

## Unit 1 Heroes and villains

### Section 1 Telling stories: Lesson 1

**1a** Because Eurystheus has promised the goddess Hera that he will defeat Heracles by making sure that Heracles fails a task and either dies or becomes his slave forever.

**1b** Heracles has easily completed the tasks so far.

**1c** The new task is for Heracles to bring back Cerberus, the guard dog of the underworld.

**2a** The man tricked the dog.

**2b** The man's success infuriated the king.

**2c** The king's failure did not surprise the goddess.

**3** Hera feels animosity towards Heracles, as shown by the writer describing Heracles as Hera's 'enemy' and explaining that she would be 'delighted' if he were to die or be enslaved for life.

**4a–c** Students' own answers. The answers to **a** and **b** should be written in the first person and the active voice.

### Section 1 Telling stories: Lesson 2

**5a** Students' own answers. Answers will vary, but students should support their choice of what makes a good opening.

**5b** Students' own answers. Suggested answer: Extract A provides more information. The writer has done this so that the reader fully understands the background to the story.

**5c** Students' own answers. Suggested answer: Extract B creates the strongest sense of atmosphere. The writer has achieved this by focusing on descriptions of the 'darkness' and the 'dank', 'cold', 'ancient' setting and by showing Heracles' reaction to it, for example, 'he shivered'.

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

Key differences	Key similarities
The extracts begin at different points in the story	Impressions of Cerberus as terrifying
Extract A presents information, whereas Extract B creates tension and mood	Impression of the task as impossible
In Extract A, Heracles doesn't hesitate, whereas Extract B presents him as nervous	Both contain information about what Heracles is doing in the underworld

**5e** Students' own answers. Answers will vary, but students will probably mostly identify Extract B as the more exciting opening, and reasons could include:

- more description of mood/atmosphere
- more immediate sense of threat
- Heracles presented as more human.

## Workbook Answers

**6a and b** Students' own answers. Answers will vary, but Heracles should come across as brave and fearless in a.

**6c** Students' own answers. Answers will vary, but should be justified, explaining what the writer has done to make their selected opening more effective.

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

**1a** Possible answers: 'It did occur to me'; 'I can SHOW you the reason, if you like'; 'My life hung by a thread, and I knew it'; 'Wait a little.'

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

**(i)** The writer presents Walter as brave when Count Fosco asks, threateningly, whether Walter knew that he, Count Fosco, 'was not the sort of man you could trifle with'. Walter simply replies, 'It did occur to me,' which shows that Walter knows he is taking a risk.

**(ii)** Walter knows that he is in danger because he thinks to himself, 'My life hung by a thread'.

**2a** Students' own answers. Suggested answer: "You can threaten me if you like, but you will not stop me from doing what I came here to do."

**2b** Students' own answers. Suggested answer: 'I took a step towards Count Fosco, my arms resting at my sides, coolly holding his gaze.'

**2c** Students' own answers. Suggested answer: My favourite option is the alternative ending from **2b** because the behaviour strongly implies that Walter is brave and determined not to let Count Fosco have the advantage, yet he remains calm.

**3a and b** Students' own answers. Answers will vary, but should include details of villains from stories or films.

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

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

'On a matter of life and death,' he repeated to himself. 'Those words are more serious, perhaps, than you think.'

'My life hung by a thread, and I knew it.'

'I am thinking,' he remarked quietly, 'whether I shall add to the disorder in this room by scattering your brains about the fireplace.'

**4b** Students' own answers. Suggested answer: Although there are strong hints that Count Fosco is a villain and we know that Walter sees him as a threat, he does not fully reveal himself as one until the final line, when he tells Walter that he is considering 'scattering [his] brains about the fireplace'.

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

**6a–b** Students' own answers. Answers will vary, but should demonstrate the skill of showing that the character is a villain through what they say and do, rather than simply telling the reader that the character is evil.

### Section 3 Creating danger: Lesson 5

1 Students' own answers. Suggested answers:

**Paragraph 2:** The car that Alex is hiding in is picked up by a crane.

**Quotation:** 'One of the fingers grazed the side of his head ... any closer and it would have cracked his skull.'

**Paragraph 3:** The crane carries the car towards the crusher.

**Quotation:** 'his stomach lurched as the car swung in an arc, the metal grinding and the light spinning.'

**Paragraph 4:** Alex is unable to wave for help as the crane has flattened the roof, trapping his leg.

**Quotation:** 'the claw of the crane had already flattened the roof, pinning his left leg, perhaps even breaking it.'

**Paragraph 5:** The car is dropped onto the shelves of the crusher.

**Quotation:** 'His short flight across the junkyard ended with a bone-shattering crash as the crane deposited the car on the iron shelves of the crusher.'

**Paragraph 6:** The car drops into the trough of the crusher.

**Quotation:** 'he could see the huge steel head of the piston that would push what was left of the car through the exit hole on the other side.'

2 Students' own answers. Suggested answer: The writer creates a sense of danger by describing the violence of Alex's physical sensations and his suffering. For example, his body is 'caught in a massive shock wave' when the crane picks up the car, and he suffers a 'bone-shattering crash' when the car is thrown into the crusher. Danger is also created by the fact that Alex is powerless to escape the situation, when the writer describes that 'he couldn't move' and 'he could feel nothing'. Finally, the writer describes Alex's fear through physical sensations, such as 'his stomach lurched'.

3a–c Students' own answers. Answers will vary, but should focus on emotions and physical sensations.

### Section 3 Creating danger: Lesson 6

4a Possible answers: 'flattened'; 'breaking'

4b Students' own answers. Suggested answer: The writer's choice of verbs in paragraph 4 of the extract creates a sense of violence by vividly describing the pain inflicted on Alex by the crane when it 'flattened' the roof, possibly 'breaking' it.

5a 'bone-shattering'; 'coffin-shaped'

5b Students' own answers. Suggested answer: The writer's choice of adjectives in paragraph 5 of the extract creates a sense of danger by emphasising Alex's injuries, with the description of the 'bone-shattering' crash and how close Alex is to death, when the car nears the 'coffin-shaped' trough.

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

## Workbook Answers

**7a and b** Students' own answers. Answers will vary, but should reflect careful vocabulary choices made to create the sense of danger.

**Section 4 Openings: Lesson 7**

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

'leaving him alone with the dark and the cold and ... the tiger.'

'Justin felt the urge to scurry back'

'feeling the night swallow him in a single hungry gulp'

'looked back wistfully toward their front door'

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

'he wasn't some chicken who ran from the dark'

'Rough and ready.'

'Fearless.'

'Justin had shown him'

**1c** Students' own answers. Suggested answer: The writer implies that Justin is in danger by referring to the 'tiger', which seems to act as a metaphor for danger throughout the extract. The danger is also implied by the way in which the Baxters say goodbye: Mrs Baxter 'kissed his cheek' and 'Steve's eyes had seemed moist'. Finally, danger is implied by the writer's description of the night 'swallowing' and 'pressing eagerly'.

**2a** Students' own answers. Suggested answer: The tiger suggests immediate danger, creating tension. The existence of the tiger poses the question: why is it there?

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

How can Justin sense the tiger?

Why do the Baxters behave strangely?

Will Justin survive the walk home?

**2c** Students' own answers. Answers will vary, but students should refer to one of their questions from **2b**.

**3a and b** Students' own answers. Answers will vary, but should include a response to a story opening supported by quotations.

**Section 4 Openings: Lesson 8**

**4a** I can hear the wolves' feet behind me now. It won't be long. I run on blindly, and then a low snarl sends shockwaves down my spine. I stumble and fall to the ground, wet leaves filling my mouth.

**4b** Students' own answers. Suggested answer: The first person, present tense is a more engaging way of presenting this moment of fear because 'I' and 'now' place the reader at the heart of the action, as if it is happening directly to them as they read.

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

**6** Students' own answers. Answers will vary, but should draw on what has been learned about how to engage the reader in the opening paragraphs of a story.

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

### **Section 5 Assessment: Lesson 9**

**1** The narrator doesn't like the old man's eye and doesn't want to see it anymore.

**2** The narrator repeatedly states that he is not mad and tries to prove it: 'Would a madman have been so wise as this?'

**3** The writer intends the reader to believe that the narrator is mad, even if he doesn't know it himself.

**4** Students' own answers. Suggested answer: The old man is described as harmless by the narrator: 'He had never wronged me'. He is probably quite wealthy because the narrator says, 'For his gold I had no desire'. We are also told that the narrator 'loved the old man'. Taken together, everything we are told suggests that the old man is an innocent victim who does not deserve the fate that is about to befall him.

**5** Possible answers: 'wisely'; 'gently'; 'caution'; 'cunningly'; 'slowly'; 'cautiously'

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

- proofreading for spelling, punctuation and grammar
- giving a clear response to the task and story opening
- explaining how the author creates and builds suspense.
- using quotations from the extract to support points made.

6b Students' own answers. Suggested answer:

<sup>1</sup> These sentences show a clear response to and understanding of the story opening and how the writer builds up our understanding of the young man.

<sup>2</sup> A clear response to the task and characters is given.

<sup>3</sup> The writer comments effectively on how the opening builds up suspense and makes the reader want to know what happens next.

This is a very interesting and unusual opening because the narrator is the villain, plotting to kill an innocent old man for whom we feel sympathy.

The narrator is determined to show that he is not mad ('You fancy me mad. Madmen know nothing.'). **However, as the extract progresses, we get the impression that he is in fact completely mad. In the second sentence, the narrator tells us that the idea of murdering the old man 'haunted me day and night'. Then we learn that the narrator's only motive for killing the old man is that he does not like the look of his eye.**<sup>1</sup> Later we learn that he spends an hour each night 'cunningly' putting his head around the old man's bedroom door. **This evidence of his madness is intriguing, as we begin to wonder whether we can believe anything the narrator says.**<sup>2</sup>

We get a further sense that the narrator has no grasp on reality by the way that he expects us to agree with him. He expects that we 'would have laughed to see how cunningly' he acted. He seems not to realise that we will be horrified by what he is doing. **This has the effect of making the narrator repulsive to us, and yet we want to know how the story develops because we do not know whether the old man survives or not.**<sup>3</sup>

### Section 6 Story structure: Lesson 10

- 1a She's great fun but she can be annoying. C
- 1b Does anyone know when it's lunchtime? C
- 1c Children's books are great these days. P
- 1d Have we decided who's going to the park? C
- 1e That shirt is not his, it's mine. C

- 2a Everard invites Marshall because he wants to kill him and inherit the money.
- 2b The writer has Everard tell Marshall that it would be dangerous to enter the room with the cat.
- 2c This makes the moment in which Marshall is locked in with the cat even more tense.
- 2d Marshall's main feeling about Everard is that he hopes he can borrow money from him.
- 2e Students' own answers. Suggested answers:  
 Everard's wife wants Marshall to go home.  
 Everard does not want to lend money to Marshall.

Everard tries to kill Marshall to prevent him from inheriting money.

**3a** Students' own answers. Suggested answer: As he travels to Everard's house, Marshall might be feeling excited at the prospect of borrowing money from his cousin, or he might be nervous at the prospect of his cousin not wanting to lend him money. He might be thinking of ways that he can bond with his cousin, and make him like him, or perhaps of other ways that he can convince his cousin to lend him some money.

**3b** Students' own answers. Suggested answer: If Marshall already had plenty of money, he might simply be thinking about the visit and how it will go, or more mundane things such as how long the journey is taking. He would probably be feeling relaxed as he wouldn't have any reason to be nervous about the visit with his cousin.

**3c–d** Students' own answers. Answers will vary, but students should note that without money problems the central character would have no problem to overcome and therefore would be a less interesting central character.

## Section 6 Story structure: Lesson 11

4

<b>Exposition</b>	The mouse goes for a walk to look for food.
<b>Conflict</b>	The mouse meets various creatures who want to eat it. The mouse tricks the creatures by pretending to be friends with a monster.
<b>Climax</b>	The mouse meets the monster and is very nearly eaten.
<b>Resolution</b>	The mouse persuades the monster to walk back home with him and, on the way, he finds some food.

**5** Students' own answers. Answers will vary, but should show understanding of what the conflict and resolution parts of a story are meant to achieve.

**6a and b** Students' own answers. Answers will vary, but should include all parts of the story structure given in the prompts.

## Section 7 Endings: Lesson 12

**1a and b** Students' own answers. Answers will vary, but should provide a clear ending to the story.

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

In this version of the ending, we get the impression that the young man is a hero and a good person because he forgives the old man. Although the old man's actions, by diverting the water supply, were wrong, we feel that he makes up for this by admitting what he has done.

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

In this version of the ending, we feel sad that the young man dies and that the old man is so upset he dies of a broken heart. We feel frustrated with the old man because this could all have been avoided if he had not tricked the young man.

# Workbook Answers

**3a–c** Students' own answers. Answers will vary, but should demonstrate the skill of writing a summary.

**3d** Students' own answers. Answers will vary, but most students will recognise that happy endings are the most common and may speculate that this is because readers like to feel good about things, and writers want to tell stories that readers want to read.

## Section 7 Endings: Lesson 13

**4a**

- (i) The young man moves to the countryside: he wants to grow flowers.
- (ii) The plan goes wrong, and the flowers shrivel and die.

**4b**

- (i) The old man does not like the young man: he does not like people from the city.
- (ii) The young man dies; the old man learns the young man was his long-lost son.

**5a–e** Students' own answers. Answers will vary, but should explore different types of story endings.

**6** Students' own answers. Answers will vary, but should include explanations of different story endings and how these can make the reader feel.

## Section 8 Ways of telling stories: Lesson 14

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

'In two minutes he had a little fire going clearly.'

'He started, with his can, for the water hole.'

'He gave a loud yell, and dashed between the lion and the girl.'

'he crawled from under the lion like a worm.'

'He stooped ignominiously and dragged his best Stetson hat from under the beast.'

'Then he knelt down and softly stroked the fierce, open-jawed head of the dead lion.'

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

'Just rising from her hands and knees on the brink of the water hole was Josefa O'Donnell.'

'She had been drinking water, and she brushed the sand from the palms of her hands.'

'Josefa was standing in her tracks, quietly reloading her silver-mounted .38.'

**1c** Students' own answers. Possible answers:

'Givens caught sight of it with a grunt of satisfaction.'

'He gave a loud yell, and dashed between the lion and the girl.'

'He stooped ignominiously and dragged his best Stetson hat from under the beast.'

'Then he knelt down and softly stroked the fierce, open-jawed head of the dead lion.'

'"Poor old Bill!" he exclaimed, mournfully.'

**1d** Students' own answers. Possible answers:

'There was a provoking, teasing, maddening smile upon her mouth and in her dark eyes.'

# Workbook Answers

'Josefa was standing in her tracks, quietly reloading her silver-mounted .38.'

"What's that?" asked Josefa, sharply.'

**1e** Students' own answers. Possible answers:

'He remembered calling out: "Let up, now!"'

"Oh, no," said Givens, quietly; "that didn't hurt."

"Poor old Bill!" he exclaimed, mournfully.'

"Of course you didn't know, Miss Josefa," said Givens. "Nobody can blame you. I tried to save him, but I couldn't let you know in time."

"Why, Bill. I've been looking for him all day. You see, he's been our camp pet for two years."

**1f** Students' own answers. Possible answers:

"Is that you, Mr. Givens?" said Josefa. "You nearly spoiled my shot when you yelled. Did you hurt your head when you fell?"

"What's that?" asked Josefa, sharply.'

"Save who?"

**2** Students' own answers. Answers will vary, but should be written from Josefa's point of view.

**3a** Students' own answers. Answers will vary, but should explore what the characters see, say, do and think or feel.

**3b** Students' own answers. Answers will vary. Students may observe that by telling the story from Josefa's point of view we learn more about her thoughts and feelings, and what she sees, but that we also learn more about what Givens does and says because we are observing those elements through Josefa's eyes.

## Section 8 Ways of telling stories: Lesson 15

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

"It's time to go now," Mum called.

"But I'm not ready," I replied.

"I told you to get ready an hour ago," Mum shouted.

"Why are you getting angry?" I asked.

"I'm not angry, I'm late," Mum yelled back.

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

**6a** Students' own answers. Answers will vary, but should suggest setting, action, speech and thoughts.

**6b** Students' own answers. Answers will vary, but should describe the scene using action, speech and thoughts.

## Section 9 Structuring sentences: Lesson 16

**1a** Students' own answers. Suggested answer: The short, sharp sentences suggest that the words are spoken quickly as part of a tense exchange.

**1b** Students' own answers. Suggested answer: The short sentences suggest that Henrietta is rude and bossy. We get the impression that she cannot be bothered to explain herself at all, let alone in detail.

**1c** Students' own answers. Suggested answer: Version (i) more effectively creates the sense that Henrietta doesn't care because it gives an abrupt tone to her speech. Version (ii) states explicitly that Henrietta's laugh is nasty and suggests that she thinks the whole thing is a joke, however, these things are implicit in the shorter original version and do not need stating.

**2** Students' own answers. Suggested answer: She chained her arms around the rider's waist. After some restraint, she grabbed hold of the controls. Then she steered the bike down the street.

**3a** Students' own answers. Answers will vary, but should include long sentences and lots of descriptive detail.

**3b** Students' own answers. Suggested answer: Longer sentences have the advantage of slowing down the pace of the action, and they allow writers to include information about the setting or the thoughts and feelings of the characters that are helpful to explain elements of the story, or build empathy with the characters.

**3c** Students' own answers. Suggested answer: Short sentences are useful in a tense conversation because they create an abrupt, snappy tone and move the action along quickly. This reflects the tone of the characters themselves and helps the writer to build tension.

## Section 9 Structuring sentences: Lesson 17

**4a** Students' own answers. Suggested answer: I got dressed. Then I packed my bags. Finally, I waved goodbye to my parents.

**4b** Students' own answers. Suggested answer: The water was cold. Nevertheless, I really wanted to get in and join my friends.

**5a** Students' own answers. Suggested answer: I screamed, raced downstairs and tore open the front door.

**5b** Students' own answers. Suggested answer: I screamed, then raced downstairs before tearing open the front door.

**6a** Students' own answers. Suggested answer: I gripped the branch tightly, walked my feet up the trunk and pulled myself up onto the next branch. I realised I was high enough off the ground to break a leg if I fell just as it started to rain and, as the branch was really slippery, I started to panic.

**6b** Students' own answers. Suggested answer: I gripped the branch tightly as I walked my feet up the trunk. When I pulled myself up onto the next branch, I realised I was high enough off the ground to break a leg if I fell. It started to rain. The branch was really slippery, so I started to panic.

**7a and b** Students' own answers. Answers will vary, but should be based on the prompts and include links between sentences and paragraphs, using a variety of short and longer sentences.

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

**1a** I'll have too of the red ones please, and too of the green ones too.

**1b** Their it is! That's their car!

**1c** No, no, no! You can't do that, you no.

**1d** If you stand over hear by the window you can hear the birds.

[underlined = spelling mistake]

**2a** I slept for hours.

**2b** I remembered nothing when I woke up.

**2c** I tried to remember how I came to be in a barn.

**2d** I thought about my sister and began to remember.

**2e** Was it her who brought me here?

**2f** I stood up and my head spun.

**2g** Outside, the sun broke through the clouds.

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

Common homophones include: their/there, too/two, no/know, hear/here.

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

Irregular past-tense verbs can be grouped under the following categories:

Change of vowel sound: came, woke, spoke, broke, chose, ate, found, wrote, began, knew

Lose a vowel and add 't': slept, kept, felt, lost, swept

Completely different word: bought, brought, caught, fought, taught, thought

**3c-d** Students' own answers.

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

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

**a** I was shocked. 'No way!' I yelled.

**b** It was going to be close but I had to make it. I sprinted towards the train doors.

**c** 'Please don't hurt me,' he whimpered.

**d** The glass exploded into a thousand pieces.

**e** She gripped the handlebars with all her strength.

[underlined = replacement verbs]

# Workbook Answers

5 Students' own answers. Suggested answers:

a I knocked at the door and waited with bated breath. There was no reply.

b Heavy footsteps grew louder as something approached the door.

c Students' own answers. Suggested answer:

I knocked at the door and waited with bated breath. There was no reply. I knocked again. Inside I heard a deep growl, and the heavy footsteps grew louder. Something approached the door. I raised my sword and waited. Slowly, the door creaked open.

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

## Section 11 Assessment: Lesson 20

1a–b Mrs Gory had a nasty look. Her dog **looks** nasty as well. It had saliva dripping out of its nasty mouth and it looked at me like it **wants** to eat me because it probably **does**.

She was angry because my football had gone in her garden. She **says** she saw me climbing over the fence to get it. Last time she warned me. She **says** shed set the dog on me if I **do** it again

so here we **are** on the street outside her house and **I've got** my football under my arm and she had the dog with her.

I **find** a stick on the ground so I **give** it to the dog before she **can** let it go and the dog **chews on** it. I **tell** her goodbye and **walk** away and she **shouts** at me.

When I looked back down the street **shes** gone away so that was good

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

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

- removing repetition of 'nasty' in second and third sentences
- more powerful verbs and adjectives to make Mrs Gory and the dog seem more menacing
- more description of how the narrator feels, using powerful verbs and adjectives.

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

- breaking up rambling sentences, for example: 'It had saliva ...' and 'so here we are ...'
- using some short punchy sentences for impact and to create moments of tension, for example in the first paragraph: 'Saliva dripped from its jaws.' 'It probably did.'

# Workbook Answers

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

- doing more to show that Mrs Gory is a villain
- using dialogue and thoughts as well as action and description
- showing the reader more elements of the narrator's personality
- following the four-part story structure. The sample response does not really have a climax or resolution and there is not much tension as a result. The conflict and tension should build towards a climax.
- ending with a cliffhanger, for example after a more frightening confrontation/conflict with Mrs Gory and the dog, the narrator tricks them, runs and hides, then loses sight of them for a few moments. When he re-emerges, they have vanished.

2 Sample improved response:

*<sup>1</sup>Rhetorical devices show the character is unfriendly and a villain.*

*<sup>2</sup>The actions of the dog are described to good effect to make the dog sound like a villain.*

*<sup>3</sup>Short, punchy sentences intersperse longer sentences to create moments of tension.*

*<sup>4</sup>Mrs Gory's dialogue shows the reader her villainous personality.*

*<sup>5</sup>We find out more about the narrator and how he feels from his thoughts and actions.*

*<sup>6</sup>The story builds to a climax, following the four-part narrative structure and making the reader want to find out what happens next.*

*<sup>7</sup>The ending is now much more interesting as it leaves the reader wondering what happened to Mrs Gory and the dog.*

Mrs Gory stood there in front of me, **about as friendly as a barbed wire fence<sup>1</sup>**. Her dog was even worse. **Saliva drooled from its meaty jaws and its breathing was a low, rasping growl. It stared at me with cold, dead eyes as if it wanted to eat me<sup>2</sup>. It probably did<sup>3</sup>.**

**'I warned you, boy,'<sup>4</sup>** Mrs Gory hissed. 'I couldn't have made it clearer. Do you remember what I said?'

**I was too shaken to speak<sup>5</sup>** but she didn't expect an answer.

**'I told you that if I found that football in my garden one more time, I'd let Bruno here do what he wants with you.'<sup>4</sup>**

Bruno's growl was getting louder. **I had to do something or I was going to be dog food<sup>6</sup>.**

I reached into my pocket for some jelly babies and scattered a handful on the pavement. Bruno whined and started smearing them all up with his tongue. I turned on my heel and sprinted away, Mrs Gory's shriek chasing me down the pavement. I imagined the dog hurtling after me, jaws snapping. **But when I turned to look, Mrs Gory and the dog had vanished.<sup>7</sup>**

## Unit 2 Safe and sound

### Section 1 Spotting persuasive techniques: Lesson 1

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

Drink at least 2 pints of water every day.

Water – the best drink for your body and every body.

**1b** When it's hot, if you're exercising or on a long flight

**1c** Tap water

**2a** Fruit juices, fruits and vegetables

**2b** Isotonic sports drinks and fizzy drinks

**2c** Tap water contains useful minerals, such as calcium and magnesium.

Tap water doesn't contain sugar and isn't acidic, therefore it won't damage the enamel of the teeth the way that sugary drinks will.

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

Tap water is the healthiest drink as it contains minerals, aids digestion and keeps your body functioning. You should drink two pints of water per day, or more if you're hot or exercising.

Alternative sources of water such as isotonic or fizzy drinks are not as good for you as they are often acidic and contain sugar, which damages your teeth.

**4a and b** Students' own answers. Answers will vary, but should include several benefits of eating more fruit and vegetables.

### Section 1 Spotting persuasive techniques: Lesson 2

**5a** Hurry up!

**5b** Call an ambulance!

**5c** Go to school!

**6** Possible answers:

**a** Positive vocabulary: 'The best source of water is your tap.' OR 'Tap water contains useful minerals ...'

**b** Negative vocabulary: 'Bottled waters are unlikely to be better for you than tap water.'

**c** An imperative verb: 'Drink at least 2 pints of water every day.' OR 'Drink more when it's hot ...'

7

Nouns	Adjectives	Verbs
drinks	isotonic	are
fizzes	sports	contain
water	fancy	do
sugar	good	damage
teeth	much	eating
enamel	very	
	acid	

**8a and b** Students' own answers. Answers will vary, but should reflect care in selecting the most persuasive reasons, and should include appropriate positive and negative vocabulary and imperative verbs.

### Section 2 Persuasive vocabulary: Lesson 3

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

**a** Sugar reacts with bacteria in plaque to form acid, which then attacks your teeth and erodes the enamel.

**b** Still water, milk, tea without sugar, plain popcorn, nuts, plain yoghurt, raw vegetable pieces, fresh fruit

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

You should keep your teeth clean.

You should not consume too many sugary drinks and snacks.

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

**a** Do not walk in the road.

**b** Do not cross a busy road anywhere apart from at a crossing with traffic lights.

**c** Do not cycle on pavements.

**d** Do not feed these animals.

**4a–c** Students' own answers. Answers will vary, but should contain negative warnings about what not to do and a comparison of the rewritten text to the original.

# Workbook Answers

## Section 2 Persuasive vocabulary: Lesson 4

5a

Positive connotations	Negative connotations
attractive	suffer
healthy	wrong
smile	bad
boost	stained
confidence	decay
help	disease
good	loss
	erosion

**5b** Students' own answers. Suggested answer: My chosen word is 'healthy'. This has connotations of being active, successful and happy.

**5c** Students' own answers. Suggested answer: My chosen word is 'disease'. This has connotations of being unhealthy, unhappy and in pain.

**6a and b** Students' own answers. Answers will vary, but should suggest the appropriate connotations.

**7a and b** Students' own answers. Answers will vary, but should reflect careful choice of vocabulary with appropriate connotations to make the text more persuasive.

## Section 3 Responding to a text: Lesson 5

**1a** The intended audience is primary school children.

**1b** We know because of the phrase 'before you go to secondary school'.

**1c** The purpose is to inform users of the safety guidelines for the trampoline park.

**1d** We know because of the words 'safety guidelines'.

**1e** The intended audience is people with some interest in gardening.

**1f** 'As you already know' tells us this.

**2a** The intended audience is everyone.

**2b** We know because of the final line, 'the best drink for your body and every body'.

**2c** The purpose is to persuade people to drink tap water.

**3a–c** Students' own answers. Answers will vary, but should reflect an understanding of the perspective of the intended audience.

## Workbook Answers

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

**4a** The writer says that there are often age restrictions: 'you need to be at least 13 to sign up'.

**4b** The writer suggests that 'if you are being bullied you should report it'.

**4c** The writer states that you should stay away from social media sites until you know how to use them 'safely'.

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

**a** 'you've lost control of it'

**b** 'would you want your parents or teachers to see it?'

**c** The extract states that when you post something 'you've lost control of it'. The writer hints at the possible consequences with the question: 'would you want your parents or teachers to see it?'

**6** Students' own answer. Suggested answer: The writer recommends that you learn how to use 'privacy' settings online and only share with people that you 'trust'.

**7a–d** Students' own answers. Answers will vary, but should demonstrate understanding of the skills covered in this section by identifying the writer's intention and commenting on how they have achieved it, using relevant embedded quotations.

**7e** Students' own corrected mistakes.

**Section 4 Organising your response: Lesson 7**

**1** Students' own answers. Suggested answer: The purpose or intention of the webpage is to warn parents about hazards in their homes that could cause injury to their children.

**2a** falls

**2b** burns

**2c** choking

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

**a** 'Statistics have shown that the most common place for babies and young children to be injured, often seriously, is at home.'

**b** 'Install safety gates at the top and bottom of staircases'

**c** 'Doctors report that falls are the most common home injury.'

**d** 'Children aged 0–4 years old are most at risk from hazards in the home because they ... are curious to explore their surroundings.'

## Workbook Answers

**4** Students' own answers. Suggested answer: The writer of the article is intending to offer parents/guardians of young children practical advice that they can follow to minimise the risks to their children. The writer separates out the advice into bullet points under clear subheadings focusing on the main risk areas. Imperative verbs are used to make the advice clear to follow, such as: 'Watch out for small objects on the floor that could be choking hazards.'

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

**Section 4 Organising your response: Lesson 8**

**6** Students' own answers. Suggested answer: The writer of the webpage uses statistics as a persuasive tool to emphasise the dangers of hazards in the home. For example, the writer states that a child can 'squeeze through openings of 15 centimetres' and that a hot drink can burn an infant's skin '15 minutes after it was made'. This is an effective way of convincing readers of the seriousness of these dangers as it demonstrates that a small oversight (such as leaving a window open 15 centimetres) can lead to large and potentially tragic consequences for the child and the child's family. The use of statistics makes the dangers seem much more real and would encourage the reader to take positive steps to avoid them.

**7a** Possible answers: 'hazards'; 'injured'; 'seriously'; 'curious'; 'explore'; 'protect'; 'care'; 'extremely'; 'dangerous'; 'dangers'; 'safer'; 'little ones'

**7b** Students' own answers. Answers will vary, but perhaps the most obvious answer would be 'danger', supported by the explanation that the writer intends to grab readers' attention and make them aware of hazards in the home.

**8** Students' own answers. Suggested answer: Using emotive vocabulary such as 'protect', 'care' and 'extremely dangerous', the writer intends to engage parents who want to keep their children safe from hazards around the home.

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

**Section 5 Assessment: Lesson 9**

**1** Students' own answers. Suggested answer: Parents are the intended audience. The writer addresses parents directly, for example, 'there are real dangers for you and your children to be aware of'.

**2** Over 1 million people drown each year.

**3** Inflatable dinghies and floats are dangerous because the tide can carry them out to sea, causing lots of people to drown.

# Workbook Answers

**4** Students' own answers. Answers will vary, but students could refer to language relating to care for the family, such as 'help you and your loved ones stay safe', which evokes a positive response from the reader to protect their family, or they could refer to language relating to danger, for example 'real dangers' and 'lose their lives', which frighten the reader to provoke them to take action.

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

- proofreading for spelling, punctuation and grammar mistakes
- stating what the writer is trying to persuade the reader to do
- using short quotations from the poster as evidence
- explaining how the writer is being persuasive.

**5b** Sample improved response:

<sup>1</sup> *The response begins with a clear statement explaining what the writer is trying to persuade the reader to do.*

Students' own answers. Sample improved response:

In this poster, **the writer intends to inform parents of the risks associated with swimming in the sea, and to persuade them to take certain precautions to minimise the danger.**<sup>1</sup>

<sup>2</sup> *Persuasive techniques such as emotive language, as well as supporting facts and examples, are explored.*

**The writer uses lots of emotive language to emphasise the dangers.**<sup>2</sup> For example, **inflatables can 'kill you', cold water 'can be deadly' and rip tides are 'lethal'**.<sup>3</sup> The writer also uses language to appeal to parents' desire to protect their children, such as 'help you and your loved ones stay safe'. This language is very persuasive as it connects directly with parents' concerns.

<sup>3</sup> *Quotations from the poster are used as evidence.*

<sup>4</sup> *Specific statistics are referenced.*

In addition to the emotive language, **the writer states the dangers clearly using specific facts.**<sup>2</sup> For example, we are told that **'more than 1 million people lose their lives each year due to drowning'**<sup>4</sup>. Setting the dangers out clearly persuades the reader of the value of the precautions suggested by the writer, such as how to swim out of a rip tide.

*The whole text is much more accurate in terms of spelling, grammar and punctuation.*

## Section 6 Persuasive paragraphs: Lesson 10

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

**a** Fake news is how we refer to stories and reports that aren't true.

**b** 'Website-building and image-editing software' are provided as examples of ways to create fake news.

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

**a** Decide for yourself whether the news you read online is real or fake.

## Workbook Answers

**b** The writer has not included examples because this is the conclusion – a summary of what the writer is trying to persuade the reader to do. The evidence has been provided earlier in the webpage.

**3** Students' own answers. Suggested answer: The writer states his own opinion most persuasively in the final section of the article, where he uses an exclamation mark to indicate his shock at the fact that some people 'tell others on social media that the real news is actually fake news!' He concludes with a reminder that a lot of news stories online are fake, and gives recommendations for what readers should do 'in order to identify the real news stories'.

**4** Students' own answers. Suggested answer: I agree with statement B because the key points, evidence, examples and suggestions required in a persuasive text should be present across the whole text but not necessarily in every paragraph.

**5a** Students' own answers. Answers will vary, but each section should include a combination of key points, examples and evidence.

**5b** Students' own answers. Answers will vary, but should show awareness of what makes a good persuasive text.

## Section 6 Persuasive paragraphs: Lesson 11

**6a**

(i) swimming

(ii) my sister

**6b**

(i) Max is a dog. He is really energetic.

(ii) You must wear a bike helmet. It will keep you safe.

**7a** Students' own answers. Answers will vary, but should include notes for all three elements.

**7b** Students' own answers. Answers will vary, but should include:

- one key point
- evidence or examples
- suggestions about how readers should change their opinions or actions
- imperative verbs.

**8a** Students' own answers. Answers will vary, but should be based on the prompts.

**8b** Students' own answers. Answers will vary, but should demonstrate all the skills and conventions covered in this section including:

- an attention-grabbing opening that makes the intention and audience clear
- key points
- evidence/examples
- suggestions for actions including imperative verbs.

## Section 7 Persuasive structures: Lesson 12

**1a** Students' own answers. Suggested answer: Your mental wellbeing is how positive you're feeling and how readily you can deal with the stresses of everyday life.

**1b** Possible answers: feel confident; have self-esteem; experience a range of emotions; maintain relationships; engage with the outside world; work; deal with stress; manage change

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

**a Heading or title:** The title of the text should come at the start to signify the contents of the text. It should make clear what the subject of the text is and, where possible, should grab the reader's attention.

**b Introduction:** The introduction should come next and should make clear who the intended audience is and what the purpose of the text is. It should do so in a way that makes the reader believe that it is important that they read the rest of the text.

**c Subheadings:** These are headings for sections within the text that summarise their content. They help readers navigate the text and understand what information is included in which section.

**d Paragraphs:** A paragraph is a section of the text that covers one key point or topic, and helps the reader to understand that key point. There will often be just one paragraph under each subheading, though sometimes there may be more than one.

**e Bulleted lists:** These are used to highlight a number of points or examples within a particular topic, usually where the points are of equal importance. These lists help the reader to understand and remember each point on its own, while also understanding that the points are grouped.

**3a–f** Student's own answers. Answers will vary, but should be based on the prompts.

## Section 7 Persuasive structures: Lesson 13

**4a** A woman stood up. She (or The woman) walked to the front of the bus.

**4b** Cats and dogs are popular pets. These animals do not always feel comfortable around each other.

**4c** A man bought some new shoes. His (or The man's) old shoes had holes in them.

# Workbook Answers

5a Students' own answers. Possible answers:

Positive language	Negative language	Imperative verbs
confident	stresses	Think about...
build	loss	Make time...
maintain	loneliness	Join...
good	problems	Talk...
engaged	guilty	Learn...
productively		Do...
adapt		
manage		
connecting		
belonging		
strengthen		
listened to		
supported		
resilient		
boost		
achievement		
enjoy		

5b Students' own answers. Answers will vary, but each paragraph should follow the key point, evidence, explanation model. Students may note that:

- positive language is used to persuade readers of the benefits of paying attention to mental health, and the benefits of following the suggestions offered
- negative language is used to persuade readers of the dangers of ignoring the advice
- imperative verbs are used to persuade readers to take action and follow the suggestions.

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

- a heading
- an introduction
- subheadings
- paragraphs
- bulleted lists (if appropriate).

# Workbook Answers

## Section 8 Exploring the writer's choices: Lesson 14

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

- (i) 'Sleep deprivation can make it hard to concentrate and remember things – the last thing you need when you are in an exam situation!'
- (ii) 'You are more likely to feel down when you are tired.'
- (iii) 'Lack of sleep can cause havoc with your skin and result in spots and pimples.'

**1b** Students' own answers. Suggested answer: Lack of sleep makes it harder to cope with stressful things in life.

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

- (i) Being starved of sleep can make it hard to focus and remember things – the last thing you want is for tiredness to cause an exam nightmare!
- (ii) Getting a much-needed great night's sleep can help you to combat the strains and worries of life.

**2b** Students' own answers. Answers will vary, but could mention:

- Emotive language has more impact if used sparingly.
- Using emotive language around more sensitive subjects like mental health could offend or upset readers and thus be less persuasive.

**3a** Students' own answers. Answers will vary, but should include powerful emotive language in every possible sentence.

**3b** Students' own answers. Answers will vary, but should show awareness of the aims of a persuasive text.

## Section 8 Exploring the writer's choices: Lesson 15

**4a and b** Students' own answers.

**4c**

- (i) I was tired but I was safe.
- (ii) I was tired because I had been running.
- (iii) I was tired so I fell asleep.

[shaded = main clause    underlined = subordinate clause]

**4d**

- (i) but
- (ii) because, so

**5** Students' own answers. Answers will vary, but should follow the prompts.

**6a and b** Students' own answers. Answers will vary, but should include a full response to the questions and use quotations, key points and explanations.

## Section 9 Rhetorical devices: Lesson 16

1a Students' own answers. Suggested answer:

Rhetorical device	Example
Rhetorical question	What is the best alternative?
Triple structure	Stay safe, happy and active!
Repetition	Use your eyes, use your ears, use your brain!
List	Travelling by car, train and aeroplane
Direct address	keep your wits about you and use your senses to make sure you don't put yourself in harm's way on the road.

1b Students' own answers. Possible answers: Why not take up cycling?; Are you tired of traffic jams?

2 Students' own answers. Suggested answer: Direct address allows the writer to appeal to the reader directly and to make their points relevant to them. This is likely to have a greater impact on the reader, who is more likely to be persuaded to change their actions or opinions if spoken to directly.

3a–d Students' own answers. Answers will vary, but should be based on the prompts.

## Section 9 Rhetorical devices: Lesson 17

4a Students' own answers. Suggested answer:

**Triple structure:** The triple structure 'Stay safe, happy and active!' draws the reader's attention to these three recommendations and highlights them as the most important.

4b Students' own answers. Suggested answer:

**Repetition:** The repetition of 'use' in the sentence 'Use your eyes, use your ears, use your brain!' emphasises that it is the reader's responsibility to act appropriately and look after their own safety.

4c Students' own answers. Suggested answer:

**List:** The list 'car, train and aeroplane' highlights that there is a variety of alternative transport methods that could be used.

4d Students' own answers. Suggested answer:

**Direct address:** The use of direct address in the line 'keep your wits about you and use your senses to make sure you don't put yourself in harm's way on the road' appeals directly to the reader. This makes the reader more likely to take notice as they feel this information applies to them.

5a–e Students' own answers. Answers will vary, but students should clearly draw on the notes they made in answer to **Activity 3**.

## Workbook Answers

**6** Students' own answers. Answers will vary, but should use the full range of rhetorical devices explored in this section, namely:

- rhetorical question
- triple structure
- repetition
- lists
- direct address.

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

**1a**

- heading ✓
- introduction ✓
- subheadings
- paragraphs ✓
- bulleted list ✓

**1b** Students' own answers. Suggested answer: The bulleted list helps the writer to explain the risks most powerfully as he uses a bullet to highlight and describe each of the three biggest dangers.

**1c** Students' own answers. Suggested answer: The introduction establishes the target audience (parents and guardians) and the writer's intention to persuade parents/guardians of the risks of swimming in the sea and to take sensible precautions to protect themselves and their children.

**2a** Possible answers: 'real dangers'; 'they can kill you'; 'deadly'; 'lethal'.

**2b** Students' own answers. Suggested answer: The writer is trying to grab the reader's attention and to make it very clear how real and significant the dangers are.

**2c** Possible answers: 'fun for all the family'; 'help you and your loved ones stay safe'.

**2d** Students' own answers. Suggested answer: The writer is trying to appeal to the instincts of parents and guardians to protect their children.

**3a and b** Students' own answers. Answers will vary, but should explore how structure and vocabulary help the writer achieve their intention.

## Section 10 Getting ready to respond: Lesson 19

4 Students' own answers. Suggested answer:

Rhetorical device	Example
Rhetorical question	'Do you want to avoid being one of them?'
Triple structure	'SUN, SEA, SAFETY'
Repetition	The word 'play' in 'Play hard, play happy, play safe!'
List	'So remember to be really careful with inflatables, cold water and rip tides'
Direct address	'If you use these in the open sea' (there are examples of direct address throughout the text)

5a Students' own answers. Suggested answer:

**Rhetorical question:** The rhetorical question encourages readers to question themselves and take steps to avoid drowning.

5b Students' own answers. Suggested answer:

**Triple structure:** The triple structure encourages readers to consider safety as important as having fun at the beach.

5c Students' own answers. Suggested answer:

**Repetition:** The repetition of the word 'play' furthers the message that readers can play and have fun while staying safe.

5d Students' own answers. Suggested answer:

**List:** This list summarises the main advice given in the poster, highlighting the three main safety concerns at the beach so that the reader remembers them.

5e Students' own answers. Suggested answer:

**Direct address:** This use of direct address makes it clear that the information applies to everyone engaging in the activities mentioned in the poster.

6 Students' own answers. Suggested answer: I found the triple structure of 'SUN, SEA, SAFETY' to be the most powerful as it is catchy and sticks in the reader's mind. It is also very simple and effectively enforces the poster's message that safety should be as important as having fun at the beach.

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

**Section 11 Assessment: Lesson 20****1a and b**

This text **was** about how standing up **was** impourtant and better for you than siting down. Their **were** lots of reasons why sitting down is bad for you like it can **gave** you hart disease and other things because of not standing up enouh and we should all do more exercise witch is really important. We can do more standing up by doing things like walking to school and standing up in lesons. I think its really impourtant we all do this and then we can live longer because its easy to change our lives and stand up more and sit down less.

[underlining = spelling or punctuation mistake] [**shading** = verbs that are in the wrong tense]

**1c–f** Students' own answers. Answers will vary, but:

Structure could be improved by:

- splitting the answer into at least two paragraphs, each covering a different key point
- including embedded quotations in sentences
- restructuring the second sentence, which is too long and rambling.

Content could be improved by:

- addressing what the writer does to persuade the reader (Point)
- using quotations from the extract (Evidence)
- explaining how this persuades the reader (Explain)
- mentioning specific structural features, vocabulary choices and rhetorical devices and explaining why they are effective.

2 Students' own answers. Sample improved response:

<sup>1</sup> *The first paragraph introduces the topic of the answer more clearly.*

The writer of this extract explains the problems associated with sitting down too much and provides achievable recommendations of ways to stand up more in order to persuade readers to change their habits and tackle this problem.<sup>1</sup>

<sup>2</sup> *The effects of rhetorical questions are described.*

The first section of the extract begins with a startling rhetorical question: 'Did you know that sitting down for more than four hours per day leads to life-threatening health problems?' This immediately engages the reader, who wants to learn more.<sup>2</sup>

<sup>3</sup> *Emotive language is recognised.*

The writer goes on to outline the various health problems that can result, matching the emotive language used in the rhetorical question ('life-threatening') when they describe the medical conditions listed as 'killers'.<sup>3</sup>

<sup>4</sup> *Appropriate quotations are used. Triple structure is also recognised here.*

In the second section of the extract, the writer suggests ways in which the reader can change their habits to combat the problems caused by sitting down for too long: 'walk or cycle...', 'take some exercise...', 'stand up...'<sup>4</sup>

<sup>5</sup> *The effects of direct address are described.*

Direct address is used throughout so that the reader feels that they are being given personal instructions about how to improve their lifestyle.<sup>5</sup>

## Unit 3 A Perfect World

### Section 1 Exploring a fictional future: Lesson 1

**1a** Students' own answers. Suggested answer: Aircraft probably don't exist anymore; knights are well-equipped and ride horses; young knights are taken away from their families; there is a class of people called Commoners; justice is more important than feeling; only those who show wisdom and logic attain positions of power; acquiring any luxury item is a crime punishable by imprisonment.

**1b** Students' own answers. Suggested answer: In the New Society, it is illegal to own luxury items because in the past such greed caused environmental disaster. Knights of the New Society, chosen for their strength in logic, administer justice by imprisoning any Commoner who breaks this law.

**2a** Students' own answers. Suggested answer: 'an achievement he wore with pride.'; 'feeling and emotion should be ignored'; 'The world was better now.'

**2b** Students' own answers. Answers will vary, but should broadly state that Marco feels positive about the New Society, while other people may not.

**3a and b** Students' own answers. Answers will vary, but should be based on ideas inferred from characters from the extract.

### Section 1 Exploring a fictional future: Lesson 2

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

**(i) Things that seem fair:** Not exploiting the world's resources; Living without luxuries to save humanity

**(ii) Things that seem unfair:** The Commoners need to obey the will of the Knights; Marco possesses a 'glossy saddle' which would be considered a luxury; Marco was taken away from his family at the age of 9; Imprisoning Commoners that possess luxuries

**(iii) How the New Society could be fairer:** Reducing the inequality between Knights and Commoners (or abolishing these titles altogether); Allowing young bright children and their families to choose if they want to become a Knight; Having a less severe justice system that doesn't result in automatic prison sentences for possessing luxuries

**4b** Students' own answers. Suggested answer: I do not think that life in the New Society is fair because there is an obvious inequality between the lives led by the Knights and by the Commoners. Commoners are forced to give up luxuries 'to preserve the world', but Knights seem to still have access to certain luxuries, such as Marco's 'glossy saddle'. Furthermore, the punishments enforced on Commoners, such as imprisonment for possessing a luxury seems very severe. Finally, Knights are taken away from their families at a young age and are programmed to think in a certain way as they are 'taught that feeling and emotion should be ignored'. This seems particularly cruel and unfair.

# Workbook Answers

**5a**

- (i) Not noticing the unusual silence, he ride his horse through the gate. ✘
- (ii) Behind him, the gate banged shut.
- (iii) He have a sudden thought. ✘
- (iv) This will be going to hurt. ✘
- (v) What would his brother has done? ✘

**5b**

Not noticing the unusual silence, he rode his horse through the gate.  
 He had a sudden thought.  
 This is going to hurt.  
 What would his brother have done?

[underlined = change to verb]

**6a and b** Students' own answers. Answers will vary, but should be based on the prompts and express the point of view of the character in the question.

## Section 2 Building an argument: Lesson 3

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

- Paragraph 1:** Humans are eating plastic.
- Paragraph 2:** A study found shreds of plastic in humans in eight countries.
- Paragraph 3:** Plastic enters our bodies from many sources.
- Paragraph 4:** We don't yet know if plastic is damaging our bodies.
- Paragraph 5:** Defeating plastic pollution of the environment will be complicated.
- Paragraph 6:** We care about the quality of food, so we should fix this problem.

- 2a** Many people have an unhealthy diet.
- 2b** An unhealthy diet can lead to obesity and other problems.
- 2c** We should teach people about nutrition.

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

<p><b>What is the problem?</b>  <i>Global temperatures are rising.</i></p>
<p><b>Why is it a problem?</b>                  This will cause sea levels to rise and millions of lives will be at risk from flooding.</p>
<p><b>What should we do about it?</b>                  We should stop burning fossil fuels and use more renewable energy.                  We should change our eating habits by eating less meat and producing less food waste.                  We should buy fewer clothes and more locally-grown produce.</p>

# Workbook Answers

<p><b>What is the problem?</b>  <i>The park is too small.</i></p>
<p><b>Why is it a problem?</b>                  Young people have nowhere to exercise.</p>
<p><b>What should we do about it?</b>                  We should create a new park instead of a new housing development.                  We should extend the current park, making it bigger.                  We should use other spaces for young people to exercise, such as community halls and football pitches.</p>

<p><b>What is the problem?</b>  <i>There are lots of potholes in the roads.</i></p>
<p><b>Why is it a problem?</b>                  Cars are being damaged.</p>
<p><b>What should we do about it?</b>                  We should pressure the council to mend the potholes.                  We should encourage the council to take measures to prevent potholes from appearing.</p>

<p><b>What is the problem?</b>                  My sister cannot swim.</p>
<p><b>Why is it a problem?</b>                  If she fell into water, she could drown.</p>
<p><b>What should we do about it?</b>                  We should give her swimming lessons.                  We should make sure she stays away from water unless she is supervised.</p>

## Section 2 Building an argument: Lesson 4

4 Students' own answers. Suggested answer:

School uniforms are a good idea	School uniforms are a bad idea
Students at school look untidy. Without a uniform, it is difficult to know who is a student at the school. Some students show off about their expensive clothes.	Parents have to spend money every year on school uniform. Students cannot express themselves in the way they dress. School uniforms get lost all the time.

5 Students' own answers. Answers will vary, but should represent the side of the argument that is chosen.

# Workbook Answers

6 Students' own answers. Suggested answer:

<p><b>What is the problem?</b> School uniforms get lost all the time.</p>
<p><b>Why is it a problem?</b> Time is wasted looking for the uniform. Parents have to pay to replace lost items. Arguments arise when students believe someone else has hidden their school uniform.</p>
<p><b>What should we do about it?</b> We should allow students to wear their own clothes to school. We should insist on a certain dress code to ensure that students look smart. We should make this an opportunity to reinforce that the school is inclusive and values diversity.</p>

7a and b Students' own answers. Answers will vary, but both articles must follow the problem/explanation/solution model that has been practised and must contain convincing arguments.

## Section 3 Choosing vocabulary 1: Lesson 5

1 Students' own answers. Suggested answer:

- a The organisation is trying to change how the world thinks about early childhood development.
- b They hope to achieve it by persuading world leaders to pay to establish quality early childhood development programmes.
- c They hope the reader can help by signing the petition.

2 Early childhood development is not taken seriously enough.

3a

- (i) Cats are very independent. STATED
- (ii) Cats tend to spend time alone and can hunt birds and mice. IMPLIED
- (iii) We believe more could be done. IMPLIED
- (iv) Not enough is being done. STATED

3b Students' own answers. Suggested answer:

- (i) After doing exercise, you may find that you are in a happier mood.
- (ii) Your phone may be great, but is it more important than your education?

4a–c Students' own answers. Answers will vary, but must focus on clearly conveying core values.

### Section 3 Choosing vocabulary 1: Lesson 6

5 Students' own answers. Possible answers:

Positive nouns	Positive verbs
hope; benefits; space; community; fairs; concerts; opportunities	change; give; provide; bring together

6a–d Students' own answers. Answers will vary, but should include positive nouns and verbs and benefits.

7a and b Students' own answers. Answers will vary, but must include a clear structure explaining the problem as well as the benefits of the new facility. Positive verbs and nouns should be carefully chosen throughout.

### Section 4 Choosing vocabulary 2: Lesson 7

1a Students' own answers. Suggested answer: Orangutans break branches and create holes in the forest canopy allowing light in and encouraging natural regrowth on the rainforest floor. Rainforest regrowth is essential for the health of the planet. Therefore, orangutans are important for the health of the planet.

1b Students' own answers. Suggested answer: The writer does this because linking the protection of orangutans to the health of the world makes this cause directly relevant to readers, therefore they are more likely to take action.

2 The adjectives 'gentle' and 'intelligent' are intended to make the reader feel that orangutans should be respected and protected. The adjective 'gentle' makes orangutans seem vulnerable, and the adjective 'intelligent' makes them seem valuable to the planet.

3a Students' own answers. Suggested answer: The threat is described as 'urgent' and 'ever-growing', creating a sense of a huge problem that is quickly getting worse and worse.

3b Students' own answers. Suggested answer: 'Rainforests play a vital role in keeping our whole planet healthy.' The adjective 'vital' emphasises how essential rainforests are to the planet and the adjective 'healthy' suggests that the earth needs rainforests to survive, highlighting their importance to the reader.

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

5 Students' own answers. Answers will vary, but should include evidence of verbs, adverbs and noun phrases carefully chosen to create the desired response.

## Workbook Answers

**Section 4 Choosing vocabulary 2: Lesson 8**

**6a** I have had a definite **intrest** in **family** history ever since my grandmother, one memorable afternoon, showed me a box of **jewelry** that she kept **seperate** from the rest of her things.

[**shaded** = spelling mistake] [Note: 'jewelry' is the American English spelling, but is not the preferred spelling in British English.]

**6b** I have had a definite interest in family history ever since my grandmother, one memorable afternoon, showed me a box of jewellery that she kept separate from the rest of her things.

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

- a vast, shimmering lake
- a magnificent blue whale
- an incredibly beautiful and serene glacier
- a dark, fascinating cave

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

- moved hurriedly
- untied frantically
- said worriedly
- worked hectically

**9a** Students' own answers. Suggested answers:

- (i)** The fierce, strong bears move through the forest.
- (ii)** The poor, defenceless bears move through the forest.
- (ii)** The bears advance menacingly through the forest.

**9b** Students' own answers. Answers will vary, but should include noun phrases and adverbs.

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

**Section 5 Assessment: Lesson 9**

**1** This article identifies the problem that libraries are closing.

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

- People have reduced access to books.
- This problem is felt more by poorer families who can less afford to buy books.
- People with reduced access to books read less, and in turn do less well at school.

**3** Students' own answers. Suggested answer: This extract implies that eBooks cannot replicate the social interaction created when an adult reads a toddler a printed book.

# Workbook Answers

**4a** Students' own answers. Suggested advice could include:

- check for spelling, punctuation and grammar mistakes
- address how the writer presents a persuasive argument, not simply what the argument is
- use quotations from the article to support the points made.

**4b** Students' own answers. Sample improved response:

<sup>1</sup> *The response begins with a clear statement of how effective the argument in the article is.*

<sup>2</sup> *The structure of the article is explored.*

<sup>3</sup> *Quotations from the article are used as evidence.*

<sup>4</sup> *The intended response from the target audience is explored.*

*The whole article is much more accurate in terms of spelling, grammar and punctuation.*

**The writer presents a persuasive argument very clearly.<sup>1</sup>**

The title states the problem: 'Libraries are in crisis' and **the first sentence explains<sup>2</sup>** that they are being **'forced to close in record numbers'<sup>3</sup>**. The opening paragraph briefly explains why this matters: 'fewer people read, and fewer children do well at school'.

The following paragraph states clearly what the writer wants to be done about the problem: 'urging the government to make more funds available', while **the final bulleted list of the article is a call to action, explaining how we can all help<sup>4</sup>**: 'Sign our petition...', 'Write to your local politician...', 'Join our peaceful march...'.

## Section 6 Supporting key points: Lesson 10

**1a** Paragraphs 6 and 7

**1b** Scientific research and statistics

**1c** IQ scores rose in most industrialised countries by about three points every decade.

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

'The National Literacy Trust estimates that children who visit libraries are twice as likely to read well as those who do not.'

'young people who read widely are more likely to do well at school and in work.'

'23 per cent of households do not have a broadband connection so are unable to download eBooks.'

**2b** 'It stands to reason that more people will read widely if they have access to more books.'

**3a and b** Students' own answers. Answers will vary, but should include benefits of bicycles, and supporting facts and statistics.

## Section 6 Supporting key points: Lesson 11

4a

**Which sentence states the point?**

'Libraries are in crisis!'

**Which sentence provides the example or evidence?**

'Local libraries across the country are being forced to close in record numbers.'

**Which sentence contains a comment expressing a point of view?**

'But libraries have been an important part of local life for over a hundred years.'

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

Libraries have been an important part of local life for over a hundred years, but local libraries across the country are being forced to close in record numbers. Libraries are in crisis!

**5** Students' own answers. Answers will vary, but must include a point, an example and a comment.

**6a** On the other hand/However

**6b** Furthermore,

**7a and b** Students' own answers. Answers will vary, but article should include three paragraphs.

Each paragraph should include a main point, an example, and an explanation that links the example to the point. Well-written answers will include adverbials that link sentences.

## Section 7 Structuring sentences: Lesson 12

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

**a** It is important to say thank you because failure to do so 'just seems rude'.

**b** It is not necessary to say thank you because scientists say the words 'are no longer needed'.

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

**a** We really need your help! The government needs to know that burning fossil fuels is something everyone in the country cares about.

**b** The ice sheets are melting, the sea levels are rising and species are becoming extinct in record numbers. Time is running out!

**c** One of the worst things we as individuals can do to the environment is to fly in aeroplanes regularly. Think twice before flying.

**3** Students' own answers. Answers will vary, but should include one long and one short sentence.

**4a and b** Students' own answers. Answers will vary, but should include sentences of different lengths.

## Workbook Answers

**Section 7 Structuring sentences: Lesson 13**

**5a** Students' own answers. Suggested answer: I choose not to fly; I prefer the train.

**5b** Students' own answers. Suggested answer: You couldn't outrun a tiger – tigers are much faster than humans.

**6a** Students' own answers. Suggested answer: Plastic is bad for the environment so don't throw plastic in the bin but recycle it.

**6b** Students' own answers. Suggested answer: Don't throw plastic in the bin because plastic is bad for the environment so recycle it.

**6c** Students' own answers. Suggested answer: Don't throw plastic in the bin. Plastic is bad for the environment so recycle it.

**6d** Students' own answers. Suggested answer: Don't throw plastic in the bin; plastic is bad for the environment so recycle it.

**7** Students' own answers. Answers will vary, but should include only single-clause sentences.

**8a and b** Students' own answers. Answers will vary, but well-written articles will reflect what has been learned in this section, including:

- shorter sentences for emphasis
- semi-colons, colons or dashes where appropriate
- clauses placed at the end of sentences for emphasis.

**Section 8 Using rhetorical devices: Lesson 14**

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

**Rhetorical question:** 'Do the supermarkets really think we would care if they told us to bring our own reusable containers to put our pasta in?'

**Triple structure:** 'Sign it, say it, do it!'

**List:** 'fruit in plastic, pasta in plastic, bread in plastic.'

**Direct address:** 'sign our petition, tell your friends about it, and refuse...'

**Repetition:** 'fruit in plastic, pasta in plastic, bread in plastic'

**1b** Students' own answers. Suggested answer: The writer intends to motivate the reader to take action to reduce plastic packaging.

**1c** Students' own answers. Answers will vary, but should explain why the rhetorical devices are effective.

# Workbook Answers

2 Students' own answers. Answers will vary, but should include at least one example of:

- rhetorical question
- triple structure
- list
- direct address
- repetition.

## Section 8 Using rhetorical devices: Lesson 15

3a Isn't it strange? C

3b Who's going to do more? C

3c Children's happiness is important. P

3d China's best kept secret. P

4a It hasn't yet been proved. / It's not yet been proved.

4b A parent's worst nightmare

4c It's not going to work. / It isn't going to work.

4d Our school's motto

4e Man's best friend

5 Students' own answers. Suggested answers:

a Use less plastic.

b Do we want to be surrounded by plastic?

c There is plastic in our food, plastic in our rivers, and plastic in our oceans.

d Nearly everything we buy comes wrapped in plastic: food, toys, clothes...

e Litter: find it, grab it, bin it!

6 Students' own answers. Answers will vary, but should be based on one of the sentences from **Activity 5**.

7a–c Students' own answers. Answers will vary, but articles should make clear points with evidence in each paragraph and include a wide range of rhetorical devices.

## Section 9 Introductions and conclusions: Lesson 16

1 Students' own answers. Suggested answers:

a 'Is this a simple, practical thing to do or, by relying on increasingly smarter phones, are we allowing them to make us, day by day, a little bit dumber?'

b Phones are making us less intelligent.

c A rhetorical question

d The rhetorical question suggests that the writer will go on to explain how phones are making us less intelligent.

e The writer uses the example of finding how to get somewhere unfamiliar.

# Workbook Answers

f The writer's use of a familiar example engages the reader because we can all relate to this simple process.

**2a and b** Students' own answers. Answers will vary, but sentences should include a surprising fact or opinion to engage the reader.

**3a and b** Students' own answers. Answers will vary, but should all use the techniques explored so far to engage the reader including:

- a familiar example
- a surprising fact or statistic
- a dramatic, surprising opinion
- a rhetorical question.

## Section 9 Introductions and conclusions: Lesson 17

**4a** Students' own answers. Suggested answer: 'AI will have an extraordinary impact on our lives, from self-driving cars to robot surgeons, but we would be foolish to allow ourselves to become too reliant on them.'

**4b** Students' own answers. Suggested answer: 'we would be foolish to allow ourselves to become too reliant on them'

**4c** Students' own answers. Answers will vary, but should explain students' thoughts and feelings.

**5a and b** Students' own answers. Answers will vary, but should summarise key ideas and views, and aim to leave the reader thinking about the topic.

**6** Students' own answers. Answers will vary, but should include all the elements suggested by the prompts.

## Section 10 Reviewing and revising: Lesson 18

**1a**

- (i) Yes
- (ii) Yes
- (iii) No

**1b**

- (i) Yes
- (ii) Yes
- (iii) Yes

**1c**

- (i) Yes
- (ii) No
- (iii) Yes

## Workbook Answers

1d

(i) Yes

(ii) Yes

(iii) Yes

2 Students' own answers. Suggested answer:

The introduction would be stronger if it did more to suggest the writer's opinion about growing vegetables. The third paragraph should offer some explanation or an example of the global benefits.

3a and b Students' own answers. Answers will vary, but should follow the advice for improvements that the student identified in **Activity 2**.

### Section 10 Reviewing and revising: Lesson 19

4a Possible answers: fresh; benefits; opportunity; recommend; outside; good; health; better; help

4b Students' own answers. Answers will vary, but all sentences should emphasise positive aspects.

4c Students' own answers. Answers should include three from:

**Familiar, personal example:** 'When I was growing up, my mother grew her own vegetables in an allotment.'

**List:** 'Getting out there, digging, planting and harvesting'

**Rhetorical question:** 'So what are you waiting for?'

**Direct address/Triple structure:** 'Get your gardening gloves on, get outside and get digging!'

5a Every morning we would travel to scool by train.

Every morning we would travel to school by train.

5b Plastic is the real problem hear, theirs plastic all over the beach.

Plastic is the real problem here: there's plastic all over the beach.

5c When my my father got home\_ he would always have a storey to tell.

When my father got home, he would always have a story to tell.

5d We simply havent got enough time to weight for someone else to do something.

We simply haven't got enough time to wait for someone else to do something.

5e If \_ really want to help\_ you should sign the petition.

If you really want to help, you should sign the petition.

[underlining = error]

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

**Section 11 Assessment: Lesson 20****1a and b**

If we wont have mobile phones then we could all save monny because their expensive and anyway we didn't really need them because weve got computers and email and we could use landlines for phones. Also because some people have mobiles and some people dont that's not realy fare so we should make it that nobody has them. And mobile phones can be a problem because somtimes people used them to much which can be bad for sleeping and can stop you talking to other people face to face and everybody is always checking their social media and things and getting worried about it.

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

**1c–f** Students' own answers. Answers will vary, but:

Vocabulary could be improved by:

- adding powerful adjectives such as 'extremely expensive'
- adding more strongly negative vocabulary in describing the problems such as 'suffering from crippling anxiety'
- adding more positive vocabulary in offering a solution.

Sentence and paragraph structure could be improved by:

- adding one or two short sentences for impact, especially one to finish the article
- breaking up the long rambling sentences, in particular the final one
- using more than one paragraph. A simple way to do this would be to have one paragraph on problems, and one on benefits and solutions.

# Workbook Answers

2 Students' own answers. Sample improved response:

<sup>1</sup> *Persuasive techniques such as rhetorical questions, references to statistics and powerful verbs are used.*

<sup>2</sup> *Powerful and negative adjectives are used to describe the problems of using mobile phones.*

*The answer is divided into clearly-defined paragraphs.*

<sup>3</sup> *A personal appeal is used to persuade readers.*

<sup>4</sup> *The answer ends with a short, memorable sentence.*

So many people have mobile phones now that it is very hard to imagine life without them. Most phones include 'essential' features such as a camera, a torch, an alarm clock, a timer, a GPS map and an internet connection on the go. **But could it be that these convenient and addictive<sup>2</sup> gadgets have in fact made our lives worse?<sup>1</sup>**

**Report after report<sup>1</sup>** indicates that the more time people spend on their phones, the worse their quality of sleep, potentially leading to **serious<sup>2</sup>** health problems. Perhaps even worse, when people spend significant amounts of time glued to social media, this can lead to **poor<sup>2</sup>** self-esteem and deeply concerning levels of anxiety.

As a society we can do without these things. **I urge<sup>1</sup> everyone<sup>3</sup>** to ditch their mobile phones and turn their attention outwards so that they spend more time communicating properly with people in person. Let's scrap our phones and **wake up<sup>1</sup>** to the world around us. **It's a wonderful place to be.<sup>4</sup>**

## Unit 4 World of Sport

### Section 1 Summarising: Lesson 1

1a

(i) preschool

(ii) forgiveness

1b Students' own answers. Possible answers:

Prefix	Suffix
preview	kindness
preface	thoughtfulness
predict	goodness
prepare	freshness
prevent	darkness

2a awful

2b confused

3 Students' own answers. Suggested answer: People played cricket in many parts of the world and the sport became popular with wealthy and poor people alike. People became increasingly competitive when playing the sport, leading to rules being introduced in the 18<sup>th</sup> century to regulate the sport.

4a and b Students' own answers. Answers will vary, but should include facts from research about the history of a sport and address the question.

### Section 1 Summarising: Lesson 2

5a Students' own answers. Suggested answers:

**Paragraph 1:**

Lord's, The Oval and Prince's are the main cricket grounds in London.

Matches between Oxford and Cambridge, and Eton and Harrow are very popular.

There are first-class matches most weeks between May and September.

**Paragraph 2:**

The Marylebone Club play at Lord's.

The club has recently spent a lot of money improving the facilities at Lord's.

Facilities now include a tavern, tennis courts and billiard rooms.

**Paragraph 3:**

The Oval is home to Surrey County Cricket Club and some of the best games are played there.

The Oval also features a tavern, tennis courts and billiard rooms.

The cricket pitch is almost perfect to play on.

# Workbook Answers

**5b** Students' own answers. Suggested answer: Lord's, The Oval and Prince's are the main cricket grounds in London. Lord's and the Oval both have extensive facilities including taverns, tennis courts and billiard rooms. Some of the most popular games take place at these London-based grounds, and The Oval has the best pitch to play on.

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

## Section 2 Informing and describing: Lesson 3

**1a** In what sport is Brian Krause champion?

Cherry pit-spitting

**1b** In what year was the free-fall record set?

2012

**1c** When was extreme ironing launched?

1997

**1d** Which sport involves parents?

Baby crawling

**1e** Where does worm charming take place?

Willaston in Cheshire

**2a and b** Students' own answers. Answers will vary.

**3a–e** Students' own answers. Answers will vary, but should include five sports and address the question words: what, when, where, who and how.

## Section 2 Informing and describing: Lesson 4

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

**Fact:** The championship happens in Cumbria.

**Descriptive detail:** 'nastiest expressions'

**Image created:** The writer creates an image of people pulling hideous faces.

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

**Fact:** Parents entice the babies to reach the finish line.

**Descriptive detail:** 'waving toys'

**Image created:** The writer creates an image of lots of parents holding baby toys to try to get their children to crawl faster.

**5a** Students' own answers. Suggested answer: The writer's intention is to make us laugh, by describing a very serious reaction from the woman, who doesn't realise she is wearing the 'I'm a fluffy unicorn' sticker.

**5b** Students' own answers. Suggested answer: The writer's intention is to make us feel scared by using emotive language such as 'prickled' and 'torn' and a short, suspenseful sentence: 'I froze'.

## Workbook Answers

**5c** Students' own answers. Suggested answer: The writer's intention is to make us feel sympathy for this character, by describing him as vulnerable and upset: 'slumped', 'tear-stained'.

**5d** Students' own answers. Suggested answer: The writer's intention is to make us pay attention to the dangers using imperative verbs: 'take care' and emotive language: 'freezing', 'dead'.

**5e** Students' own answers. Suggested answer: The writer's intention is to engage us and make us feel happy for the character by describing how she 'tore open the letter' and her eyes were 'sparkling'.

**6a and b** Students' own answers. Answers will vary, but should include relevant information and descriptive details.

**Section 3 Selecting evidence: Lesson 5**

**1a** The writer states that sepak takraw players must use their feet rather than hands, which 'requires amazing athleticism'.

**1b** The ball is made from rattan.

**1c** Sepak takraw was originally an 'opportunity for players to demonstrate their skills by passing the ball'.

**1d** The third paragraph

**1e** The court is the size of a double badminton court, with a net between 1.4 and 1.5 metres long; there are three players per team; points are scored by forcing the opposing team to commit a fault – these faults can include the ball failing to cross the net, landing outside the court boundaries, or touching the ground, ceiling or another object; there are 21 points per set; a team must have won two sets to win.

**2a** 'difficult to imagine'

**2b** 'breathtaking agility and strength'

**3a–g** Students' own answers. Answers will vary, but should include words or phrases that create a particular effect.

**Section 3 Selecting evidence: Lesson 6**

**4a**

(i) one

(ii) three

(iii) one

(iv) one

**4b** Students' own answers. Suggested answer: In 1933, a net was introduced. In the following twenty years, the competitive version of the game spread rapidly across Southeast Asia. Formal rules were introduced.

## Workbook Answers

**5a** 'amazing athleticism'

**5b** Students' own answers. Suggested answer: The writer states that players have 'amazing athleticism'.

**6a** Possible answers: 'The beautiful movements are also one of the main attractions in sepak takraw, with players demonstrating breathtaking agility and strength: leaping, twisting and kicking to get the ball past their opponents.' OR 'However, as the use of hands is forbidden in chinlone and sepak takraw, players are required to perform spectacular somersaults to get their feet above the net, turning their whole bodies elegantly in the air then quickly landing, or occasionally crashing, to the ground.'

**6b** Students' own answers. Suggested answer: The writer suggests that chinlone players are very impressive to watch, noting that they 'perform spectacular somersaults'.

**7a–d** Students' own answers. Answers will vary, but should contain key differences, words and phrases, and evidence from the article extract.

#### Section 4 Exploring vocabulary choice: Lesson 7

**1a** Jacob de Groot

**1b** 'far leap'

**1c** There are around 600.

**1d** Holland, USA, Japan

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

**a** dangerous

**b** grabs; propels; lurches; frantically

**3a** 'beginners, young and old'

**3b** 'thousands of passionate supporters'

**3c** 'no longer seen as just a northern oddity'

**3d** 'in ever bigger viewing figures'

**4a** 'leaps'; 'grabs'; 'propels'; 'lurches'; 'frantically'; 'thud'; 'explosion'; 'roars'; 'stunning'

**4b–c** Students' own answers. Answers will vary, but should include vocabulary to give different impressions of the sport.

# Workbook Answers

## Section 4 Exploring vocabulary choice: Lesson 8

5a

(i) I (informal)

(ii) F (formal)

(iii) F (formal)

(iv) I (informal)

(v) F (formal)

5b Students' own answers. Suggested answers:

(i) The weather is sunny, with no wind, and it promises to be an excellent day.

(ii) After the race she mingled with her fans.

6a 'waved flags'; 'wore colourful T-shirts'; 'took selfies'; 'musical backdrop'; 'fun'; 'entertain'

6b Students' own answers. Suggested answer: The writer has chosen the words 'entertain' and 'fun', and described the experience of the crowd, 'waving flags' and a 'musical backdrop' to show that the sport is also about interacting with the audience, not just about winning.

7a Students' own answers. Suggested answers:

Word	Connotations
lurches	sudden, unsteady
explosion	loud, big
stunning	beautiful, impressive
passionate	enthusiastic, excited
oddity	strange, unusual

7b Students' own answers. Suggested answer: The word 'lurches' gives the impression of something out of control, and contributes to a sense of the sport being dangerous.

7c Students' own answers. Suggested answer: The use of the word 'lurches' contributes to the writer's intention by making the sport seem thrilling and entertaining to watch.

8a–c Students' own answers. Answers will vary, but should show how the vocabulary used expresses the way people feel while watching fierljeppen.

# Workbook Answers

## Section 5 Writing a response: Lesson 9

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

**(i) Bobsleigh:** a bobsleigh is a steel pod only 3.8 metres in length and weighing 600 kilograms; the driver faces up to 20 bends; the track is 1.5 kilometres of glazed ice; you hit the biggest bends at more than 80 mph and 5G; the brakeman's job is to release steel spikes into the ice at the end of the course; the sport began in St Moritz in 1928; the St Moritz track is the last remaining natural ice track and one of the fastest

**(ii) Skeleton:** in skeleton, you lie face down on a tray with your nose only 3 inches from the ice; you can reach speeds of up to 90 mph; the tracks used in skeleton have no bends; there are no brakes in skeleton

**(iii) Luge:** in luge, you lie in your back on a sled that is 6 to 9 inches longer than the skeleton sled; athletes reach speeds of up to 90 mph; there are no brakes; you control the sled using the calf of each leg

**1b** Students' own answers. Suggested answer: bobsleigh seems the least dangerous of the three sports as you are enclosed in a 'steel pod' meaning you would have more protection in the event of a crash. Unlike skeleton and luge, a bobsleigh is allowed to brake at the end of the course.

**2a** 'no sensation on Earth matches a run in a four-man bobsleigh.'

**2b** Students' own answers. Suggested answer: The writer describes the participant being 'face down on a tray and with your nose just 3 inches from the ice' while they 'hurtle down a bobsleigh track at speeds of up to 90 mph'. This gives the impression that the participant is vulnerable and exposed in the event of a crash.

**2c and d** Students' own answers. Answers will vary, but rewritten sentences should sound more exciting than the original.

**3a–d** Students' own answers. Answers will vary, but should include descriptions of a dangerous extreme sport.

## Section 5 Writing a response: Lesson 10

**4a**

**(i) Main clause:** The skeleton is the most frightening

**Subordinating conjunction:** because

**Subordinate clause:** your face is so close to the ice.

**(ii) Main clause:** The bobsleigh has brakes

**Subordinating conjunction:** although

**Subordinate clause:** they cannot be used until the end of the run.

**4b**

**(i)** Because your face is so close to the ice, the skeleton is the most frightening.

**(ii)** Although they cannot be used until the end of the run, the bobsleigh has brakes.

**5a–c** Students' own answers. Answers will vary, but the paragraph should include a key point, quotations as evidence and comments on the writer's language.

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

### **Section 6 Assessment: Lesson 11**

**1** A yabusame competitor carries two swords.

**2** Paragraph 2

**3** control the horse with only his legs; hit a target with an arrow despite moving at a full gallop

**4** 'rooted to the spot'; 'lethal'

**5** Students' own answers. Suggested answer: The rules of the sport and the way the riders are equipped and dressed has not changed for centuries. Riders take part for honour, never for money.

**6** Students' own answers. Answers will vary, but key points should include:

- what yabusame is
- what it is like as a spectacle
- how it links to Japanese values.

**7a** Students' own answers. Advice could include:

- using quotations from the extract as evidence
- referring to specific vocabulary choices the writer has made
- explaining the effects of these vocabulary choices
- breaking the answer into paragraphs, each with a key point.

# Workbook Answers

**7b** Students' own answers. Sample improved answer:

<sup>1</sup> *Quotations from the extract are used as evidence to support points.*

<sup>2</sup> *Vocabulary choices are explained clearly.*

<sup>3</sup> *The impact of vocabulary choices on the impression created of yabusame is explored.*

<sup>4</sup> *The answer is broken into paragraphs to make it clearer to read. It also follows the structure of the extract.*

The writer provides a vivid description of the experience of watching yabusame. People are '**rooted to the spot**'<sup>1</sup> as the rider '**thunders down the hill**'<sup>1</sup> carrying two '**lethal swords**'<sup>1</sup> as well as his bow and arrows. **Those vocabulary choices create a sense of the moment feeling very dangerous.**<sup>2</sup>

The writer goes on to explain the simple rules of the sport. **Despite the simplicity, the riders require 'extraordinary skill', which gives the impression that participants are well trained, well respected and very dedicated.**<sup>3</sup>

**In the final paragraph**<sup>4</sup>, the author explains how yabusame is rooted in Japanese culture. He or she states that the sport has 'not changed since the twelfth century' and that riders participate 'simply for the honour of taking part'. The use of the word 'honour' here links back to the Japanese values of 'discipline and honour' mentioned earlier, **which reinforces the connection between the sport and Japanese traditions.**<sup>3</sup>

## Section 7 Structuring an information text: Lesson 12

**1a** rugby

**1b** Japan

**1c** It was banned because it could get violent, and people and property were damaged.

**1d** In the nineteenth century

**2** Students' own answers. Suggested answer: 'as long ago as 2500 BCE'

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

**(i)** The main purpose of this paragraph is to *inform the reader about the origins of football.*

**(ii)** The writer intends to make the topic more interesting by mentioning *that it could get violent and was banned several times.*

**(iii)** These details *engage and interest* the reader.

**3b** Students' own answers. Answers will vary, but should include explanation for the choice of paragraph.

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

## Section 7 Structuring an information text: Lesson 13

**5a** 'Ball sports have been played for thousands of years.'

**5b** Students' own answers. Suggested answer: according to records in Greece, Egypt and China, ball games were played 'as long ago as 2500 BCE'; these games were probably played elsewhere as well but 'those records have not survived'.

**6a** The second paragraph

**6b**

- The Romans played a game called Harpastum in which two sides tried to keep possession of a small ball for as long as possible.
- The Greeks played a similar game known as Episkyros.
- It is thought that these games were more like modern rugby than football.
- Perhaps the ancient game closest to football is the Chinese game of Tsu'Chi or *Cuju*. The object of the game was to kick a small leather ball into a net stretched between two bamboo poles. Players could use their feet, torso and head to control the ball, but not their hands – which sounds very similar to football, until you learn that the goal net was several metres off the ground.
- Other similar ball games played around the ancient world included Kemari in Japan, the Native Americans' *Pahsaherman*, indigenous Australians' *Marn Grook*, and the Maori's *Ki-o-rahi*.

**6c** Students' own answers. Answers will vary, but could refer to bulleted lists making information clearer and easier to retain by the reader.

**7** Students' own answers. Answers will vary, but should include subheadings and summaries.

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

- subheadings
- bullet points
- paragraphs with key points and interesting details
- a fact box (if necessary).

## Section 8 Exploring vocabulary and sentence choices: Lesson 14

1 Students' own answers. Suggested answers:

a It suggests that they are old and might need to be repaired.

b 'wobbly walkways'

c 'right there in the middle of the main street'

d 'hero'

e This verb suggests that and everything stops for cricket and treats it with respect.

2a Students' own answers. Suggested answer: The writer describes the distances travelled and efforts made by parents and children to reach games, some of whom 'start walking their children to Hanuabada at 5.30 in the morning' in order to participate.

2b Students' own answers. Suggested answer: The writer states that the village is important to cricket in Papua New Guinea by stating that this is the location where many of the national team's players 'have honed their skills for decades'. He also describes the high frequency of games played there: 'as many as 50 teams' play per day.

3 Students' own answers. Answers will vary, but should include words or phrases that create particular impressions.

## Section 8 Exploring vocabulary and sentence choices: Lesson 15

4a Down by the water, the houses are built on stilts. They reach a hundred metres out into the ocean.

4b Cricket is a way of life here and the kids love it.

4c These new cricket stars are not the product of an English village green or a sunbaked sporting ground in Australia. They are the product of a single coastal village with a pitch on the main street.

5 Students' own answers. Suggested answers:

a The second version places the key point at the end of the sentence, giving it more emphasis.

b Writers often place the words they want to emphasise at the *end* of a sentence.

6 Students' own answers. Suggested answers:

a The first version presents the key point in a short sentence at the end, giving it more emphasis.

b Writers often give emphasis to key points by placing them at the end of sentences, or by presenting them as a short sentence following a longer one.

7a and b Students' own answers. Answers will vary, but should be based on the prompts and explain how the writer has created an impression.

# Workbook Answers

## Section 9 Planning a critical response: Lesson 16

1a Students' own answers. Suggested answer:

**Paragraph 1:** A man dressed as a samurai gallops past you on horseback and shoots an arrow.

**Paragraph 2:** Yabusame is the Japanese sport of mounted archery and has very simple rules.

**Paragraph 3:** Participants have to be very skilful riders and archers.

**Paragraph 4:** Yabusame links closely to traditional Japanese values.

1b Students' own answers. Answers will vary, but may mention that the writer:

- begins with vivid description to capture the imagination
- describes the rules of the sport to inform
- links the sport to Japanese culture to explain how passionate the participants are.

2 Students' own answers. Answers will vary, but should explore the structure of texts studied.

## Section 9 Planning a critical response: Lesson 17

3 Students' own answers. Suggested answers:

**a** The word 'thunders' suggests that the horse is going extremely fast and making a loud noise as he gallops.

**b** The phrase 'buries itself' suggests that the arrow was shot with extreme force and creates the image of an arrow almost disappearing in its target.

4 Students' own answers. Suggested answers:

**a** The phrase 'lethal swords' frightens the reader as it suggests that these swords are used to kill.

**b** The phrase 'extraordinary skill' impresses the reader as it suggests that yabusame warriors must be extremely talented.

5 Students' own answers. Suggested answers:

**a** This short sentence reflects the fast speed with which the arrow might meet its target: 'It spits through the air and buries itself deep in a target.'

**b** This multi-clause sentence draws attention to the fact that yabusame competitors don't receive any money by placing this fact at the end: 'And despite the fact that yabusame competitors must commit to an extended and intensive training regime, they receive no money from the sport.'

6 Students' own answers. Suggested answer:

Benefits of a list	Benefits of a spidergram
You can write more text in a list than in a spidergram.	It allows you to group ideas together.
You can use a numbered list to show priorities/importance.	It is easier to visualise how ideas link together.
You can use a numbered list to write instructions in a sequence.	It can make better use of space on a page.

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

- how to gather ideas
- what to comment on
- how to structure points.

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

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

	<b>Extract B</b>	<b>Sepak takraw</b>
What information is provided on the history of the sport?	'Volleyball was invented as a slower, quieter version of basketball'	'The game originated in Malaysia in the fifteenth century and spread to Indonesia and Thailand' 'In 1933, a net was introduced' 'in the following 20 years, the competitive version of the game spread rapidly across Southeast Asia'
What detail is provided on the rules of the sport?	'Two teams of six players' '18 m × 9 m volleyball court' 'Each match consists of five sets' 'Three players are positioned at the back of the court while the other three are at the net' 'One player – the libero – ... can replace any one of the three back players at any time in the match.' 'The teams volley the ball back and forth over the net until it either bounces on or leaves the court.'	'sepak takraw players must use the feet, chest, knees or head' 'sepak takraw is played with a ball woven from flexible woody vines called rattan.' 'Each game takes place on a court the size of a double badminton court, with a net between 1.4 and 1.5 metres long, and three players per team'
What examples are there of vivid description of the sport?	'Mighty jump serves begin each point, the server firing the ball over the net while blockers leap to stop the attack or throw themselves into flying dives to recover the ball before it hits the ground.' 'Few sports can match the modern game's pace, energy and heart-stopping action.'	'The beautiful movements are also one of the main attractions in sepak takraw ... breathtaking agility and strength: leaping, twisting and kicking' 'striking the ball downwards with such force that it hits the ground before the opposition can touch it.' 'spectacular somersaults' 'turning their whole bodies elegantly in the air then quickly landing, or occasionally crashing, to the ground.'

## Workbook Answers

**2a** The sepak takraw article extract

**2b** Extract B

**2c** The sepak takraw article extract

**2d** Students' own answers. Suggested answer: The two sports are similar because they are both played on a court and use a net. Both sports require players to jump and hit/kick the ball using parts of their bodies. Both sports use the 'spike' move, where players strike the ball downwards with extreme force. In both sports, a team loses a point if the ball touches the ground in their part of the court.

**3a and b** Students' own answers. Answers will vary, but should compare two sports and include similarities and differences.

### Section 10 Comparing information texts: Lesson 19

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

Sepak takraw: 'Each game takes place on a court the size of a double badminton court, with a net between 1.4 and 1.5 metres long, and three players per team.'

Volleyball: 'Two teams of six players battle for supremacy on the 18 m × 9 m volleyball court, separated by a high net (2.24 m for women, 2.43 m for men).'

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

Sepak takraw: 'players keep the ball aloft with their hands, sepak takraw players must use the feet, chest, knees or head – a rule which requires amazing athleticism.'

Volleyball: 'blockers leap to stop the attack or throw themselves into flying dives to recover the ball before it hits the ground.'

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

Sepak takraw: 'players are required to perform spectacular somersaults to get their feet above the net, turning their whole bodies elegantly in the air then quickly landing, or occasionally crashing, to the ground.'

Volleyball: 'Few sports can match the modern game's pace, energy and heart-stopping action.'

**5a** Students' own answers. Suggested answer: The history of the game is covered in some depth in the article extract about sepak takraw, whilst Extract B covers the origins of volleyball only very briefly in the final paragraph; the rules of the sports are covered clearly and thoroughly in both texts.

**5b** Students' own answers. Suggested answer: Both writers intend to inform the reader about the rules of the sports, both intend to make the sports sound exciting to play and both intend to make the sports sound like exciting spectacles to watch. However, the writer of the sepak takraw article provides more vivid description to emphasise this impression than the writer of Extract B.

**5c** Students' own answers. Answers will vary, but should cover some of the points in **Activities 4a and 4b**, backed up by short quotations.

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

**Section 11 Assessment: Lesson 20****1a and b**

Water polo is in a swimming pool and its a bit like football because there is too goals and you had to score by getting the ball into the goal and theirs a goalkeeper. There was 32 minutes in a game which is quite short compared to football and some other sports and theirs some different rules like you only have 30 seconds to score and then you've got to give the ball to the other team and then they have a go at scoring. To take a shot you have to kick up out of the pool to get higher up which is hard and it makes it easier to shoot. Its really tiring because players had to swim about two miles in a game.

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

**1c** Students' own answers. Answers will vary, but vocabulary could be improved by using more of the terminology covered in this unit, for example: writer's intention, impression, key points, sentence structure.

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

- writing one or two key points as short sentences for impact. For example, 'Water polo is exhausting.'
- breaking up the over-long, rambling second sentence
- using paragraphs to cover different topics. For example, one paragraph covering rules, another on the experience of playing.

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

- Address the question: what impression is created?
- Analyse how the impression is created.
- Use short quotations as evidence to support points made.
- Analyse language choices.
- Organise the answer with paragraphs.

2 Students' own answers. Sample improved response:

<sup>1</sup> *Short quotations support the points made in the*

<sup>2</sup> *Some shorter sentences are used to give impact.*

<sup>3</sup> *The answer is divided into clear paragraphs.*

<sup>4</sup> *Some long sentences are used, but they focus on one topic and are well punctuated.*

<sup>5</sup> *Language choices are explored in detail with consideration of the impression the vocabulary makes on the reader.*

<sup>6</sup> *The writer links back to the question throughout the answer.*

<sup>7</sup> *Language and sentence structure are explored and points are supported by evidence from the extract.*

The writer gives a clear explanation of the rules of the game of water polo in the opening two paragraphs, stating that 'the rules are simple enough' and comparing it to a familiar example, 'similar to a small football goal'<sup>1</sup>. **This makes it easy for the reader to visualise the water polo game.**<sup>2</sup>

The writer also creates a vivid impression of what it is like to play the game, beginning the extract with a short sentence for impact: 'Water polo is not for the faint hearted!'<sup>4</sup>. This gives an early impression that the game is intense and perhaps even frightening. The vocabulary used in subsequent paragraphs adds to the sense of intensity, with games unfolding at a 'breathless pace'.<sup>5</sup>

Finally, we get an impression of the skill and fitness levels required to play the game<sup>6</sup>. Swimmers 'kick up so high that their whole body from the waist up is out of the water' and need to demonstrate 'extraordinary levels of fitness'. In the final paragraph, the writer lists a player's actions: they 'stop, tread water, change direction, sprint forwards, backwards, grapple for the ball, dive, kick, leap, throw'. **This sentence mirrors the choppy, intense, exhausting nature of the sport**<sup>7</sup> and helps to confirm to the reader that water polo may well be 'the most intense and exhausting Olympic sport!'<sup>1</sup>

## Unit 5 A moment in time

### Section 1 Writing autobiographically: Lesson 1

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

He is at a beach party with his friends, Jason and Mari; he is 13; they are on top of some rocks in their wetsuits; Jason dares him to jump into the water; he jumps and closes his eyes; he feels an impact at the base of his spine; he is very cold, very afraid, and can't feel his body.

**2** The repeated description: 'hair tied back in a loose ponytail'. Students' own explanations. Answers will vary, but might refer to the way this repeated detail serves to highlight the extent to which other parts of his life have changed.

**3a** Possible answers: I feel like crying; I'm perfectly happy; Terror seizes me; I want to give up; I am happy to be alive.

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

The writer's emotions change dramatically as he recalls various memories in the extract. His first memory of being in a strange room accompanies a very distressing emotion for him: 'I feel like crying'. Then, he remembers a blissful scene on a beach with his family in which he feels calm and relaxed: 'I'm perfectly happy'. This is followed by his memory of his accident, which is accompanied by a feeling of fear: 'Terror seizes me'. His next memory, of his rehabilitation after the accident, is attached to an emotion of despair and hopelessness: 'I want to give up'. The writer's final memory in the extract, after the accident and his rehabilitation, contains a more positive feeling where the writer describes that he is 'happy to be alive.'

**4a and b** Students' own answers. Answers will vary, but the rewritten version should contain the same contents as the Student Book extract, written in chronological order and in the past tense.

### Section 1 Writing autobiographically: Lesson 2

**5** Students' own answers. Suggested answer: He has a memory in which he and his parents are very happy at the beach for his fifth birthday.

**6a** Students' own answers. Answers will vary, but examples should be powerful sentences in the present tense.

**6b** Students' own answers. Answers will vary, but students may note that the description in the present tense matches the experience of memory, in which we relive the past, and that it places the reader in the moment of the experience, creating a greater impact.

**7a** Students' own answers. Answers will vary, but examples should describe memories linked to physical sensations.

## Workbook Answers

**7b** Students' own answers. Answers will vary, but students may note that physical sensations are often the most powerful aspects of memory and thus the focus on this area in the writing conveys the feeling of remembering, as well as the feelings the narrator is remembering, very effectively.

**8a–d** Students' own answers. Answers will vary, but should be based on the prompts and combine facts, senses, emotions and dialogue.

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

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

**a** The writer wants the reader to feel disgusted and nervous about how the sharks, smelling blood, will act.

**b** The writer feels anxious, and wants the reader to feel anxious also.

**c** The writer wants the reader to understand that there is something beautiful about the sharks.

**d** The writer feels torn between fear and fascination.

**2a** Students' own answers. Suggested answer: disgusted, afraid, fascinated

**2b** Students' own answers. Answers will vary, but should refer to:

- some feelings of disgust
- some feelings of nervous tension and fear of being attacked by the sharks
- eventual response to sharks as beautiful, calming creatures.

**3** Students' own answers. Answers will vary, but should be based on the prompts.

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

**4** Meanwhile, the divemaster signalled to them to mingle with the sharks. He was surprised at this. He had thought they would just be onlookers, but now they joined the circus. He dared himself to reach up and touch one, gingerly reaching out, worrying that it would turn and snap at his fingers. Its white underbelly was soft and silky, its nonchalance proof that the divers were about as interesting to them as the rocks on the seabed. From time to time they bumped into him, like a powerful underwater battering ram, knocking the breath from his body.

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

**(i)** 'Peering anxiously'; 'grey-black shadows'; 'rows of jagged, overlapping teeth'

**(ii)** The writer describes his own feelings of tension and fear, which build progressively in the extract as he prepares for the dive, 'peering anxiously over the side of the boat'. The description of the sharks adds to the tension in the extract. Initially, they're referred to in an ominous way, as 'grey-black shadows' in the water. Once in the water, the writer describes a more terrifyingly detailed description of the creatures with 'rows of jagged, overlapping teeth', which makes the threat that they pose more real in the reader's mind.

# Workbook Answers

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

**(i)** 'graceful and smooth'; 'soft and silky'; 'actually made us feel relaxed'

**(ii)** The writer shows a more positive side to the sharks by describing their movements as 'graceful and smooth', which suggests that they must have been quite a beautiful sight to watch. This positive impression is furthered when the writer describes that they felt 'soft and silky', which subverts our expectations and makes the sharks seem gentler and less frightening. Finally, the writer suggests that the experience of swimming with the sharks 'actually made us feel relaxed', which gives an overwhelming sense that this was a positive experience for the writer.

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

## Section 3 Using narrative structure: Lesson 5

**1a** He discovered a human head made of pottery.

**1b** They were looking for water.

**1c** They thought they might receive some money.

**1d** The first Emperor of China.

**2** Students' own answers. Answers will vary, but should follow the four-part narrative structure.

**3a–f** Students' own answers. Answers will vary, but should follow the questions to structure ideas.

## Section 3 Using narrative structure: Lesson 6

**4a** engage; inform.

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

**(i)** 'A lump, almost a sphere rolled briefly along the dry, stony ground. A head – a human head!' 'It was 1974, in China, and the farmers were facing a serious drought.'

**(ii)** 'what Zhifa and his family had discovered was a vast model army that was over 2,200 years old: the Terracotta Army.'

'Qin She Huang, First Emperor of what we now call China, was buried near the well in 210 BCE.'

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

**(i)** The writer's intention in the article was to engage by using emotive language and short sentence structures for suspense when describing Zhifa's discovery: 'A head – a human head!' The writer encourages the reader to sympathise with the brothers who made the discovery, by describing their difficult situation and the fact they were 'facing a drought'.

**(ii)** The writer's intention in the article was to inform, using some longer, detailed sentences to describe the discoveries. Facts and dates, such as that the Terracotta Army 'was over 2,200 years old' and that Qin She Huang was buried 'in 210 BCE', are also prominent throughout.

**5a** Students' own answers. Answers will vary, but should present events in chronological order.

## Workbook Answers

**5b** Students' own answers. Answers will vary, but should reflect an understanding of the kind of event or information that poses questions in the reader's mind.

**6a and b** Students' own answers. Answers will vary, but should begin with a surprising or mysterious event.

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

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

**Paragraph 5:** The writer describes his 'awe' at seeing the sharks this close, giving the impression that this was a very special experience for him.

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

**Paragraph 6:** The writer describes the sharks as 'potentially ferocious creatures' which has the effect of reminding us of the potential danger of the situation.

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

**Paragraph 7:** The writer uses the phrase 'just as suddenly' to highlight how quickly and abruptly the experience came to an end.

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

**Paragraph 8:** The writer describes the experience as 'precious few minutes', which creates the impression that it didn't last long but that it is an experience that the writer treasures.

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

**Paragraph 9:** The writer uses the word 'magically' to refer to the appearance of the sharks, which creates the impression that it was an amazing experience for him.

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

**Paragraph 10:** The writer uses the phrase 'waft out' to describe the movements of a moray eel, which gives a vivid description of how the creature moves and make the reader feel as if they are watching it themselves.

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

**Paragraph 11:** The writer uses the word 'wildlife' to describe the creatures living in the sea, which is an unusual choice as it is mainly used to describe land creatures, making them seem accessible to the reader.

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

**Paragraph 12:** The writer uses the phrase 'choked back tears' when describing other underwater experiences, which creates the sense that these experiences are extremely emotional and incredible.

**2a–f** Students' own answers. Answers will vary, but should be based on the prompts.

**3** Students' own answers. Answers will vary, but should draw on the notes made for **Activity 2**.

# Workbook Answers

## Section 4 Choosing precise vocabulary: Lesson 8

4a Students' own answers. Suggested answers:

**eager:** excited and keen for an event in the future, or something you would like to happen

**animated:** energetic

**ebullient:** very happy; cheerful

**desperate:** wanting or needing something greatly

**breathless:** a shortness of breath resulting from excitement or other emotion

4b Students' own answers. Suggested answer:

It looked like so much fun and I could barely contain my excitement – I was so desperate to have a go.

5 Students' own answers. Suggested answers:

a When I saw her stepping off the train, I dashed towards her.

b I was terrified that she wouldn't recognise me.

c I had grown a lot and when she saw me she looked shocked.

d But I could tell at once that she was delighted to see me.

e I really can't describe how wonderful it was to see her again.

f The misery of the last three years melted away.

[underlining = replaced words]

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

## Section 5 Assessment: Lesson 9

1 A non-chronological structure is used.

2 Students' own answers. Answers will vary, but should refer to the way this dramatic moment of 'total panic' engages the reader at the beginning.

3 Students' own answers. Suggested answer:

They didn't use stair gates.

They gave him a difficult book to read the first time he read a book without pictures.

They just put him on a bike and gave him a push when he was learning to ride a bike.

4 Students' own answers. Suggested answer: 'delighted'; 'whizzing'; 'breezy rush of freedom'

5 Students' own answers. Suggested answer:

The writer describes how he 'hurtled' towards the wall, giving the sense of being dangerously out of control. The wall 'raced' towards him, which suggests that everything was happening very quickly.

His reaction in the moment ('braced' and 'gripped') gives physical evidence of the 'terror' he felt.

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

- correcting spelling, punctuation and grammar mistakes
- dividing up over-long sentences
- using quotations from the extract
- addressing the focus of the question – how does the writer engage the reader?
- referring to the writer's choices around structure and vocabulary, and commenting on how they help to engage the reader.

6b Students' own answers. Sample improved answer:

<sup>1</sup> *The response begins with a clear statement of how effectively the extract engages the reader.*

This is an autobiographical extract describing a dramatic accident, **which engages the reader's attention throughout**<sup>1</sup>.

<sup>2</sup> *The structure of the extract is explored and analysed.*

<sup>3</sup> *Quotations from the extract are used as evidence to support points.*

**The writer uses a non-chronological structure**<sup>2</sup>, grabbing the reader's attention very effectively with an opening that describes an imminent collision on a bicycle, and the **'total panic'**<sup>3</sup> of that moment. The next few paragraphs outline the parents' **'sink or swim'**<sup>3</sup> approach to parenting, giving various examples of times when the writer was expected to figure things out for himself, for example in the absence of stair gates. At the end of the extract, the writer returns to the imminent collision, and finishes with the very dramatic statement, **'everything went black'**<sup>3</sup>.

<sup>4</sup> *The type of vocabulary used in the extract is highlighted and its effects explained.*

Throughout the extract, the writer uses powerful vocabulary to engage the reader, **appealing to the senses and emotions**<sup>4</sup>. He was left **'howling with shock and rage'**<sup>3</sup>, he **'clawed [his] way to the end'**<sup>3</sup> of a difficult novel and he revelled in **'the cyclist's breezy rush of freedom'**<sup>3</sup>. The last two lines, where the writer **'gripped the handlebars in terror'**<sup>3</sup> before **'a horrible crunch'**<sup>3</sup> brings the extract to a painful and dramatic conclusion.

**Section 6 Expressing feelings: Lesson 10**

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

- a** The 'sink or swim' approach to parenting mentioned by the writer suggests that his mother believed he would learn faster by being exposed to risks.
- b** The writer describes 'clawing' his way to the end of the book, as if it is a huge and painful struggle.
- c** The writer describes himself as 'shrieking' and with 'torn skin', so he was clearly in some pain.

**2a** Students' own answers. Suggested answer: The writer's mother comforted the writer when he fell and explained what he should do to avoid the accident happening again. She encouraged the writer to try again when he failed so that he could learn through trying. This suggests that she cared for the writer and wanted him to learn to be self-sufficient as she thought this was the best for him.

**2b** Students' own answers. Suggested answer: I think the writer wants the reader to respond positively to his mother as she thought she was doing what was best for her son and she obviously loved and cared for him. However, the depictions of his various accidents as a child are intentionally shocking, making the reader feel that perhaps the writer's mother could have done more to protect him.

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

She leapt in the air and shouted 'hooray!'

She clapped her hands and had a large smile on her face.

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

I paced around the room, chewing my fingernails.

My heart was beating very fast – I could feel myself starting to sweat.

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

They couldn't wait to race out of the front door.

They ran down the path and jumped into the car; their eyes shining brightly.

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

She looked over the ledge and felt her heart leap into her mouth.

Her eyes widened and the hair on her arms prickled as she saw it for the first time.

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

He folded his arms and frowned.

He couldn't bear being in the same room as them.

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

They rubbed their hands together and smiled.

They couldn't stop congratulating each other.

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

I stretched out and felt all my worries melt away.

It was as though I was walking on clouds.

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

She couldn't stop herself from looking around the corner at what was hiding there.

She peeked out from behind the curtains.

## Workbook Answers

3i Students' own answers. Suggested answers:

He yawned.

He stared blankly at the wall.

**Section 6 Expressing feelings: Lesson 11**

4a 'Come here,' she ordered.

4b 'I'm busy at the moment,' I told him.

4c She reassured him that she would not be late.

5 Students' own answers. Suggested answers:

a 'It's too cold!' she shrieked.

b 'But it wasn't me!' he cried.

c 'No way! You can't borrow my jumper,' my sister snapped.

6 Students' own answers. Answers will vary, but should follow the four-part narrative structure.

7a–c Students' own answers. Answers will vary, but should include implied emotions and follow the four-part narrative structure.

**Section 7 Structuring paragraphs: Lesson 12**

1 Students' own answers. Suggested answer:

**Paragraph 1**

**Key point:** In 1908, people in Siberia saw a fireball streak across the sky.

**Other information:** It was brighter than the sun; it exploded; the explosion caused a blinding flash and pulse of heat; witnesses were thrown to the ground.

**Paragraph 2**

**Key point:** The blast was heard 1000 km away.

**Other information:** The heat pulse circled the earth twice; European astronomers detected a heat haze in the atmosphere for days afterwards.

**Paragraph 3**

**Key point:** In 1927, scientists discovered that trees had been flattened by the blast to a radius of around 30 km.

**Other information:** The trees were knocked down pointing away from the blast; there was no crater, which suggested the blast had occurred a few kilometres above the ground; the blast was estimated to have had the power of 12 megatons of TNT.

**Paragraph 4**

**Key point:** In 1993, scientists used computer models to estimate that the most likely object to have caused the event was an asteroid with a diameter of around 30 metres.

**Other information:** Tonnes of powdered rock found in the area support this explanation.

**2** Students' own answers. Answers will vary, but should be based on the effect of structure. For example, students may argue that offering the final explanation earlier would make the remainder of the extract less engaging.

**3a and b** Students' own answers. Answers will vary, but should include information about the Northern Lights gathered by research.

### Section 7 Structuring paragraphs: Lesson 13

**4** Students' own answers. Answers will vary, but answers in relation to paragraph 3 should refer to change of time, and those with respect to paragraph 4 should refer to change of time and topic in the sense that a final explanation is offered.

**5** Students' own answers. Answers will vary, but should identify the key points and supporting information for each paragraph.

**6** Students' own answers. Answers will vary, but should include descriptions and explanations of the Northern Lights, and be written in paragraphs with key points and supporting information.

### Section 8 Experimenting with sentences: Lesson 14

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

**a** A moment of sudden inspiration

**b** The idea that inventions happen quickly due to lightbulb moments

**c** The invention of the lightbulb is a good example to use because it took a long time and it also links directly to the misconception of the 'lightbulb moment'.

**2a** Students' own answers. Answers will vary, but should refer to either or both of the following:

- The longer sentence describes the longer process; the shorter sentence describes the idea of a shorter process.
- The purpose of the article is to dispel the misconception of the 'lightbulb moment', so ending with a short, impactful sentence that addresses that idea directly makes sense.

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

The topics and lengths of the sentences have been reversed.

**2c** Students' own answers. Answers will vary, but may refer to the idea that it makes more sense to end with a short, impactful sentence about the truth – inventions take a long time – rather than the misconception of the lightbulb moment.

**3a–i** Students' own answers. Answers will vary, following the example provided.

## Section 8 Experimenting with sentences: Lesson 15

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

- a** After I had jumped out of bed, I brushed my teeth.
- b** While I ate some breakfast, I stared out of the window.
- c** I grabbed my bag, then said goodbye to Mum before rushing out of the front door.

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

- a** I brushed my teeth after jumping out of bed.
- b** I stared out of the window while I ate some breakfast.
- c** I grabbed my bag, then rushed out of the front door, saying goodbye to Mum on the way.

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

I was sitting in my bedroom, worrying about my friend, who had seemed unhappy all day. I really wanted to cheer her up. I heard my brother playing music in his room and I knew what I had to do – I would organise a party for my friend.

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

I was sitting in my bedroom and I was worried about my friend, who had seemed unhappy all day, so I really wanted to cheer her up. I heard my brother playing music in his room and I knew what I had to do – I would organise a party for my friend.

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

**7a–d** Students' own answers. Answers will vary, but should describe actions and feelings, and should include a mixture of single- and multi-clause sentences.

## Section 9 Experimenting with openings: Lesson 16

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

**(i)** The opening sentence sets the scene just before a 'shark dive', which immediately engages the reader by giving a sense of danger and excitement. This is developed further when the writer describes the 'engines revving furiously' and the 'adrenaline pumping'.

**(ii)** The image of Yang as he 'leapt back' is instantly engaging because the reader wants to know what has caused this. When the writer reveals that 'a human head' was the cause of Yang's shock, the reader is even more intrigued.

**(iii)** The opening sentence puts the reader directly in the moment of crisis, with 'a wall rushing towards me' suggesting extreme and immediate danger. This is backed up by the writer's statement that he has never 'experienced total panic' of that intensity in his whole life. This is an engaging opening because we want to know what happened to the writer to make him feel so panicked.

**1b and c** Students' own answers. Answers will vary, but should demonstrate awareness of what makes a text engaging.

**2a–e** Students' own answers. Answers will vary, but should be based on the prompts.

## Section 9 Experimenting with openings: Lesson 17

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

When I was asked to deliver a speech to the whole school during assembly, I decided to try and overcome my fear and make the speech. I wrote the speech and I practised it the day before the assembly. That night I had nightmares about it going wrong. The next morning, I arrived at school and I hid until the head teacher found me and walked me to the school hall. The hall was silent as I stood up in front of everyone and began to speak. After a short while, I realised people were interested and that they were listening. After that, I wasn't afraid anymore.

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

**Point 1:** I arrived at school and hid.

**Opening sentence:** I arrived at school and hid in the cloakroom, feeling terrified of what was to come.

**Explanation:** This opening creates mystery and suspense.

**Point 2:** I stood up in front of everyone.

**Opening sentence:** My legs felt like jelly as I climbed up the steps to the podium and stared out at the rows of students and teachers before me.

**Explanation:** This opening provokes a sympathetic response towards the narrator.

**Point 3:** I was asked to deliver a speech to the whole school during assembly.

**Opening sentence:** When the head teacher approached me and asked me to deliver a speech to the whole school, I didn't know what to say – I'm terrified of speaking in public.

**Explanation:** This opening gives the reader context and information about the narrator's feelings.

**5a and b** Students' own answers. Answers will vary, but should extend openings in an engaging way.

## Section 10 Experimenting with endings: Lesson 18

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

The student might feel anxiety the day before the speech.

The student might feel fear as she stood up in front of the school.

The student might feel relief as she realised that people were interested in her speech.

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

At the end of the story, the student might feel relieved that the speech is over and she might feel proud that she has overcome her fear and accomplished the task well.

**1c** Students' own answers. Answers will vary.

**2a and b** Students' own answers. Answers will vary, but final paragraphs should conclude the story in a satisfactory way.

## Section 10 Experimenting with endings: Lesson 19

**3a** Students' own answers. Answers will vary, but should be based on the prompts.

**3b and c** Students' own answers. Answers will vary, but should include appropriate openings and endings to the story.

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

## Section 11 Assessment: Lesson 20

### 1a and b

I am going to describe how I learned to stand up on a surf bored. Its really difficult because its really wobbly in the water and you keep falling off especially because there are waves all the time. The first time I tryed it I thought it will be easy but it isnt. I keep falling over and sometimes it hurt quite a lot because you can bang into the surf board. And one of the difficult things is getting the surf board threw all the waves that have already broken and their pushing you back towards the beach. Anyway youve got to get threw all the broken waves and then ly on top of the surf board and waite for a good wave to come along and then youve got to point the bored towards the beach and start paddling and kicking and then when the wave gets to you youve got to try and stand up at just the rite time when the wave started pushing you so if you got the timing wrong you miss the wave and then youve got to start all over again. In the end I did it but only after lots of falling off.

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

**1c-f** Students' own answers. Answers will vary, but could include:

Vocabulary could be improved with:

- more dramatic verbs and adjectives to describe the waves
- more powerful language to suggest the physical sensations and emotions you are experiencing
- adverbs of time to guide the reader through the sequence of events.

Sentence structure could be improved by:

- using some shorter sentences for impact, for example: Sometimes it was very painful.
- breaking up the very long sentence beginning 'Anyway youve got to get threw'.

# Workbook Answers

2 Students' own answers. Sample improved response:

<sup>1</sup> The opening sentence is far more engaging as the reader wants to find out what the writer won't give up on.

**I was cold, wet and tired, but I wasn't going to give up.**<sup>1</sup>  
**This grey mountain of water**<sup>2</sup> rushing towards me would be the one.

<sup>2</sup> Dramatic rhetorical devices are used to describe the waves.

Summer after summer I'd watched with a **mixture of awe and envy as the older kids slid gracefully along the perfect rollers**<sup>3</sup>, and I'd sworn that by the end of this summer I would be one of them.

<sup>3</sup> Powerful language expresses the writer's feelings effectively.

<sup>4</sup> Shorter sentences are followed by longer ones to convey information before giving descriptions.

**My brother had tried to teach me.** We'd started on dry land, lying on our boards then springing up into a silly, crouching 'surfer-dude' position, arms outstretched. But if that felt silly it was nothing compared to the embarrassment of being utterly rubbish when I got in the water.

<sup>5</sup> Adverbs of time provide sequence to the account.

It took me the best part of an hour just to get through the thundering white water of the broken surf. I'd push through a couple of waves, then get knocked over, smacked on the head by the board and driven back hard towards the beach with a mouth full of salt water.

I kept trying. **Eventually**<sup>5</sup> I made it through and just lay on my board for a bit, panting and bobbing up and down on the rolling waves. That was when I started to really believe I could do it. If I could get this far, against the waves, then surely I could stand up and float along with the waves!

<sup>6</sup> Physical sensations are described, which make the reader empathise with the writer.

Of course, it wasn't that easy. I must have belly-flopped off the board nearly thirty times by the time my brother paddled over to me and said we'd better go back in.

**He could see I was exhausted.**<sup>6</sup> I shook my head.

I lined up the next wave. This would be the one. I paddled furiously as the wave rolled towards me, felt it swell under me, pushed down with my arms and got my feet in position. This was further than I'd ever got. Before I had time to think about it, I was standing up. **It felt amazing!**<sup>4</sup> I swooped down the wave and surged towards the beach for a few seconds, then collapsed into the surf.

<sup>7</sup> The final sentence uses similar words to the opening sentence with a different, 'happy' ending, providing a satisfactory conclusion to the answer.

**I was cold, wet and tired, but I had never felt happier.**<sup>7</sup>

## Unit 6 Dramatic!

### Section 1 Curtain up: Lesson 1

**1a** Students' own answers. Suggested answer: It suggests that Terry climbed the pylon because he felt scared of / pressured by / wanted to impress the gang.

**1b** Students' own answers. Suggested answer: Sammy warns Terry not to climb the pylon but Sammy is not willing to *climb it in his place*.

**1c** Students' own answers. Suggested answer: It suggests that Pete 'egged on' the gang, which indicates that he is leading the effort to force Terry to climb, and perhaps enjoying the boy's discomfort.

**2a** Students' own answers. Answers will vary, but should point to the fact that the two are working as a team to pressurise Terry into climbing, which, given that we learn Stubbs is the gang leader (in the opening stage direction), suggests that Pete is his second in command.

**2b** Students' own answers. Answers will vary, but could argue that Stubbs, Pete and the gang all try to pressure Terry into climbing, and that whilst Sammy tries to persuade Terry not to climb, he does not take action to stop him.

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

**3** Students' own answers. Answers will vary, but should include inference from the extract and use of imagination to describe characters and setting.

### Section 1 Curtain up: Lesson 2

**4a–e** Students' own answers. Answers will vary, but should be written as dialogue and convey powerful emotions.

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

**6** Students' own answers. Answers will vary, but should show:

- how the character's words reveal things about them and the other characters
- how stage directions can add physical actions to the dialogue and outline the setting
- how to present the script using the conventions of playscripts.

### Section 2 Setting the scene: Lesson 3

**1a** Students' own answers. Suggested answer: The setting is a classroom; the characters are students in uniform; a teacher enters the room; the students, apart from Liam, sit and fall quiet, responding as if the teacher is taking names to check attendance.

**1b** Students' own answers. Suggested answer: As Liam does not stop talking, this suggests that he is either rebellious or that he is easily distracted and does not notice what is going on around him.

## Workbook Answers

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

'Me, sir? I wasn't talking, sir.' This line suggests that Liam is a confident character who is used to getting in trouble and is good at talking himself out of difficult situations.

**2b** Students' own answers. Suggested answer: I disagree with this statement because the atmosphere created by the writer is not particularly joyous. The description of the students 'sitting on their desks or standing around, talking' seems similar to a typical school scene. Other than Liam chatting energetically to Darren throughout the script, the students are just responding to their names to check attendance, which is quite a mundane and routine activity in a classroom.

**3a and b** Students' own answers. Answers will vary, but should be based on the prompts and express a mood of extreme tension and anxiety.

## Section 2 Setting the scene: Lesson 4

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

**Audience:** people watching a play

**Character:** person in a play

**Dialogue:** words spoken by characters

**Playwright:** writer of plays

**Rehearse:** to practise performing part or all of a play

**Rehearsal:** a practice performance of a play

**Scene:** section of a play taking place in one setting and time period

**Scenery:** props, for example furniture or trees, on stage

**Stage directions:** instructions describing characters' movements or tone, as well as lighting and sound effects

**Theatre:** venue in which a play is performed

**5a** The playwright intends to create a scene that is very *familiar* to the audience.

**5b** Students' own answers. Suggested answer: This scene will be familiar to anyone who attends or has attended school. A classroom in the morning, complete with school desks, falls mostly silent when a teacher walks in and takes the register. One student seems to ignore the teacher and makes an amusing attempt to pretend he was talking about maths when told to stop talking.

**6** Students' own answers. Answers will vary, but should include descriptions of characters including names, ages and personalities.

**7a and b** Students' own answers. Answers will vary, but should contain information about where the characters are, what they are doing, the mood of the scene and the personalities of the characters.

## Workbook Answers

**Section 3 From page to stage: Lesson 5**

1 Students' own answers. Possible answers:

**The characters:** the man has a 'terrible voice'; the man is described as 'fearful', 'all in coarse grey, with a great iron on his leg', 'no hat, and with broken shoes, and with an old rag tied round his head', 'who had been soaked in water, and smothered in mud, and lamed by stones, and stung by nettles; who limped, and shivered, and glared, and growled; and whose teeth chattered in his head'; the man is 'so sudden and strong'.

**The setting:** It is 'towards evening'; the graveyard is a 'bleak place overgrown with nettles'; there is a village 'on the flat in-shore among the alder-trees and pollards, a mile or more from the church'.

2 Students' own answers. Suggested answers:

a 'The man eats it greedily.'

b 'Please don't cut my throat, sir. Please!'

c 'He has a chain around his leg.'

3a Students' own answers. Answers will vary, but should reflect understanding that physical images are seen rather than described on stage.

3b Students' own answers. Suggested answer: It may be difficult in performance for one character to lift another and place them on a prop.

4 Students' own answers. Answers will vary, but should be based on the example provided.

**Section 3 From page to stage: Lesson 6**

5a Students' own answers. Suggested answer: Pip seems fearful of the man in the playscript extract. We get this impression from his dialogue rather than the stage directions. Pip's lines are mainly short and emphatic, reflecting how insecure and desperate he feels: 'Please don't cut my throat, sir. Please!'

5b Students' own answers. Suggested answer: When reading the novel extract, our impression is slightly different as we get a stronger impression of Pip's thoughts and feelings about the man. For example, Pip is clearly fearful when asking the man not to cut his throat: 'I pleaded in terror'. He is also described as holding tightly to the tombstone 'partly, to keep myself from crying'.

5c Students' own answers. Suggested answer: In the playscript, the man behaves violently towards Pip, saying 'Keep still or I'll cut your throat!' and he turns Pip upside down and steals his bread. However, we get the impression that the man softens towards Pip at the end of the extract when he asks him 'Oh, and is that your father too, buried there?'

5d Students' own answers. Suggested answer: In the novel, we get exactly the same impression of the man's feelings and behaviour towards Pip.

5e Students' own answers. Suggested answer: The novel extract gives a stronger impression that Pip is in real danger because we are given detailed descriptions of how strong and terrifying the man is, and of Pip's fearful reactions to the man. We are also given more description of the setting and how isolated it is, so Pip would not be able to call for help.

# Workbook Answers

**5f** Students' own answers. Suggested answer: I would advise the character playing the man to speak with a growling, angry voice and to move powerfully, displaying the man's strength, to make him seem as threatening as possible.

**5g** Students' own answers. Suggested answer: To make the character of the man seem less of a threat, I would advise the actor to make his voice loud, rather than angry, perhaps with a cheeky smile to indicate that the man wants Pip to be afraid but doesn't intend to harm him. I would suggest his movements be that of an old, weak man, rather than someone strong and powerful, to show that Pip could run away easily if needed.

**6a–c** Students' own answers. Answers will vary, but should include impressions of characters and their relationships, say what will be covered by dialogue and stage directions, and follow the conventions of how a playscript is written.

## Section 4 Creating conflict: Lesson 7

**1a** Students' own answers. Suggested answer: The brother and sister might feel angry that he has created conflict between them. OR They might feel angry that he is making them choose.

**1b** Students' own answers. Suggested answer: He might feel angry that she is seen as a victim, when all he has done is make a choice as his father instructed. OR He might feel angry because he feels she has shown herself to be a better person than him by choosing her father's blessing over his possessions.

**1c** Students' own answers. Suggested answer: She might feel angry that he is getting annoyed with her, when all she has done is make a choice and allowed him to inherit all their father's possessions. OR She might feel angry that he does not give her more of their father's possessions.

**1d** Students' own answers. Suggested answer: The neighbours are shocked that the brother does not give more of their father's possessions to his sister. This makes the brother angry, because he does not like being disapproved of and because both he and his sister were given a clear choice.

**2a** Students' own answers. Suggested answer: He is annoyed with the neighbours for interfering and wants 'to prove that I'm a fair-minded man and to shut up the lot of you'.

**2b** Students' own answers. Suggested answer: He seems not to feel much towards his sister beyond wanting to make sure that she doesn't get her hands on his inheritance: 'she's entitled to nothing'.

**3a–f** Students' own answers. Answers will vary, but should be based on the examples of conflict.

## Section 4 Creating conflict: Lesson 8

**4** Students' own answers. Answers will vary, but should describe a plot in which selfish characters are punished and selfless characters are rewarded.

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

## Workbook Answers

**6** Students' own answers. Answers will vary, but should be based on notes from **Activity 5** and follow the conventions of a playscript.

**Section 5 Crafting characters: Lesson 9**

**1a** Students' own answers. Suggested answer: Flora might be thinking 'I'm not selling my garden. Who does he think he is? He's underestimating me.'

**1b** Students' own answers. Suggested answer: She is trying to reject Max's attempts to persuade her to sell part of her garden.

**1c** Students' own answers. Suggested answer: She never really answers any of his points about selling part of the garden or moving into the home. She uses short, sharp sentences that indicate she does not want to engage in the conversation.

**1d** Students' own answers. Possible answer: single-minded; clever; independent

**1e** Students' own answers. Answers will vary, depending on responses to **Activity 1d**.

**2a** Students' own answers. Suggested answer: Max wants to persuade Flora to sell part of her garden and to move into the new home, whereas Flora does not want to do either of those things and wants to end the conversation.

**2b** Students' own answers. Answers will vary, but the playwright clearly wants us to sympathise with the intelligent elderly woman who, without being rude, is standing up to the salesman.

**3a and b** Students' own answers. Answers will vary, but should include inferred and imagined descriptions of the characters of Flora and Max.

**Section 5 Crafting characters: Lesson 10**

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

**a** Max wants Flora to sell part of her garden. He tries various ways to persuade her.

**b** Flora ignores Max's attempts to persuade her to sell part of her garden. Instead, she asks him to help her with the apples.

**c** Max and Flora are in conflict. They want very different things.

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

- the persuasive language Max uses
- his persistence
- how we feel about Max in light of our sympathy for Flora.

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

**Section 6 Assessment: Lesson 11**

1 Whether or not to take the money

2 They could buy a lifetime's supply of sweets; buy a car; Taj could buy some new shoes; Taj could pay for his dad's operation.

3 (*opening his eyes and looking sideways at Taj*)

4 They still attend school and are probably secondary school age as Ali is interested in buying a car. However, they are probably not old enough to drive as Taj says, 'We can't drive!'

5 Students' own answers. Answers will vary, but could include the implication that Taj's family don't have much money, and certainly don't have enough to pay for the operation that his dad needs.

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

- proofreading for spelling, punctuation and grammar mistakes
- addressing how the writer has created impressions of the characters, including evidence from the extract
- saying more about the impressions created, rather than just 'nervous' and 'funny'.

6b Students' own answers. Sample improved response:

<sup>1</sup> *The different impressions of the two characters are explored and evidence is given to support points.*

The writer creates very different impressions of the two characters. To begin with, **we get the impression that Taj is a very moral character who recognises that others may need the money more than he does: 'Someone'll need it more than us.'** Ali, on the other hand, seems more selfish and carefree, and his attitude to the money is summed up when he says 'Seize the day!' <sup>1</sup>

<sup>2</sup> *Characters are explored in more detail, with inferences gathered from what the characters say and do.*

We then get a more complex impression of both characters. **We learn that Taj's family does not have much money, and Ali points this out by comparing their trainers, which makes Ali seem somewhat unkind. More importantly, we learn that Taj's dad needs an operation. Ali, 'opening his eyes and looking sideways' uses this to help persuade Taj that they should keep the money.**<sup>2</sup>

<sup>3</sup> *The final sentence sums up the play extract and comments on how one character may be acting against his instincts.*

**Ultimately, Taj seems ready to keep the money to help his family, despite his reservations.**<sup>3</sup>

*This whole answer is more accurate in terms of spelling, punctuation and grammar.*

## Workbook Answers

**Section 7 Shakespearean speech: Lesson 12**

**1a** Goneril – ‘Goneril, our eldest born, speak first.’

**1b** Students’ own answers. Suggested answer: She wants to inherit as much from her father as she can.

**1c** King Lear is asking Cordelia to persuade him that she deserves to inherit more.

**2a** Students’ own answers. Answers will vary, but should demonstrate that students understand Goneril is motivated by greed – wanting to inherit the most.

**2b** Students’ own answers. Answers will vary, but should demonstrate that students understand Lear is motivated by vanity – wanting to be told how much his daughters love him.

**2c** Students’ own answers. Answers will vary, but should demonstrate that students understand Cordelia is motivated by her real love for her father, and wants to be honest with him.

**3** Students’ own answers. Suggested answer: He means that if you say nothing, you will get nothing.

**4** Students’ own answers. Answers will vary, but should be based on the dialogue in the extract.

**5** Students’ own answers. Answers will vary, but should be based on the characters in the extract and students’ own imaginations.

**Section 7 Shakespearean speech: Lesson 13**

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

King Lear is shocked and angry that Cordelia won’t say more about her love for him.

Goneril is pleased as it looks as though she will inherit the most.

Cordelia is unhappy, disappointed that her father is showing himself to be foolish and vain, and perhaps worried about what will happen next.

**7** Students’ own answers. Answers will vary, but should reflect the change in King Lear’s tone from grand and benevolent to abrupt and angry.

**8** Students’ own answers. Answers will vary, but should describe the three characters as they have been introduced in the activity.

**9a and b** Students’ own answers. Answers will vary, but should include notes on how characters will speak and what they will do, to help form clear impressions of each of them.

# Workbook Answers

## Section 8 Performing: Lesson 14

**1a** Students' own answers. Suggested answer: Queen Gertrude seems to feel frustrated with Hamlet, while Hamlet feels deeply resentful of his mother.

**1b** Students' own answers. Suggested answer: Queen Gertrude is annoyed with Hamlet because he has been rude to his uncle, her husband.

**1c** Students' own answers. Suggested answer: Hamlet is angry that his mother has married his father's brother. He feels it is offensive to his father's memory.

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

Hamlet: What's wrong, Mother?

Queen: Hamlet, you have offended your father.

Hamlet: Mother, you have offended my father.

Queen: Your answer is foolish.

Hamlet: Well, your question was wicked.

Queen: What's going on, Hamlet?

Hamlet: What's the matter now?

Queen: Have you forgotten who I am?

Hamlet: By the sacred cross, no, I haven't. You are the queen, your husband's brother's wife; And, – if only it wasn't true – you are my mother.

Queen: Well then, I'll fetch someone who can talk to you properly.

Hamlet: Come on and sit down. Don't move. You won't go until I hold up a mirror so that you may see the innermost part of yourself.

Queen: What are you going to do? You won't murder me? Help, help, hey!

Polonius: Hey! Help, help, help!

Hamlet: What's happening now? A rat? I'll bet he's dead now.

Polonius: Oh, I've been murdered.

Queen: Oh my, what have you done?

**3** Students' own answers. Answers will vary, but should include descriptions of how the lines should be spoken.

## Section 8 Performing: Lesson 15

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

**a** Hamlet is angry with his mother because she has married his father's brother. He says of her, 'you have my father much offended' and 'you question with a wicked tongue'.

**b** Queen Gertrude is annoyed that Hamlet has been rude to her new husband, his uncle. She replies with 'thou hast thy father much offended' and 'you answer with an idle tongue'.

**c** Hamlet becomes increasingly angry and determined to tell his mother what he thinks of her actions.

**d** Hamlet seems to become angrier because his mother does not realise that what she has done is, in his eyes, wrong.

## Workbook Answers

e 'You go not til I set you up a glass / Where you may see the inmost part of you.'

f Queen Gertrude changes from feeling annoyed at Hamlet to afraid that he might kill her.

g Queen Gertrude becomes afraid that Hamlet might kill her because he will not let her leave.

h 'What wilt thou do? Thou wilt not murder me?'

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

- comment on the relationship between Hamlet and his mother, and how it changes
- use short quotations to support the points made
- explain how language choices create an impression of the relationship.

### Section 9 Exploring themes: Lesson 16

**1a** Students' own answers. Suggested answer: Macbeth tells Lady Macbeth that he no longer wants to kill the king and she tries to persuade him to continue with the plan. Macbeth continues to express doubts about the plan, so Lady Macbeth tries to convince him that it will not fail.

**1b** Students' own answers. Answers will vary, but students might infer that Lady Macbeth is extremely power hungry and wants her husband to become King so that she too gains power.

**1c** Students' own answers. Answers will vary, but students could infer that as Lady Macbeth appears to wield so much power over her husband, he will end up doing as she wishes.

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

a 'live a coward in thine own esteem'

b 'Prithee, peace.'

c 'If we should fail?'

d 'we'll not fail'

**3a and b** Students' own answers. Answers will vary, but should be based on the prompts and explain the reasons for students' suggestions.

### Section 9 Exploring themes: Lesson 17

**4a** Students' own answers. Suggested answer: The fact that Macbeth originally planned to kill the king shows that he is ambitious and power hungry, but ultimately he does not have the courage to act on his ambition – he does not want to risk everything he has for more power.

**4b** Students' own answers. Suggested answer: Lady Macbeth clearly believes that they should stop at nothing, not even murder, in their quest to become as powerful as possible.

**4c** Students' own answers. Answers will vary, but should note that Lady Macbeth calls her husband a coward and questions his bravery.

**4d** Students' own answers. Answers will vary, but should note that Macbeth begins by asserting his will, then shifts to begging his wife to stop, and finally tries to reason with her by expressing his fear of the risks: 'If we should fail?'

## Workbook Answers

**5** Students' own answers. Answers will vary, but should use sentence structure to make meaning clear.

**6a and b** Students' own answers. Answers will vary, but should address the question and include key points and evidence gathered throughout the section.

**Section 10 Introductions and conclusions: Lesson 18**

**1a** Students' own answers. Suggested answer: Lady Macbeth has the impression that Macbeth is losing his mind as he describes hearing voices in his head because he feels guilty about killing the king: 'Methought I heard a voice cry, *Sleep no more!*'

**1b** Students' own answers. Suggested answer: Lady Macbeth mocks Macbeth by calling him weak and cowardly, saying he is scared like a child: 'tis the eye of childhood / That fears a painted devil.'

**2a** Students' own answers. Answers will vary, but should include that Lady Macbeth thinks her husband is losing his mind, that he is childlike and not a real man, and that she is totally lacking in compassion. She comes across as cold and uncaring.

**2b** Students' own answers. Answers will vary, but should include that she tries to persuade him to take control of his fear and be less weak. This suggests she does care for him, but she still seems more concerned with ambition.

**2c** Students' own answers. Suggested answer: Lady Macbeth plans to return to the scene of the crime, leave the daggers there, and smear blood on the sleeping servants to incriminate them, which reinforces the impression that she is ruthless and unprincipled.

**3a–c** Students' own answers. Answers will vary, but should respond to the task and be written in paragraphs that include key points, evidence and explanations.

**Section 10 Introductions and conclusions: Lesson 19**

**4** Students' own answers. Answers will vary, but should link to the response written for **Activity 3a**.

**5a** Macbeth **is weak** character. He seems to be losing his mind after killing the king, which he only did because his wife **told to**. Lady Macbeth **tries persuade** him to snap out of it but he cannot and she announces **she take** the daggers herself.

[shaded = missing word]

## Workbook Answers

**5b** Students' own answers. Suggested answer: Macbeth is a weak character. He seems to be losing his mind after killing the king, which he only did because his wife told him to. Lady Macbeth tries to persuade him to snap out of it but he cannot and she announces she will take the daggers herself.

**6** Students' own answers. Suggested answer: When she realises that Macbeth is losing his mind, Lady Macbeth is worried. She tries to talk him to his senses but he is too shaken to go back with the daggers so she decides to do it for him.

**7a and b** Students' own answers. Answers will vary, but should sum up the response and conclude by saying how the characters impact on the audience.

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

**Section 11 Assessment: Lesson 20****1a and b**

Lady Macbeth is trying to tell everyone not to pay much attention to Macbeths strange behavier. Then she is quite anoyed and tells his he is not a man and that hes making things up and he isn't really scared of them because its like a silly story told by a grandmother. She **said** he should be ashamed and **to stop** making a fuss and that all he **could see** is a stool so she doesnt believe him. But Macbeth is really scarred because he has seen the ghost.

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

**1c–e** Students' own answers. Answers will vary, but:

Vocabulary could be improved by:

- using more vocabulary to describe the impression we get of Lady Macbeth's character, for example: heartless, unkind, cruel
- using stronger vocabulary to describe the powerful emotions, for example: furious instead of annoyed, terrified instead of scared.

Sentence and paragraph structure could be improved by:

- making clearer points and providing evidence
- breaking up ideas into more than one paragraph.

2 Students' own answers. Sample improved response:

<sup>1</sup> Throughout, this answer responds to the question in more detail, ending with a conclusion in which the writer personally responds to the character.

In this extract, Macbeth is staring at the ghost of Banquo, who he murdered. His guests notice that he is 'not well', but Lady Macbeth suggests he is having some kind of 'fit' and then tries to shame him into acting more normally. **The way she does so reinforces the audience's view that she is cold, lacking in compassion, and controlling.**<sup>1</sup>

<sup>2</sup> Effective vocabulary is used to describe Lady Macbeth.

Lady Macbeth begins by doubting her husband's manliness. The first words that she speaks directly to Macbeth in this extract are, 'are you a man?' This creates an impression of her as **critical, undermining and disrespectful**<sup>2</sup>.

<sup>3</sup> Powerful vocabulary is used to show how Lady Macbeth acts towards Macbeth.

She goes on to **ridicule**<sup>3</sup> Macbeth's terror, telling him that he is not really experiencing fear, but rather '**impostors to true fear**'<sup>4</sup> of the kind one might associate with a 'woman's story'. Again, this questions Macbeth's manliness, undermining him further and creating an impression that Lady Macbeth is cruel as well as unsympathetic.

<sup>4</sup> Evidence is used throughout the response to support points and is embedded into sentences.

The whole response is structured into clear paragraphs, each with a key point.

**In conclusion, Lady Macbeth is persistently unsympathetic to the fear that Macbeth is experiencing, and uses it to attack and mock him. Shakespeare expects the audience to view Lady Macbeth as an appalling character.**<sup>1</sup>