Suggested answer: In the distance, I saw a fully grown, large, beautiful orangutan. It was terrifyingly wild and powerful, and was hooting softly.

Activity 4

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

- be planned using the table given
- argue a point of view using the structure given
- be reviewed to improve choices of verbs, adverbs, nouns, noun phrases and adjectives.

Student Book Answers

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

1a Possible answer: The reader is intended to feel as if they want to do their part in stopping global warming.

1b Possible answer: The reader is intended to be more careful about using energy, to spread the message and to learn more about green energy.

2 Students' own answers. Suggested answer: The writer implies that the future could be very grim unless people take action to halt global warming. The writer states that things will get worse 'for people, for animals, for plants and for the whole planet'.

3 talk to their parents and friends; try to improve their understanding about the scientific facts

4a Possible answer: devastating; depressing

4b Students' own answers. Suggested answer: The word 'devastating' implies something terrible that will bring suffering and awful consequences. The word 'depressing' will strike a chord with many readers who will agree that this is the overall effect of the news about climate change that we receive, but this will get the reader on the side of the writer and help to make them sympathetic to what the writer has to say.

Activity 2

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

- be in a letter format
- argue for change
- be planned using the three-part structure
- include careful vocabulary choices
- be persuasive
- be checked for spelling and punctuation errors.

Section 6 Supporting key points: Lesson 10**Activity 1**

1a The Flynn Effect

1b Although IQ levels had been rising every decade, they are now falling.

1c The evidence implies that we are getting less intelligent and our brains are getting less efficient.

Activity 2

1a B; D

1b A; E

1c C; F

Student Book Answers

Section 6 Supporting key points: Lesson 11**Activity 3**

1 A: point–example–comment

2a Students' own answers. Suggested answer:

We would be foolish to allow ourselves to become too reliant on AI as it will have an extraordinary impact on our lives in the years ahead, with such examples as self-driving cars and robot surgeons. Self-driving cars and robot surgeons are examples of AI that will have an extraordinary impact on our lives in the years ahead, but we would be foolish to allow ourselves to become too reliant on them.

2b Students' own answers. Suggested answer: I prefer the original version which follows the point–example–comment structure, because it seems easiest to understand.

Grammar Boost: Linking points with adverbials

1 Students' own answers. Suggested answer:

We rely on our smart phones far too much. Indeed, the more we use technology, the harder it becomes to imagine life without it. However, it is not too late to take back control of our lives.

Activity 4

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

- argue that technology improves our lives
- consist of two paragraphs, each containing a key point, an example and a comment providing an explanation
- be planned
- use at least two adverbials to signal supporting or contrasting information.

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

1a The study found that people usually do help when asked but are rarely thanked.

1b Students' own answers. Suggested answer: The writer uses this study to show how expectations and behaviour have changed. The effect of this study makes the reader question how they feel about saying 'thank you' and what they witness in other people.

2 Students' own answers. Suggested answer: I think that the writer hopes that the reader feels the same as him and will ensure that they say 'thank you', when appropriate, in future.

Activity 2

1a Possible answer: It is important that this sentence is emphasised because it clearly states the writer's own background and gives the reader a sense of his attitude.

1b Possible answer: The point made in the shortest sentence, about the writer's fear for the future of his children's children, seems to have most emphasis.

Student Book Answers

1c Possible answer: The impact is changed because no sentence stands out as having particular emphasis, so the overall point seems to be lost.

2a rude

2b Possible answer: It stands out because it ends the sentence, and so comes before a slight pause, which gives the reader time to think.

Section 7 Structuring sentences: Lesson 13

Punctuation Boost: Dashes and semi-colons

1a You shouldn't talk with your mouth full; you shouldn't eat with your elbows on the table.

1b Do not interrupt people talking; wait patiently until it is your turn.

1c Hold the door open for other people behind you; they'll be very grateful.

2a You shouldn't talk with your mouth full – you shouldn't eat with your elbows on the table.

2b Do not interrupt people talking – wait patiently until it is your turn.

2c Hold the door open for other people behind you – they'll be very grateful.

3 Students' own answers.

Activity 3

1 Students' own answers. Suggested answers:

a When your friends or an adult are talking to you, don't look at your phone. It's disrespectful.

b Don't look at your phone when your friends are talking to you. It's disrespectful.

c Don't look at your phone when your friends are talking to you because it's disrespectful.

d It's disrespectful to look at your phone when your friends are talking to you, so don't do it.

e Don't look at your phone when your friends are talking to you – it's disrespectful.

f I think that the final version has most impact because it starts with an imperative and ends with a comment after the dash. This shows the link clearly, but gives emphasis to the final statement.

Activity 4

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

- focus on one thing that adults should teach children
- consist of one paragraph
- include a key point, supported with an example and an explanation
- use at least one single-clause and one multi-clause sentence
- not use any conjunction more than once
- use appropriate punctuation
- have impact (after experimenting with different sentence structures).

Section 8 Using rhetorical devices: Lesson 14

Activity 1

1a Possible answer: The writer thinks we should not aim to buy as many possessions as we have.

1b Possible answer: The writer thinks we should pursue happiness in non-materialistic ways.

Activity 2

1a v

1b iv

1c ii

1d i

1e iii

2 and 3 Students' own answers. Suggested answer:

Rhetorical device	Example	Effect
rhetorical question	'But what if there was a better way to live life?'	It challenges the reader to think about the idea.
triple structure	' <u>One that</u> recognizes the empty promises of advertisements and consumerism. <u>One that</u> champions the pursuit of living with only the most essential possessions needed for life. <u>One that</u> boldly declares there is more joy in owning less than can be found in pursuing more.'	It encourages the reader to think about the writer's ideas.
repetition	'It would change the way we spend <u>our</u> hours, <u>our</u> energy, and <u>our</u> money.'	It adds emphasis to a key idea.
list	'Advertisements from every television, radio, newspaper, magazine, billboard, and website'	It highlights the range or variety of supporting ideas.
direct address	'Yet almost all of <u>us</u> live like it is.'	It suggests the writer's ideas are relevant to the reader.

Student Book Answers

Section 8 Using rhetorical devices: Lesson 15**Punctuation Boost: Using apostrophes**

- 1a** A picture's worth a thousand words, it's said.
1b It's true that we should not judge a book by its cover.
1c People's possessions don't bring them happiness.
1d Everyone's goal should be their family's happiness.

Activity 3

1 Students' own answers. Suggested answer:

Many people enjoy deciding what to buy, going shopping and adding possessions to their home.

When you buy something new, does it make you feel happy?

How long does the feeling last?

People soon feel bored with their new possessions and bored with acquiring new things.

People soon realise their house is filled with clothes, furniture and technology they do not need or use.

Activity 4

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

- consist of one paragraph, arguing a point of view
- be planned carefully
- include a key point, an example and an explanation
- include rhetorical devices to add impact.

Section 9 Introductions and conclusions: Lesson 16**Activity 1**

1a Good manners: 'I was brought up to always say "please" and "thank you".'

1b Possible answer: He thinks good manners are still valuable but is aware that not everyone shares this view: 'society seems to expect it less and less'.

2a Possessions: 'Nobody believes possessions equal joy.'

2b Possible answer: He believes we are all too preoccupied by the pursuit of possessions even though they don't really make us happy: 'nobody in their right mind... own a lot of stuff.'

Activity 2

1a An example from his or her own life; a surprising opinion

1b Students' own answers. Suggested answer: The introduction makes me feel sympathetic towards the writer's view. It seems a shame if children don't express gratitude or good manners.

2a The repetition of the word 'nobody'; direct address – 'us'

Student Book Answers

2b Students' own answers. Suggested answer: This introduction makes me question my own attitude towards possessions. It seems to simplify the relationship between possessions and happiness. A lack of things cannot, in itself, make you unhappy.

Section 9 Introductions and conclusions: Lesson 17**Activity 3**

1a the first sentence

1b the second sentence

1c Students' own answers. Suggested answer: The conclusion makes me feel that it's important to remember manners and it is fair to expect others to be polite and well-mannered.

2a the first sentence

2b the second sentence

2c Students' own answers. Suggested answer: The conclusion leaves me questioning whether I really do need all the possessions that I have and whether it is really wrong to aspire to have particular possessions.

Skills Boost: Writing in a formal register

1 Students' own answers. Suggested answers:

a The planet will not be saved unless people change their ways.

b Rubbish will keep accumulating and people will become surrounded by it.

c It would be best if people stopped throwing away their rubbish and started recycling it.

Activity 4

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

- plan an article to argue a point of view about whether money can buy happiness
- include a full introduction that introduces the topic and your viewpoint
- include features to engage the reader's interest
- include a full conclusion that summarises your key ideas and your views
- sequence sentences to maximise the impact for the reader.

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

1a Yes

1b Yes

1c Yes

2a Yes

2b Yes

2c No. Paragraph 3 is missing evidence or an example.

Student Book Answers

2d No. Paragraph 3 does not include an explanation of how the point links to the main argument.

3a Yes

3b Yes

3c Yes

4 Students' own answers. Suggested answer:

If we can stop damaging the climate, it would be good for animals and plants too because climate change is making them become extinct. For example, floods and droughts that destroy animal habitats mean that there is less living space for the animals and they are at greater risk of not being able to reproduce and bring up their young. Scientific research confirms that both floods and droughts are becoming more frequent with climate change. We can build more cities but if we destroy our planet we cannot build another one.

[underlined = sentences which could be added to paragraph 3 to provide evidence/examples and to explain the importance of the main point]

Section 10 Reviewing and revising: Lesson 19

Activity 2

1a Possible answer: The writer intends to present cities as full of concrete, which is detrimental to our environment.

1b Possible answer: The writer intends to present trees and flowers as positive and necessary for a healthy planet and for human good health.

1c Possible answer: This helps the writer to argue that we should have more trees and flowers in our cities and less concrete.

2 Possible answer: pollution; damaging; destroy

3 Students' own answers. Suggested answer:

'Lots and lots' – change to 'Millions' or 'The majority' or 'Most'

'great' – change to 'convenient to live in' or 'popular to live in'

'better' – change to 'healthier' or 'more enjoyable' or 'greener'

4a Students' own answers. Suggested answer:

Triple structure: 'dirty, smelly and crowded'

Repetition of words and structure: 'The more we help nature, the more it helps us.'

Direct address: 'We need to stop...'

List: 'more parks and trees and flowers'

4b Students' own answers. Suggested answer:

The sentence 'We can build more cities but if we destroy our planet we cannot build another one.'

could be rewritten as a rhetorical question to have more impact: 'We can build more cities but, if we destroy our planet, can we build another one?'

Student Book Answers

5 Students' own answers. Answers will vary, but all should be alternative ways of restructuring to add more emphasis.

Skills Boost: Looking for careless errors**1a**

'becuase' – because

'the air, they' – 'the air. They'

'the Earths' – 'the Earth's'

'If their' – 'If there'

'time their' – 'time in their'

1b Students' own answers.

2 Students' own answers.

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

1–4 Students' own answers. Answers will vary, but all plans should use the key point–example/evidence–comment structure, and include an introduction and conclusion.

Activity 2

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

- follow the planning from **Activity 1**
- be written in full, with a variety of single and multi-clause sentences, including some conjunctions
- use precise, varied and interesting vocabulary
- include some rhetorical devices
- be written in an appropriate register (level of formality/language style)

Activity 3

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

- effective use of register, rhetorical devices, vocabulary choices, different sentence structures
- consistent use of the same tense and person
- spelling, punctuation and grammar errors.

Unit 4 World of sport

Section 1 Summarising: Lesson 1

Skills Boost: Word families

1 or; ion; ive; ate; re; trans; in; inter

Students' own answers:

Prefixes	re-: reread; rewrite trans-: transatlantic; transcribe in-: incapable; ineligible inter-: intercontinental; international
Suffixes	-or: visitor; inspector -ion: information; celebration -ive: creative; dismissive -ate: cultivate; decorate

Activity 1

1 Students' own answers. Suggested answer:

In sentence A: nobility – the wealthiest people. I think this must be the opposite end of the spectrum to 'the poorest' who are mentioned next in the sentence.

In sentence B: leased – paid for. I think this must be the meaning because it refers to land that was obtained for use.

In sentence C: contested – played. I think this must be the meaning because is it about a series of matches between England and Australia.

In sentence D: dubbed – called. I think this must be the meaning because it makes sense in explaining it as a nickname.

Section 1 Summarising: Lesson 2

Activity 2

1 Possible answer:

'In 1744, an official "rulebook" was written and printed on a handkerchief.'

'In 1788, the MCC published a collection of the game rules that they followed.'

'The most dramatic change to the rules came in 1864. Before then, only underarm bowling was allowed.'

2 Students' own answers. Suggested answer: The rules of cricket have changed several times over the years. In 1744, the first rules were printed on a handkerchief. Then, in 1788, the MCC published the game rules in a book. Finally, a dramatic change to the rules came in 1864 when overarm bowling was allowed.

Student Book Answers

Activity 3

1 Students' own answers. Suggested answers:

- a** 'The sport increased in popularity with the nobility as they became more competitive.'
- b** The sport increased in popularity – with the nobility – as they became more competitive.
- c** ~~The sport increased in popularity –~~ with the nobility – as they became more competitive.
- d** the upper classes – as they became more interested in winning
- e** Cricket developed owing to the upper-classes in society becoming more interested in winning.

2 Students' own answers. Suggested answers:

- a** crowds would gather to watch cricket; Thomas Lord created a private cricket ground where he and his wealthy friends could play in peace; the Marylebone Cricket Club (MCC) was formed; in 1788, rules were published; other cricket clubs followed these rules
- b** In London, Lord's cricket ground and the Marylebone Cricket Club were established.
- c** In London, Lord's cricket ground and the Marylebone Cricket Club were established, which satisfied cricket's growing popularity and created widely-followed rules.

3 Students' own answers. Suggested answer:

Paragraph 4 – When overarm bowling was permitted in 1864, it was harder to score runs and easier for a player to be got out.

Paragraph 5 – Cricket became popular globally. The first match between Australia and England was played in 1877. Following a surprise defeat for England, the subsequent matches between the two countries was known as 'The Ashes'.

Section 2 Informing and describing: Lesson 3**Activity 1**

1a Key word 'launched'; the championship was launched in 1974

1b Key words 'Tommy Mattinson'; world gurning awards

1c Key word 'pitchfork'; worm charming

1d Key word 'ironing'; on mountains, on ice and under water

1e Key words 'Stanley Sim Ping Han'; baby crawling

2a Possible answer: extreme ironing

2b Students' own answers. Suggested answer: I find the idea of ironing 'under water' very strange and bizarre.

Activity 2

1

	What	When	Where	Who	How
1. Cherry pit-spitting		✓	✓	✓	✓
2. World gurning awards	✓	✓	✓	✓	
3. Worm charming	✓	✓	✓		✓
4. Extreme ironing	✓	✓	✓		
5. Baby crawling	✓	✓	✓	✓	✓
6. Indoor skydiving	✓	✓	✓	✓	✓

Section 2 Informing and describing: Lesson 4

Activity 3

1 Students' own answers. Suggested answers:

a It happens in Willaston in Cheshire.

b 'stab the ground with pitchforks'

c This creates a rather strange image of lots of people with old-fashioned pitchforks, prodding at the ground in order to make worms appear.

2 Students' own answers. Suggested answers:

a The competition is in a wind tunnel.

b 'the highest number of somersaults'

c This creates an image in my mind of someone spinning over and over, while suspended in a jet of air above a giant fan.

Skills Boost: Identifying intentions

1 Students' own answers. Suggested answers:

a I think the writer's intention is to create humour. The dash and the exclamation mark show that it is light hearted and informal in tone.

b I think the writer's intention is to make the reader feel sympathetic towards the narrator. The situation described would be very embarrassing. It is a sort of nightmare scenario.

c I think the writer's intention is to make the reader feel fear and tension. The character is 'holding [their] breath' which suggests something dangerous or spooky is about to happen. The 'darkness' always conveys an ominous sense of danger, and the description of the tension felt by the character – with 'blood thumping in [their] ears' – helps the reader to share the sensation of being afraid and in that situation.

Student Book Answers

2 Students' own answers. Suggested answer: I think that the writer's intention is to entertain the reader and create humour with the information about these weird sports.

Activity 4

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

- give information about an imaginary weird sport in 50–100 words
- include information about what, when, where, who and how
- create a specific picture in the reader's mind
- evoke a particular response in the reader.

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

1 'Sepak' means kick; 'takraw' means ball.

2 Malaysia

3 Possible answer: This information creates the impression that chinlone is less aggressive and competitive – it sounds more like an art than a sport. Sepak takraw, in contrast, sounds more like a competitive sport, where winning is of the utmost importance.

4 1933

5 Possible answer: The writer suggests that sepak takraw players might not always be agile and elegant by describing them as 'occasionally crashing' to the ground.

6a It is like volleyball in that the ball has to be kept in the air and propelled over a net on a court.

6b It is like football in that the ball must not have any contact with players' hands, while in play.

Activity 2

1a 'increasingly popular' in quotation A

1b 'athleticism' in quotation B

1c 'beautiful movements' in quotation D

1d 'force' in quotation C

Section 3 Selecting evidence: Lesson 6**Grammar Boost: Clauses**

1a 2

1b 1

1c 3

Student Book Answers

Activity 3

1a 'leaping, twisting and kicking to get the ball past their opponents'

1b leaping, twisting and kicking

1c Possible answer: The writer describes the agility of the sport as 'one of the main attractions' with players 'leaping, twisting and kicking' to make it sound exciting.

2a 'In 1933, a net was introduced, and in the following 20 years, the competitive version of the game spread rapidly across Southeast Asia, and formal rules were introduced.'

2b 'rapidly'

2c Possible answer: The writer suggests that the competitive version of the sport spread 'rapidly'.

Activity 4

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

- comment on the impression that the writer creates of sepak takraw
- consist of two paragraphs, each of which includes a topic sentence making a key point, a quotation and a comment
- be planned before being written in full.

Section 4 Exploring vocabulary choice: Lesson 7**Activity 1**

1a a pole and a canal or river

1b They run up to the canal or river bank, leap up onto a vertical pole, which they try to climb as it swings over the water. They then jump off on the other side of the water.

2a 600

2b Often you can try the sport at the main tournaments.

2c All around the Netherlands, Germany, America and Japan.

3a People's attitudes to the sport have changed in other parts of the Netherlands because the most famous Fierljepper, Jacob de Groot, is actually from Utrecht in South Holland.

3b The sport is attracting young people away from more traditionally popular sports owing to the growing media attention and the success of the world record holder, Jacob de Groot.

Activity 2

1 Students' own answers. Suggested answers:

a spectacular

b 'very top', 'leaps', 'using every ounce of his strength', 'jumps free', 'thud', 'explosion', 'roars'

2 Students' own answers. Suggested answers:

a entertaining

b 'thousands', 'passionate supporters', 'crowd', 'flags', 'colourful T-shirts', 'selfies', 'tweeted', 'band', 'enthusiastically tried the sport', 'television', 'bigger viewing figures'

Student Book Answers

Section 4 Exploring vocabulary choice: Lesson 8**Skills Boost: Exploring register**

1 C is the most formal as it uses a formal name 'Mr De Groot' and formal vocabulary such as 'spectators', 'expressed' and 'delight'. B is the least formal as it uses an informal first name 'Jacob' and uses informal phrases such as 'hit the ground' and 'went wild'.

Activity 3

1a 'water's edge', 'vertical pole', 'muddy canal'

1b 'leaps up', 'grabs it', 'propels himself'

2 Possible answer: 'As the pole lurches forward, de Groot frantically climbs up as momentum takes him to the other side of the water and dry land.' The words 'lurches', 'frantically', 'climbs up' and 'momentum' all help to create a powerful impression.

Activity 4

1 Students' own answers. Suggested answers:

a The word 'frantically' suggests that the jump is extremely difficult and there is very little time to complete this action.

b The connotations of the word 'frantically' are frenzied and desperate.

c These connotations create the impression of a Fierljeppen jump being extremely exciting and intense for just a few seconds, with the competitor having to act very quickly and with great energy.

Activity 5

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

- contain two paragraphs
- focus on the impression given of the sport of Fierljeppen
- comment on the writer's intention
- include short, relevant quotations
- refer to effective vocabulary choices and explain why they are effective.

Section 5 Writing a response: Lesson 9**Activity 1**

1a Bobsleigh

1b Skeleton

1c 4

1d Person at the front is the driver, the person at the back is the brakeman, the two in the middle help to launch the bobsleigh at the start.

1e Both the skeleton and the luge involve just one person. In the skeleton, the person lies on their front; in the luge, they lie on their back.

Student Book Answers

2a–d Students' own answers. Answers will vary, but all should include an explanation for the choice.

Activity 2

1a B

1b A or D

1c 'spin' or 'hurtle'

2 Students' own answers. Suggested answers:

a 'It all began in St Moritz in 1928, on what is now the last remaining natural ice track and also one of the world's fastest.'; 'The main difference between this and an Olympic bobsleigh run is that the tracks used for skeleton have more bends – and you have no brakes.'

b 'Squeezed into a steel pod only 3.8 metres in length and weighing 600 kilograms'; 'Athletes will reach 90 mph on the icy chute, and it's considered to be even more dangerous than the skeleton.'

Section 5 Writing a response: Lesson 10**Grammar Boost: Sentence starts**

1a Because it has connotations of speed and being out of control, the verb 'hurtled' creates an impression of terror.

1b After he has highlighted the speed of the skeleton, the writer adds the information that there are no brakes.

1c Although it sounds terrifying, the writer creates the impression that bobsleigh is exciting.

Activity 3

1a B

1b A

1c C

1d Students' own answers.

Activity 4

1–3 Students' own answers. Answers will vary, but all should be based on the prompts provided and:

- consist of two paragraphs
- include a key point about the writer's intention, a supporting quotation and an explanation in each paragraph
- have their sentences sequenced in the most effective, fluent way.

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

1 six

Student Book Answers

2 Possible answer: It is embedded in China's dragon culture; it has been happening for over 2,000 years; today, it involves teams of 20 paddlers in a 40-foot boat with a drummer.

3 'drums', 'shouting', 'colourful'

4 Possible answer: The writer implies that the reader would enjoy seeing or taking part in the dragon boat race by describing the sport as 'impressive' and 'exciting'.

5 Students' own answers. Suggested answer: When the banished poet, Qu Yuan, heard of his kingdom's defeat, he was so distressed that he leapt into the river with a rock. People loved Qu Yuan and tried, in vain, to save him.

Activity 2

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

- consist of two or three paragraphs
- focus on the impression the writer has created about the sport of dragon boat racing
- comment on the writer's intention, ideas and vocabulary
- include a key point, quotation and explanation in each paragraph.

Section 7 Structuring an information text: Lesson 12**Activity 1**

1a between four and five thousand years

1b Modern football has a goal on the ground; ancient Cuju had a goal several metres off the ground.

1c Chuiwan

1d Football was more popular.

1e local people's own rules – they were not standardised until the nineteenth century

2 Students' own answers. Suggested answers:

a I find the fact that the goal net in Cuju was several metres off the ground most surprising, since I imagine this would have made it very difficult to actually score a goal, especially as they couldn't use their hands. It makes the game sound most intriguing.

b I think the names of the very early games are not particularly interesting, as they are not something that can be easily remembered and they don't really shed much light on the nature of those games, other than what we already learn from elsewhere in the information text.

Activity 2

1 Students' own answers. Suggested answer: The writer's intention is to provide the reader with historical information about ball games and to describe what they were like.

2 dates; examples from around the world; humour; vivid description; formal language

Student Book Answers

Section 7 Structuring an information text: Lesson 13**Activity 3**

1a Possible answer: Some ball games are older than people think.

1b Possible answer: An ancient game of golf was played in China in the fifth century CE.

2a Possible answer: A fairly violent form of football became popular in medieval Europe.

2b Possible answers: There were no rules, and people and property were damaged, so the sport was banned.

Skills Boost: Using subheadings

1 Possible answers:

a four

b Paragraph 2; Paragraph 3; Paragraph 4; Paragraph 5

c Paragraph 2: Ancient football; Paragraph 3: Ancient golf; Paragraph 4: Medieval football; Paragraph 5: Football rules

Activity 4

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

- focus on an imaginary ball game
- explain the aim of the game and how it is played
- be planned with different sections
- be written using subheadings, key points and examples

Section 8 Exploring vocabulary and sentence choices: Lesson 14**Activity 1**

1a Possible answer: Hanuabada is a coastal village comprising a main road running parallel to the coast, where the houses are built on stilts over the water, and inland narrow streets, where the houses are built on the hills close to the water's edge.

1b They play in the middle of the main street.

1c Rarua Dikana is a national team player who often goes back to his home village of Hanuabada to play cricket with the locals. The people regard him as a hero.

1d Possible answer: The writer implies that people driving through the village respect the cricket games.

1e Possible answer: Playing cricket in Hanuabada may change people's lives because they can become national cricket stars.

1f Possible answer: People used to walk 100 km from the village of Hula, to join in organised competitions.

1g Possible answer: One problem is the proximity of the ocean; another problem is the lack of proper equipment.

Student Book Answers

2 Students' own answers. Suggested answer: fun, popular

Activity 2

1 Students' own answers. Suggested answer: These facts and figures create an impression of the importance of cricket in Papua New Guinea.

2 Students' own answers. Suggested answer: The verb 'plunging' gives the impression of the enthusiasm and active participation of even the spectators during the cricket matches.

The noun phrase 'soft drink crates' gives the impression that not everyone has access to the traditional stumps used in the game, so they find alternatives to use.

Section 8 Exploring vocabulary and sentence choices: Lesson 15

Grammar Boost: Revising sentence types

1a A, B, E, F

1b C, D

1c Possible answer: They play cricket in the main street because there is not enough space anywhere else.

1d Possible answer: Some players have a plastic bat. Other players have only a plank of wood.

Activity 3

1 The information that some children travel by canoe

2a The information about the distance that some people travelled is given more emphasis.

2b Students' own answers. Suggested answer: I think the writer chose to sequence the clauses like this in order to emphasise the extraordinary distances that people travelled, rather than the fact that land transport improved in the 1950s and 1960s.

Activity 4

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

- focus on the impression of cricket that the writer creates for the reader
- consist of two paragraphs, each containing a key point, a supporting quotation and an explanation
- be planned
- consider the writer's intention
- be checked for the most effective sequencing and type of sentences, and vocabulary in each paragraph.

Student Book Answers

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

1 Possible answer: A dohyo is the raised circular ring on which a sumo contest takes place.

2 clapping; raising hands; stamping; sipping sacred water; throwing handfuls of salt

3 Students' own answers. Suggested answer: The fact that the writer explains the gestures in detail suggests that they are very important to the sport of sumo. This indicates that sumo is a traditional sport that has very strong links to the religion of Shinto.

4 Students' own answers. Suggested answer: I think the wrestlers crouch and glare at their opponent in order to focus their attention on what they are about to do, and to physically centre their balance, ready to spring forwards once the contest starts.

5 Possible answer: Sumo was influential in the development of such martial arts in the West as judo.

Activity 2

1 Students' own answers. Suggested answer:

In paragraph 1, the writer focuses on the history of sumo and its influence and popularity.

In paragraph 2, the writer focuses on describing in detail the appearance of the wrestlers and the dohyo.

In paragraph 3, the writer focuses on describing the detail of the actual fight.

2 Students' own answers. Suggested answer:

The order of the paragraphs makes the information clear and easy to understand. The first paragraph gives general historical information, then the subsequent paragraph gives more information about the setting, with the final paragraph being most dramatic, as it gives details of the actual fight.

Section 9 Planning a critical response: Lesson 17**Activity 3**

1 Students' own answers. Suggested answers:

a The sumo champion has very high status.

b The words 'national hero' helped to create that picture.

2 Students' own answers. Suggested answers:

a There is great suspense in the build-up to each fight.

b The words 'unbearable tension' helped to create that feeling.

Student Book Answers

Activity 4

1 Students' own answers. Suggested answer:

'The fight is usually short.' This short, single-clause sentence adds drama to the information.

'Each wrestler circles, stamping, clapping, throwing salt, or taking a sip of sacred water, before he bows, and settles into a crouch, glaring intently at his opponent, controlling his breathing, emptying his mind, and gathering all his power, ready to hurtle forward.' This long sentence uses a series of clauses to build up the image of a lot of short actions in preparation for the main event, thereby helping to increase tension and suspense for the reader.

Skills Boost: Ways of gathering and organising your ideas

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

- include both a list and a spidergram
- explain the student's preference
- explain which approach is likely to produce the best critical response.

Activity 5

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

- be a plan
- include quotations
- explain how the writer's choices have created specific impressions
- comment on the structure of the extract
- number the paragraphs in sequence.

Section 10 Comparing information texts: Lesson 18**Activity 1**

1 Possible answer: history; development; origins; rules; court and net; teams; popularity; name

Activity 2

1a Possible answer: rules; pace; popularity

1b Possible answer:

First sentence: how to score and win; how to serve; how to identify players

Second sentence: the history; original name; relationship to badminton; changes to the original game

Student Book Answers

Section 10 Comparing information texts: Lesson 19**Grammar Boost: Adverbials for comparison**

1 Students' own answers. Suggested answer:

The building in Image 1 is made out of stone whereas the building in Image 2 is made out of glass.

Both buildings are very large and tall.

The building in Image 1 is very ornate whereas the building in Image 2 looks more functional.

The building in Image 1 looks very grand. Similarly, the building in Image 2 looks very imposing and awesome.

The building in Image 1 seems to be set in a spacious landscape. However, the building in Image 2 looks as if it is part of a crowded city.

Activity 3

1a Students' own answers. Suggested answer:

The writer of Extract A has tried to explain the history of volleyball/explain the changes to the game as it developed.

The writer of Extract B has tried to help the reader understand the rules of volleyball so they enjoy watching it more/to convey the excitement and drama of volleyball.

1b Students' own answers. Suggested answer:

The writer of Extract A has tried to explain the history of volleyball – 'Morgan decided to develop a game that could be enjoyed by middle-aged men.'

The writer of Extract A has tried to explain the changes to the game as it developed – 'The number of players was first set at nine per side, and later reduced to six.'

The writer of Extract B has tried to help the reader understand the rules of volleyball so they enjoy watching it more – 'Each match consists of five sets.'

The writer of Extract B has tried to convey the excitement and drama of volleyball – 'Few sports can match the modern game's pace, energy and heart-stopping action.'

1c and 1d Students' own answers.

Activity 4

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

- compare the information in the two extracts
- compare the writer's intentions in the two extracts
- include similarities and differences
- follow the structure of key point–evidence–explanation
- be checked for clarity and accuracy.

Student Book Answers

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

1 It wasn't deprived. Her mum was supportive. She was bought a proper kit when she was seven. She played whenever she could. At school, she was made to play hockey rather than football.

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

- focus on the writer's family
- focus on her struggle to play football as a female
- include quotations
- comment on how the writer creates specific impressions.

Activity 2

1 The grounds are dusty. It is in a suburb of Juba. It is used for playing soccer every evening.

2a Students' own answers. Suggested answer:

The writer creates the impression that the children are poor but ambitious. They 'pooled their pocket money' to buy a soccer ball – each collecting a few pounds at a time to make one purchase between them. The younger children are patient – they 'wait their turn' until they get a chance to use the precious ball. The children are also focused on the future – they 'daydream' of making a living through sport.

2b Students' own answers. Suggested answer:

The writer creates the impression that football is really important in Buluuk. The young people flock to play soccer and to watch it – they are 'football-crazy kids'. The younger children retrieve the ball when the older players kick it out of bounds. The youngsters dream of playing professional soccer, like 'Côte d'Ivoire and Chelsea striker, Didier Drogba'. Football is the source of physical activity, enthusiasm and ambition in Buluuk.

Activity 3

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

- consist of at least two paragraphs
- compare the content and intentions of the writers in the two extracts (including similarities and differences)
- consider the viewpoint of each narrator
- support points with evidence from the extracts
- consider each writer's choices about structure, sentence forms and vocabulary.

Student Book Answers

Unit 5 A moment in time

Section 1 Writing autobiographically: Lesson 1

Activity 1

1 13

2a a hospital room

2b It is unfamiliar; there is a machine beeping nearby; there is a lady in a white coat, reading a chart

2c It suggests that he is unwell or has been involved in an accident.

3a He is 14.

3b He is at home. He is in a wheelchair.

Activity 2

1a He feels like crying.

1b Possible answer: He is disorientated, confused and frightened.

1c Possible answer: The clues given in the extract are that he doesn't know where he is since the room is 'strange'; he doesn't know the 'dark-haired lady in a white coat'; he can't feel his body.

1d Students' own answers. Answers will vary, but all should be based on both information and inference.

Section 1 Writing autobiographically: Lesson 2

Skills Boost: Key points for summarising

[Note: If you are using the first edition of the Student Book, students should refer only to the final paragraph of the extract to answer questions 1 and 2.]

1 Possible answers:

The writer's age: The writer turned 14 – he celebrated a birthday.**Things that happened in his life:** He had an accident; he celebrated his 14th birthday.**How he felt:** He felt glad he could write on the computer; he enjoyed his birthday with his friends and parents; he felt happy to be alive.

2 Students' own answers. Suggested answer: The writer remembers that, when he was 14 years old, he shared a birthday cake with his parents and friends and felt happy to be alive.

Activity 3

1 Students' own answers. Suggested answers:

a puzzling

b I think the writer wrote his memories in this way as these snapshots sum up key events, and flash into his mind like real memories do.

2a Students' own answers. Suggested answer:

Facts	Senses: sight, etc.	Emotions	Dialogue
'I am thirteen' 'I am home' 'I jump high'	'I hear a machine beeping softly' 'the smell of the salt wind' 'the cries of the seagulls' 'sensation of warm sand under my feet'	'I feel like crying' 'I'm perfectly happy' 'I want to give up'	""Go on...I dare you!" he yells.' 'I remember asking, "Why can't I feel my body?"' ""Happy birthday," she says.'

2b Students' own answers. Answers will vary, but all should explain the choice of information type.

Activity 4

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

- contain three memories/pictures
- include facts, senses, emotions and dialogue.

2–3 Students' own answers. Answers will vary, but all texts should be written in full, either in the first person and present tense or the third person and past tense. Whichever person and tense are chosen, they should be consistent throughout.

Section 2 Exploring structure and intention: Lesson 3

Activity 1

1 Students' own answers. Suggested answers:

a In this quotation, I think the writer is feeling slightly regretful that he has signed up to such an adventurous day.

b In this quotation, I think the writer is feeling excited and also nervous, as he is about to do something potentially dangerous.

c In this quotation, I think the writer is feeling rather revolted by the food for the sharks.

d In this quotation, the writer creates the impression that the sharks are hungry and aggressive.

e In this quotation, the writer creates the impression that the sharks are large and strong.

f In this quotation, I think the writer is feeling surprised at how relaxing the whole experience had been.

Student Book Answers

Activity 2

1 Students' own answers. Suggested answer:

Paragraph 1 – tension

Paragraph 2 – disgust

Paragraph 3 – fascination

Paragraph 4 - inspiration

Paragraph 5 – contentment

Section 2 Exploring structure and intention: Lesson 4**Grammar Boost: First, second and third person**

1a When I first met the sharks, I did not dare touch them.

1b I thought the sharks would be frightening, but I soon saw they had no interest in me.

2a If you ever get the opportunity, you should consider facing your fears.

2b You will find the experience strangely calming.

Activity 3

1a The first section is intended to create a feeling of disgust.

1b 'stinking, bloody'; 'carcasses'; 'blood oozing'; 'muck'

2a The second section is intended to create a feeling of tension.

2b 'blank eyes'; 'jaws open wide'; 'awe-inspiring'; 'terrifying'; 'jagged, overlapping teeth'

Activity 4

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

- be carefully planned
- consist of two or three paragraphs
- describe a frightening encounter with an animal
- use carefully chosen vocabulary
- be crafted to create a specific response in the reader.

Section 3 Using narrative structure: Lesson 5**Activity 1**

1 23rd March 1974

2 28th March 1974

3 210 BCE – Qin She Huang was buried with his model army; 23rd March 1974 – Zhifa and brothers started to dig a well; 28th March 1974 – the first head of the model army was found; 29th March 1974 – the brothers found weaponry and a brick floor, and decided to report their discovery.

Student Book Answers

Activity 2

- 1 A drought means the brothers need to dig a well to find water.
- 2 They struggle to dig with only hand tools. They do not find water, but they do find pottery fragments and human bones.
- 3 They decide to report their findings.
- 4 They use the money that they get from selling their finds to feed their families.

Section 3 Using narrative structure: Lesson 6**Activity 3**

- 1a The mystery is why there is a broken pottery head in the earth.
 - 1b You need to read all the article to discover the explanation for the mystery, because it is not revealed until the final paragraph.
 - 1c Students' own answers. Suggested answer: I think the writer chose to structure the article in this way because the opening immediately makes the reader curious and want to know what the head is. It is an effective way of catching the reader's attention and interest. It also means that the reader is kept in suspense until the final explanation is given.
- 2a six days (from 23rd to 28th March)
 - 2b over 50 foot deep
 - 2c Students' own answers. Suggested answer: I think the writer chose to include this detail to remind the reader that this was a real event and also to heighten the suspense, as writing the article this way means the explanation is delayed.

Skills Boost: Chronological and non-chronological structure

1 B F D A H G E C

- 2 Students' own answers. Suggested answer: I think that the piper's music luring the rats into the river would make an exciting opening for the story. It could be described very dramatically, with the rats surging forward in great swathes and tumbling into the river.

Activity 4

- 1–3 Students' own answers. Answers will vary, but all plans should:
 - include basic facts about who made the discovery and what it was
 - include events before and after the discovery
 - lay out events chronologically
 - choose the best event to start the article
 - contain the opening sentence.

Student Book Answers

Section 4 Choosing precise vocabulary: Lesson 7**Activity 1**

1 Students' own answers. Suggested answer: While scuba diving in the Indian Ocean, a shoal of hammerhead sharks swam by the narrator and fellow divers.

2 Possible answer: Few people had ever experienced this.

3 Possible answer: Every dive brings different experiences; the 'amount of underwater wildlife is incredible'.

Activity 2**1a** 'blue sapphire'

1b Students' own answers. Suggested answer: This vocabulary suggests that the ocean is very precious and a beautiful clear colour, like a sapphire gem.

2 Students' own answers. Suggested answers:

a 'cold glint of a steely eye'; 'potentially ferocious'

b The phrase 'cold glint of a steely eye' creates the impression of the unemotional, potentially threatening nature of the sharks. The phrase 'potentially ferocious' conveys the sense that they could be extremely dangerous to humans.

3 Students' own answers. Suggested answers:

a 'utterly silent world'; 'serenity of the ocean'

b The phrase 'utterly silent world' creates the impression of a completely different world, in which the divers hear nothing, unlike the world on land, which is often full of noise. The phrase 'serenity of the ocean' creates the impression of a very peaceful environment, somewhere calm, safe and relaxed.

4 Students' own answers. Suggested answers:

a I would like to go scuba diving to experience the sort of things that the writer describes, for example how the hammerhead sharks 'magically appeared' and the 'sheer mount of wildlife under our waters'.

b 'you never know what you're going to see'; 'different world'

Unit 5 A Moment in Time: Choosing precise vocabulary Lesson 8**Skills Boost: Using a thesaurus**

1a–d Students' own answers. Answers will vary, but students should have followed the steps outlined.

Student Book Answers

Activity 3

1 Students' own answers. Suggested answer:

The blue sapphire sea in front of me abruptly darkened. Nearly 30 metres down in the depths of the Indian Ocean, I knew we were about to come across something significant. I just didn't know what. As my four fellow divers and I swam closer, the grey lump slowly began to take shape and come into focus.

It was the cold glimmer of a steely eye that gave it away, an eye in such a strange position and on such an oddly-shaped body, it could only be one creature.

2 Students' own answers. Suggested answer:

I chose 'abruptly' because the word is more unusual than 'suddenly', which is rather overused.

I chose 'significant' because it implies something of great importance, not just something physically big.

I chose 'lump' because I think that conveys the impression of something dense and irregular, which seems suitable to describe the mass of sharks coming towards the diver.

I chose 'glimmer' because it suggests something slightly mysterious or magical and also has the connotation of something positive and hopeful.

Activity 4

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

- be an explanation, including some description
- be planned as to their overall structure
- be written in full
- be revised with a view to improving vocabulary choices.

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

1 The informal language of 'it was the norm to ram as many people into the car as possible' suggests that the car was crowded. The writer also creates a visual image with the phrase 'layers of aunts, uncles and cousins' to emphasise how crowded the car was.

2 Students' own answers. Suggested answers:

a 'just a sheet of glass separating us from them'; 'we were their dinner'

b The reference to 'just a sheet of glass' separating the family from the hungry lions shows how vulnerable the family were. Glass can be shattered and broken by something heavy, so it would not have protected the family from the lions for long. The statement 'we were their dinner' creates the image of the family being eaten alive by the lions, showing how precarious their situation was.

3a paragraphs 1, 2 and 3

3b paragraphs 4, 5 and 6

3c paragraph 7

3d paragraph 8

Student Book Answers

4 Students' own answers. Suggested answer: humour. I think the article uses a lot of humour, particularly in the way that the writer describes her innocent actions as a young child and the catastrophic effects they could have had, for example, she wanted to 'pat the lion on the head' but her dad realised the danger and 'frantically tried to get the window back up again'. Also, the contrast between the panic among the family when the lion roared with his head inside the car and the smiley reaction of the young child is funny.

Activity 2

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

- describe a mistake or occasion when things went wrong
- be written in the first person
- be planned following the exposition–conflict–climax–resolution structure
- use carefully chosen vocabulary
- be checked for accurate spelling and punctuation.

Section 6 Expressing feelings: Lesson 10**Activity 1**

1a Possible answers: The date was 24 July 1908; It was the last day of the Olympics; 100,000 people were at the stadium; They were watching the marathon.

1b The word 'crammed' implies that so many people wanted to watch the race that there was hardly enough room for them all in the stand.

2 Possible answer: 'pain in my legs and in my lungs'; 'like a giant hand was gripping my throat'

3 'trembling'

Activity 2

1a He was American; he completed the task without drama; he lodged an appeal.

1b Students' own answers. Suggested answer: I think that the writer intends the reader to respond only in a very detached way to Johnny Hayes. He is less dramatic and therefore less interesting than Pietri, so the writer only gives a few basic details about him.

1c Possible answer: annoyance

1d Students' own answers. Suggested answer: I felt annoyed by Johnny Hayes because he detracted from the heroic, dramatic efforts of Pietri to complete the race.

2a He was Italian; he was 22; he was a baker; he looked young for his age; he was 5 ft 2 in; he completed the marathon in great pain, often falling down but getting back up determinedly, to finish the race; he seemed modest and was overawed by Queen Alexandra.

2b Students' own answers. Suggested answer: I think the writer intends the reader to respond strongly to Dorando Pietri, and therefore a lot of detail is given about him in order to 'flesh out' his character. The writer wants us to feel like we know Pietri really well.

2c Possible answer: admiration

Student Book Answers

2d Students' own answers. Suggested answer: All the detail that the writer includes about Pietri, including his background, his appearance and his attitude, make me appreciate just how much the man went through in order to complete the marathon.

Section 6 Expressing feelings: Lesson 11**Activity 3**

1 Possible answer: describing feelings

2 Students' own answers. Suggested answers:

a worn out; enfeebled; lacking energy

b rage; fury; antagonism

c terror; anxiety; nervousness

d thrill; inspiration; stimulated

Skills Boost: Direct and reported speech

1 Students' own answers. Suggested answer: panted; gasped; whispered; croaked; muttered

2a 'I have injured my leg,' he explained.

2b 'I do not expect to win the race,' she said.

2c 'Do your best!' encouraged Eric's mum.

3a Marjani cried that it wasn't fair.

3b She whispered angrily that she thought he was a cheat.

3c Waahid said that Matias was a great athlete.

Activity 4

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

- be an account of a successful or disappointing moment in the student's life
- follow the exposition–conflict–climax–resolution structure
- include a description of feelings as they change/emerge
- include direct or reported speech
- give details from which the reader can infer information about the experience.

Section 7 Structuring paragraphs: Lesson 12**Activity 1**

1 Possible answers:

In paragraph 1, the writer uses the word 'fireball'.

In paragraph 2, the writer explains that the blast was heard 'up to 1,000 km (600 miles) away', showing the scale of the explosion.

In paragraph 3, the writer describes how the 'limbs and leaves had been stripped away' from the tree trunks, showing the impact of the blast.

Student Book Answers

Activity 2

1a 19 years – I worked this out by subtracting 1908 from 1927.

1b 85 years later

1c Students' own answers. Suggested answer: I would describe the structure of this extract as a chronological narrative because it explains events in the order in which they happened, starting with the earliest, and reads like a story, even though it was a real event.

2 Paragraphs 3 and 4

Section 7 Structuring paragraphs: Lesson 13**Skills Boost: Paragraphing**

1 Possible answer: A change of topic is likely to be the most common in an explanation or description text because this type of text tends to use each paragraph to focus on a different aspect of the overall subject.

2 'Its most dramatic...'; 'It is thought...'

Activity 3

1 Students' own answers. Suggested answer:

a The earthquake shook the entire city of San Francisco.

b It destroyed San Francisco City Hall; it was followed by a fire; the fire burned for four days.

2 Students' own answers.

Activity 4

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

- be one paragraph in length
- provide details and explain the impact of a destructive storm on a large city
- start with a topic sentence, followed by supporting detail.

Section 8 Experimenting with sentences: Lesson 14**Activity 1**

1a They invented an efficient vacuum pump to remove all air from the bulb. They experimented with different filaments: strips of carbonised paper; carbonised cotton; bamboo.

1b Students' own answers. Suggested answer: I think the writer gives details of the different experiments in order to present inventors as dedicated and hard-working.

Student Book Answers

2 The writer's main focus was to inform the reader about the time and hard work that goes into great inventions. This is shown by the details given of all the different ideas that the inventors had to explore and experiment with before they could produce an effective product. The team experimented with vacuum pumps and different materials for the filaments, such as carbonised paper, carbonised cotton, before finding bamboo to be the most effective filament.

Activity 2

1 The factual content is the same in both paragraphs, but they differ in the way that the sentences are presented. The first one contains four sentences; the second one contains just one long sentence.

2 The time and hard work that goes into great inventions

3 Students' own answers. Suggested answer: I prefer the first version because the shorter sentences make the information clearer. Having one sentence describing each experiment and another sentence summarising its result conveys the facts in a way that is very easy to understand.

Section 8 Experimenting with sentences: Lesson 15**Grammar Boost: Restructuring sentences**

1 Students' own answers. Suggested answers:

a As I walked to school, I whistled a happy tune.

b I whistled a happy tune before I arrived at school.

c I worked hard in every lesson until it was time to go home.

d When I left school, I walked through the town until I met my friends.

2 Students' own answers. Suggested answers:

a I whistled a happy tune as I walked to school.

b Before I arrived at school, I whistled a happy tune.

c Until it was time to go home, I worked hard in every lesson.

d I walked through the town until I met my friends, after I left school.

Activity 3

1 Second sentence – one point of information

Third sentence – two points of information

Fourth sentence – two points of information

Fifth sentence – one point of information

2 Students' own answers. Suggested answer: In 1666, Isaac Newton was in his mother's garden, sitting under an apple tree. When an apple fell to the ground, he wondered why it dropped straight down. He realised a force was pulling it.

Student Book Answers

3 Students' own answers. Suggested answer:

In 1666, Newton was sitting under an apple tree in his mother's garden. He wondered why apples dropped straight down after seeing one fall to the ground.

Activity 4

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

- describe struggling with a homework problem
- be written in the first person
- include key information about the setting, the students' actions, their realisation of a solution
- use a mix of single- and multi-clause sentences
- be reviewed and redrafted for the clearest possible descriptive writing.

Section 9 Experimenting with openings: Lesson 16**Activity 1**

1a Possible answer: Skeleton is a very dangerous sport. This is suggested by the fact that: four men have been killed doing the Cresta Run; the Cresta Run is the world's oldest and most terrifying toboggan run; participants are given the 'Death Talk' before going on the Cresta Run.

1b Students' own answers. Suggested answer: The writer may have chosen to begin the extract in this way to emphasise the danger and increase the reader's excitement about learning more about the sport. Readers will be intrigued as to how the narrator got on.

2a Possible answer: helmet; knee guards

2b These items suggest that the sport is physically dangerous and participants are at risk of injury.

3 Possible answer:

We learn that the sled goes alarmingly fast; that the narrator tries to use the steel spikes on his boots to control his speed; that he hasn't controlled his speed enough and hurtles through the air; that he falls in a heap. He tries the run again, trying to restrict his speed more efficiently, and flies through the air, landing with a slam. He is disappointed that he hasn't been fast enough.

Activity 2

1 Students' own answers. Suggested answers:

a a first terrifying attempt at the skeleton

b Opening with a first terrifying attempt at the skeleton would help to create tension as it recounts the most exciting, dangerous and dramatic part of the extract. It would totally grip the reader's attention and make them want to read on to find out more about the sport and the writer's experiences.

Student Book Answers

2 Students' own answers. Suggested answer: In my opinion, starting the article with the writer's fifth attempt would not make an effective opening, because it would be less exciting. By that time, the narrator would be familiar with what was happening, so we wouldn't have the detailed, exhilarating account that described such a dramatic attempt as his first time on the run.

Section 9 Experimenting with openings: Lesson 17**Grammar Boost: Guiding the reader with adverbials of time**

1 They are in the correct order because 'At first' implies the beginning of something and 'Eventually' implies the end of something.

2a D, C, A, B

2b Students' own answers. Suggested answer: At first, the writer is warned about the dangers of skeleton. After this, he puts on his safety clothing. Next, he makes his first attempt at skeleton. Later, he makes a second attempt with more success.

Activity 3

1 Students' own answers. Suggested answer: In my opinion, waiting in the doorway of the plane would make the most effective opening. The article would be opening at a moment of great tension and excitement, with the description of what it feels like, and what needs to be done immediately before the jump.

Activity 4

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

- be an opening paragraph about the chosen topic
- describe a new experience that caused nervousness
- explain how it came about and how it made the student feel
- be about a topic chosen for maximum effect for the opening.

Section 10 Experimenting with endings: Lesson 18**Activity 1**

1 Possible answers: a leopard is on the runway; a family of monkeys are on the tarmac; it is the 'smallest plane' the narrator has ever been on; there is just one member of cabin crew; everyone has a window seat.

2 Students' own answers. Suggested answer:

a The writer creates the impression of the Himalayas being awesome in terms of size and height. The enthusiastic reaction of the passengers reinforces this impression.

b The writer describes Everest as 'magical'.

Student Book Answers

3 Students' own answers. Suggested answer: The mood and behaviour of the passengers has changed by the end of the trip because they have shared an amazing experience, so they have bonded. They are more talkative and so the plane is 'noisier', and they have clambered 'over each other and around each other to see the view'.

4 Students' own answers. Suggested answer:

a The writer creates the impression that the journey was astonishing and very special.

b The writer describes 'sighs of amazement' from the passengers, to help create this impression.

Activity 2

1a Possible answer: E

1b Possible answer: This would complete the narrative in chronological order, so leaving the reader feeling they had been told the whole story.

2 Students' own answers. Suggested answer: E, since I think this ending would leave the reader with a sense of the long-term impact that the trip had on the writer. The experience was so powerful that it filled her dreams as well as her thoughts while awake.

Section 10 Experimenting with endings: Lesson 19**Skills Boost: Polishing your proofreading skills**

1a (i) kitchen **(ii)** cricket **(iii)** cucumber

1b (i) circle **(ii)** celebrate **(iii)** pencil

1c (i) decision **(ii)** station **(iii)** musician

1d (i) telephone **(ii)** photograph **(iii)** alphabet

Activity 3

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

- a description of what they saw
- a description of the crisis
- a description of what happened as evening approached.

Activity 4

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

- focus on a selected destination
- include a description of the journey, the arrival, the problem, the resolution
- include highlights of the trip and describe the end of the trip
- summarise the selected ideas.

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

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

- include four key ideas
- follow an effective narrative structure
- include key information and supporting detail for each key idea
- consider the opening and ending of the article

Activity 2

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

- include an attention-grabbing opening and a satisfying ending
- create specific responses in the reader, triggered by careful paragraphing.

Activity 3

1 Students' own answers. Answers will vary, but all should be reviewed and revised in terms of vocabulary, sentence structure, spelling, punctuation and grammar.

Student Book Answers

Unit 6 Dramatic!**Section 1 Curtain up: Lesson 1****Activity 1**

1a Students' own answers. Answers will vary, but all diagrams should show the gang surrounding Terry, who is in the centre. Note that Sammy should be standing to one side of the circle.

1b Students' own answers. Answers will vary, but all should conclude that Terry is not part of the gang, who are intimidating him by surrounding him.

1c Students' own answers. Answers will vary, but all should observe that Sammy is not in the gang, as he stands to one side.

2 Students' own answers. Suggested answers:

a Stubbs says 'All right, Humpty? Up you go. Get Pete's frisbee back for him.' I can infer that Stubbs is the gang leader because he tells people what to do.

b Terry says 'All right, I'll get it'. I can infer that Terry is intimidated by Stubbs's approach and demand, so he agrees to do what he asks.

c Sammy says 'It's dangerous.' I can infer that Sammy is more sensible, and is a stronger character because he voices his concern and disagrees with Stubbs's instruction.

3a The nickname 'Humpty' suggests that Terry looks overweight or fragile, because he is being compared with an egg in the nursery rhyme.

3b The nickname suggests that Terry will have a fatal fall, like the nursery rhyme character.

Activity 2

1 Students' own answer. Suggested answers:

a I feel sympathy for Terry because he is being bullied into doing something he doesn't want to do.

b I feel disgusted by Stubbs because he is obviously a bully.

c I feel admiration for Sammy because he had the courage to question Stubbs's instruction, and he told Terry not to climb the pylon.

Section 1 Curtain up: Lesson 2**Activity 3**

1 Students' own answer. Suggested answer: I think that the writer starts with this scene because it is very dramatic and full of tension, which will immediately engage the reader/audience.

2 Students' own answer. Suggested answer:

The story could have opened with Sammy at the police station, about to report what happened. This would have made a good opening because the audience would know that something bad had happened as Sammy might be very upset and the police would probably be very serious. This would catch the audience's attention and make them curious to find out what had led up to this.

Student Book Answers

Skills Boost: Setting out a script

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

- characters' names in the margin on the left
- characters' speech on the same line as their name, but on the right
- stage directions (explaining what the characters do) in brackets and in italics.

2

Guang You're late!
 Mei *(Looking away)* Sorry. I got lost.
 Guang Lost? *(Laughing)* How?

Activity 4

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

- be planned, selecting characters, time, setting and action
- have characters with distinct personalities, shown through their speech and their actions
- show the nature of the relationships between the characters
- include stage directions.

Section 2 Setting the scene: Lesson 3

Activity 1

1a The students are in uniform.

1b The desks are arranged in lines, all facing one way.

1c The students are all saying 'Yes, Sir', as if a register is being taken. This usually happens at the start of the school day.

1d Most of the students fall silent and sit at their desks.

2a The students are in uniform. C

2b The desks are arranged in lines, all facing one way. D

2c The students are all saying 'Yes, Sir', as if a register is being taken. This usually happens at the start of the school day. A

2d Most of the students fall silent and sit at their desks. B

Activity 2

1a There is little information about Laura B, Ben, Daisy, Laura E, Neil, Stuart, Craig, Katie, Nigel, Gemma

1b Students' own answers. Suggested answer:

I learn that Darren has a new computer game and is friends with Liam.

I learn that Dan is a bit cheeky and humorous.

I learn that Sara is confident enough to speak her mind to anyone.

I learn that Liam is very keen on computer games. He is also full of enthusiasm and fun. He is quite clever at pretending he was talking about a maths problem to avoid getting into trouble.

Student Book Answers

2a Possible answer: I think that the mood in the classroom is friendly and happy.

2b Students' own answers. Suggested answer: I think the writer has tried to create that atmosphere through humour.

Section 2 Setting the scene: Lesson 4

Spelling Boost: Drama terminology

1a character | dialogue | playwright | scene | scenery | theatre

1b audience | rehearse | rehearsal | stage directions | theatre

[**bold** = 'silent' letters] [underlining = pairs of vowels that form one sound]

Activity 3

1 Students' own answers. Suggested answer: A. I think the school is depicted in a realistic way because there is often a couple of students who joke with the teacher in a rather cheeky way, and there is often a student who doesn't notice when a teacher is nearby.

2 Students' own answers. Suggested answer: B. I think the writer is aiming the script at a student audience because they would enjoy seeing a familiar setting and characters.

3 A

4a Liam, Sara, Dan

4b Students' own answers. Suggested answer:

Liam helps create humour by not noticing the teacher's arrival and then pretending that he's talking to Darren about a maths concept: 'that's how you get the square root of a prime number'. Sara helps to create humour with her comment about how to pronounce her name: 'Sara' not 'Sarah'. Dan adds further humour by explaining that 'Sara' should rhyme with 'tiara', making the class laugh.

Activity 4

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

- be carefully planned regarding characters and their personalities, setting the scene and what response is intended from the audience
- be written with few (if any) stage directions
- be set out using the conventions of presenting playscripts.

Student Book Answers

Section 3 From page to stage: Lesson 5

Activity 1

1 a graveyard

2a Pip is reading the names on a grave. He is grabbed by the man. He is turned upside down and bread falls out of his pocket. His mother, Georgina, is dead and buried, and so is his father.

2b The man is wet and muddy. He jumps out at Pip. He has a chain around his leg. He turns Pip upside down and eats his bread greedily.

3a Students' own answers. Suggested answer: Pip is young and small, with plump cheeks. He has five dead brothers – 'Alexander, Bartholomew, Abraham, Tobias and Roger'. He is respectful to the man, but also frightened by him – 'Please don't cut my throat, sir. Please!'.

3b Students' own answers. Suggested answer: The man must be hungry as he eats the bread 'greedily'. He may be a prisoner, as he has a 'chain around his leg'. The man may be running away – he is 'wet' and has 'muddy clothes', so has perhaps been living in the wild for a bit.

Activity 2

1a Yes

1b Possible answer: The script broadly follows the story in the novel, but includes less detail. For example, the novel provides more description of the man and the setting.

Section 3 From page to stage: Lesson 6

Activity 3

1a Students' own answers. Suggested answer: In both the script and the novel, the man threatens to cut the boy's throat if he doesn't sit still. However, in the script, the man speaks in a very direct, straightforward way, whereas in the novel he seems more threatening and calls the boy a 'little devil'.

1b In the novel, we are told that the man had a 'terrible voice', but we don't know this from the script. In the novel, we also know that the man is near the side of the church porch.

1c Possible answer: In a play, the audience would know about the 'terrible voice' from the way that the actor speaks. An audience would also see that the setting is outside a church from the scenery.

2a Possible answer: The novel tells us that the incident takes place late afternoon; the churchyard is overgrown with nettles; the man limped and shivered.

2b Possible answer: The audience would know about the time of day by the lighting and perhaps a low sun visible in the set design; the nettles might be part of the scenery; the actor would limp and shiver.

Activity 4

1 Students' own answers. Suggested answers:

a I would feel anxiety and sympathy for Pip.

Student Book Answers

- b** The part of the script where Pip points to his mother's and father's graves made me feel particularly sympathetic towards him, and anxious too, as it made him seem more vulnerable.
- c** When I read the novel extract, I felt the same emotion but it was heightened because I was given more description of how Pip was feeling.
- d** The part of the novel that describes Pip holding onto the tombstone to stop himself from crying made me respond that way.

2 Students' own answers. Suggested answers:

- a** I would feel scared of the Man.
- b** The part of the script where the Man is introduced and the stage directions, which describe him grabbing Pip by the chin (line 7), made me feel particularly scared of the Man.
- c** My response to the Man in the novel extract was less extreme than in the playscript because there was more detail given, so the Man's actions seemed less shocking and scary. I felt more repulsed by the Man than scared of him.
- d** The description of the man in lines 14–21 of the novel extract made me respond that way.

Activity 5

1 Students' own answers. Suggested answer: The man asks Pip who he lives with, and whether the boy knows what a 'file' and 'wittles' are. The man tells Pip to bring him a file and wittles, but not to talk to anyone about meeting him, otherwise he'll tear out his heart and liver.

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

- be written in conventional script form
- tell the same story as in the novel
- include stage directions.

Section 4 Creating conflict: Lesson 7**Activity 1**

1a They must choose between his blessing or his possessions.

1b because he cannot give them both

1c Possible answer: The writer includes the need for a choice in order to create a dilemma and potential conflict between the characters – and also perhaps debate among the audience.

2 Students' own answers. Suggested answer: The sister is presented as really valuing and loving her father. The stage directions tell us that she is 'grieving' after his death. She is generous – she does not resent her brother's choice. We are told that she 'starts to help her brother gather all his possessions' after her father's death.

3a Possible answer: materialistic; selfish

3b Possible answer: 'everything'; 'every bit'; 'all mine'

Student Book Answers

4 Students' own answers. Suggested answer: I think the writer includes the neighbours so that they can comment on the events, like a traditional chorus in ancient plays.

Activity 2

1 the conflict between two characters: one character treating another badly

2 Possible answer: the father/the son

3 Possible answer: The characters could have avoided the conflict if the father had not forced his children to make a choice, or if the son had been more generous towards his sister.

Section 4 Creating conflict: Lesson 8

Activity 3

1 Students' own answers. Suggested answer: I think that by the end of the play, the daughter will have a fair share of her father's possessions, if not all his possessions.

2 Students' own answers. Suggested answer: E, C, B

Grammar Boost: Word classes

1a Possible answers: show, 'm (short for 'am'), prove, shut up, allow, keep, 's (short for 'is'), 've (short for 'have'), leave

1b Possible answers: heartless, fair-minded, fine

1c completely, alone, now

1d Possible answers: man, pot

1e Possible answers: fair-minded man, the lot of you

1f Possible answers: you, I, my, she, her

2 Students' own answers. Suggested answer: The verbs 'show', 'prove' and 'shut up' suggest that the brother is defensive and is desperately trying to convince the neighbours to leave him alone. The adjectives he uses to describe himself such as '(not completely) heartless' and 'fair-minded' show that the brother has a high opinion of himself.

Activity 4

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

- be planned with two main characters and other characters who comment on the conflict
- be planned in terms of a structure with a conflict and resolution, with a suitable summary of the plot given
- be written using conventional presentational features of scripts.

Student Book Answers

Section 5 Crafting characters: Lesson 9**Activity 1**

1a Students' own answers.

1b Students' own answers. Suggested answer: I think Max is wearing a smart business suit, whereas Flora is wearing comfortable, outdoor practical clothes. I imagine Max is quite young and rather arrogant, whereas Flora is elderly and wise. I envisage Max as being quite awkward in the orchard, whereas Flora is perfectly at ease and confident in what she is doing.

2a Max is suggesting that Flora might want to live in his new care home.

2b Possible answer: Max tries to tempt Flora with a lot of money. He also tries to persuade her that her life will be easier without having to bother with maintaining such a large garden.

3 The writer has shown that this is untrue by describing Flora using a mobile phone, arranging for a friend to come round and using a freezer.

4 Students' own answers. Suggested answer:

No, the characters don't talk and act in the way I would expect them to. Max tells Flora that she is an 'old woman' who has 'totally lost touch with the modern world'. However, she is confident when talking to Max, telling him to 'speed up a bit', and she is picking up apples, which is a physically demanding activity. Max is a businessman, so I had thought he would be good at talking to Flora and convincing her, but he makes mistakes, like biting into a cooking apple and thinking the phone that is ringing is his.

Activity 2

1a Flora's lines tend to be short, single-clause sentences.

1b Possible answer: This might help to show Flora's annoyance with Max – she doesn't want to waste her time talking to him and hopes he will go away.

2a put; don't

2b Possible answer: I think the actor should say these words sternly and with authority.

3 Students' own answers. Suggested answer: I think the actor's voice might soften and be more cheerful and friendly, as she is speaking to someone with whom she is close and whose company she enjoys.

4 Possible answers: 'hard work'; 'a small fortune'; 'splendid gardens'; 'can't be getting any easier'; 'just like being on holiday'; 'fabulous facility'; 'first pick of a room'

5 Students' own answers. Suggested answer: I think Max doesn't speak because he feels rather embarrassed that he's been proved wrong – Flora is competent in the modern world, as shown by her use of her mobile phone and her social arrangements. He is also probably angry and frustrated that he's not secured the purchase that he wants – hence his silence.

Student Book Answers

Section 5 Crafting characters: Lesson 10

Skills Boost: Referring back

1a Max thinks Mrs Bramley's garden is a lot of work for her. He thinks she should give up her garden.

1b Max says Mrs Bramley should move into the care home that he wants to build.

1c Mrs Bramley thanks Max for helping her. This is the last thing that she says to Max.

Activity 3

1a Possible answer: they are deaf; they are unfit; they are slow to understand new technology

1b Students' own answers. Suggested answer: I think Flora is not a stereotypical elderly lady because she is competent with technology (she has a mobile phone), she hears everything that Max says, she is working hard in her garden, and she is determined not to be pushed into something that she doesn't want to do.

2a–c Students' own answers. Answers will vary, but all should include a key point, evidence, a quotation and explanation.

Activity 4

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

- be planned with suitable stereotypes for student and teacher characters
- be planned with a suitable topic of conversation
- be written using a script layout
- reveal the relationship between the characters
- subvert stereotypes.

Section 6 Assessment: Lesson 11

Activity 1

1a Possible answers: The tiger could make sure no one is hiding in the wardrobe; the tiger would protect his mother; Conrad would like to have a special friend.

1b Possible answers: The apartment is too small; Father would be cross; can't keep animals in the apartment; walking outside is dangerous.

2 Possible answer: Conrad's father has a tendency to be 'very cross' and overprotective – 'we worry, Conrad, me and your father'.

3 This idea is emphasised by the repetition of the word 'dangerous'.

4 Possible answer: This suggests that Conrad's life is very limited. He obviously lacks friends and rarely goes outside.

Student Book Answers

5 Possible answer: Conrad's mother is very protective of Conrad, thinking of him as a 'precious little angel' who needs to be protected indoors. She feels the outside world is hostile, perilous and 'a very dangerous place'.

Activity 2

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

- describe the impressions of Conrad and his mother created by the writer
- include reference to the setting, dialogue and what can be inferred
- include supporting evidence and explanation.

Section 7 Shakespearean speech: Lesson 12**Activity 1**

1a He plans to divide his land according to how much his daughters claim to love him.

1b Students' own answers. Suggested answer: I don't think this is a wise way to decide, as people can lie. It is also rather self-indulgent of him to want to hear their claims of love for him.

2 Possible answers: more than words can say; beyond things which can be valued; no less than life itself; more than eyesight; more than freedom

3a The aside suggests that Cordelia is wondering whether to be silent about her love – as if she is feeling that Goneril has been excessive in her claims.

3b Cordelia decides that she won't join in this game – she will be 'silent'.

4 This suggests that Cordelia is the favourite daughter, prizing her more highly than his other two daughters.

5a This suggests that Cordelia loves her father in the way that most daughters love their father.

5b Students' own answers. Suggested answer: King Lear is astonished and angry that Cordelia is refusing to join in with this lavish game of proclaiming love.

Activity 2

1 Possible answers:

a King Lear – 10; Goneril – 5; Cordelia – 9

b King Lear – 1; Goneril – 6; Cordelia – 9

c King Lear – 10; Goneril – 10; Cordelia – 0

2 Students' own answers. Suggested answer:

I think King Lear is very foolish because dividing your kingdom up on the basis of who claims to 'love us most' is shallow and likely to produce trouble.

I think that Goneril is dishonest, as her claims to love her father so much that she can hardly speak – 'makes breath poor and speech unable' – is obviously a lie.

I think that Cordelia is quite wise, as she refuses to play the silly game that her father has instigated.

Student Book Answers

Section 7 Shakespearean speech: Lesson 13

Spelling Boost: Word families

1 Students' own answers.

Activity 3

1a Goneril – 1 sentence; Cordelia – 2 sentences

1b Goneril – 61 words; Cordelia – 4 words

1c Cordelia's lines are easiest to understand.

1d Goneril's language is complicated and excessive. Cordelia's language is blunt and simple.

2 Students' own answers. Suggested answer: Goneril's lines convey the impression that she is showy, extravagant, dramatic and rather excessive in her speech and maybe also in her personality and views. Cordelia's lines convey the impression that she is open, honest, straightforward and clear-thinking.

Activity 4

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

- be planned as to the names of the characters, how they speak and what they say
- be planned as to how each character reacts to what the other says
- be written using playscript conventions
- be written with appropriate variation in the sentence length and vocabulary for each character.

Section 8 Performing: Lesson 14

Activity 1

1a His step-father – his biological father's brother

1b Hamlet means his biological father – his mother's first husband.

2 the queen; your husband's brother's wife; my mother

3 Students' own answers. Suggested answer: so that she can see deep inside herself, that is, honestly

4 Students' own answers. Suggested answer: I think that Hamlet physically forces his mother to sit down, in a violent manner, so scaring her.

5 Polonius calls for help because he thinks Hamlet is about to murder the queen.

6 Students' own answers. Suggested answer: Hamlet frightens his mother, so Polonius shouts for help, causing Hamlet to slash at the curtain with his sword, injuring Polonius.

Student Book Answers

Skills Boost: Shakespeare's language

1a Thou beat him.

1b I beat thee.

1c She beat thee.

1d Thou beat me.

Section 8 Performing: Lesson 15**Activity 2**

1 Possible answers:

a Effective: aggressive, loud; **Not effective:** smiling

b Effective: sneering, joking; **Not effective:** frightened

c Effective: quiet, slow; **Not effective:** anxious

d Effective: fast, uncertain; **Not effective:** bored

2 Possible answers:

a Effective: angry, loud; **Not effective:** quiet

b Effective: exasperated, annoyed; **Not effective:** joking

c Effective: angry, loud; **Not effective:** bored

d Effective: frightened, uncertain; **Not effective:** smiling

Skills Boost: Reviewing vocabulary choices

1a Possible answer: angry; impulsive; aggressive

1b Students' own answers. Suggested answer: Hamlet is impulsive, which is shown when he draws his sword and slashes the curtain.

1c Possible answer: annoyed; distressed; panicked

1d Students' own answers. Suggested answer: Gertrude is panicked when Hamlet forces her to sit and look at herself in the mirror.

Activity 3

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

- be planned first
- be written in full as one paragraph
- follow the point–evidence–explanation structure
- include two explanations of possible delivery and how this changes the way the character is conveyed.

Student Book Answers

Section 9 Exploring themes: Lesson 16

Activity 1

1 Possible answer: He says the king has given him rewards recently, and also that people hold him in high esteem at the moment, so he doesn't want to continue with the plan to kill the king.

2 Possible answer: He is cowardly.

3 Possible answer: He would be more manly if he acted upon the plan.

4a Possible answer: Lady Macbeth says she'd kill her own child rather than retreat from the plan.

4b Possible answer: This shows that Lady Macbeth is ambitious and ruthless.

5a Macbeth is worried that they will fail in their plan.

5b Possible answer: This shows that Macbeth isn't as confident as his wife – he prefers to weigh up the risks carefully.

6a Lady Macbeth

6b Possible answer: I think that it shows how Lady Macbeth dominates Macbeth. She is the more forceful person in their marriage, making the important decisions.

Activity 2

1 A – 'We will proceed no further in this business'

2a Possible answer: She would have 'dash'd the brains out' of her own child rather than retreat from their plan.

2b Possible answer: She tells Macbeth that when he was prepared to kill the king, 'then you were a man'.

Section 9 Exploring themes: Lesson 17

Activity 3

1 'will'

2 'Prithee'

3 'I'

4 'we'll not fail'

Student Book Answers

Skills Boost: Reviewing sentence structures

1 Students' own answers. Suggested answer: This response is slightly confusing as it is one long sentence with multiple clauses, which seems to meander along for too long. I would award it a 3 out of 5 for clarity.

2a Students' own answers. Suggested answer: Macbeth does not want to kill the king. Lady Macbeth tries to persuade him. She says, 'When you durst do it, then you were a man'. She says that she would 'dash' her own baby's brains out if she had promised to. Macbeth tries to argue back. He cannot. She is too persuasive. She has great power over him.

2b Students' own answers. Suggested answer: Macbeth does not want to kill the king, so Lady Macbeth tries to persuade him by saying, 'When you durst do it, then you were a man'. She says that she would 'dash' her own baby's brains out if she had promised to. Macbeth tries to argue back, but he cannot. She is too persuasive and has great power over him.

3 Students' own revisions.

Activity 4

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

- be planned carefully
- consist of two paragraphs, one focusing on Macbeth and the other on Lady Macbeth
- use the point–evidence–explanation structure.

Section 10 Introductions and conclusions: Lesson 18

Activity 1

1a Possible answer: He thinks the voice was telling him that sleep itself has been murdered.

1b Students' own answers. Suggested answer: Macbeth may be slightly unbalanced and extremely anxious. He is appalled by what he has done and is greatly disturbed and traumatised. Hearing voices could be a symptom of this.

2a 'brainsickly'

2b wash his hands; take the daggers back to the scene of the crime, smearing the grooms with blood

2c Students' own answers. Suggested answer: This gives an impression of a cold, calculating lady. In the midst of a terrible action, she remains quick-thinking and unsympathetic to her husband's distress.

3a She says she will take the daggers to complete the crime.

3b Students' own answers. Suggested answer: This creates the impression that Lady Macbeth isn't easily scared and doesn't feel any guilt or remorse. She is calculating how to conceal their crime and blame the grooms instead.

Student Book Answers

4 Possible answer:

Macbeth: distressed; guilt-ridden

Lady Macbeth: heartless; calculating

Activity 2

1–3 Students' own answers. Answers will vary, but all should include quotations to support key points.

Section 10 Introductions and conclusions: Lesson 19**Activity 3**

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

- explain the background to the extract
- summarise the student's response to the extract
- be reviewed to check the above.

Skills Boost: Proofreading skills

1 Lady Macbeth is not very sympathetic to Macbeth. He is obviously very upset and frightened but she tells him he is 'brainsickly' and gives him lots of o orders. She tells him to get some water, wash the blood from h hands and take the daggers back. She does not try t comfort him at all.

[underlining = missing words]

2 When Macbeth returns from killing the King, he is very anxious and almost hysterical, he thinks he hears a voice saying he will never sleep again, he refuses to go and leave the daggers with the King's dead body, because he refuses, Lady Macbeth tells him he is 'infirm of purpose'.

[underlining = words before comma splices]

Activity 4

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

- summarise ideas
- summarise the impact of the writer's choices on the audience
- express a general comment about the effect of responses to the characters on the play as a whole.

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

1 Possible answer: Lady Macbeth is fearful of the dark and constantly afraid.

2 Students' own answers. Suggested answer: I think that Lady Macbeth dreams about washing her hands as if getting rid of the blood will clear away her guilt.

3 The former King of Scotland, who was murdered by Macbeth.

4 Students' own answers. Suggested answer: Her mind is fragmenting. She is not thinking logically, but jumping from one image to another.

5 Students' own answers. Suggested answer: This extract shows that Lady Macbeth is haunted by what she has done. At first, she appeared to feel no guilt and had no qualms about the crime, but this extract proves that guilt has eaten away at her, leaving her mentally unbalanced and herself destroyed by the crime.

Activity 2

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

- have an introduction
- have two or three main paragraphs, using the point–evidence–explanation structure in each
- have a conclusion
- be written clearly, with ideas flowing naturally from one to another.