Cambridge Primary English Learner's Book 4 (2021) Answers

Answers are given where applicable. Guidance on all activities is available in the Cambridge Primary English Teacher's Guide Stage 4 with Boost Subscription, ISBN 9781398300569.

https://www.hoddereducation.com/english/cambridge-primary-english-teacher-s-guide-stage-4-with-boost-subscription

Unit 1 Fiction: Historical texts

Pages 5–7: Get started!

2 For example: *The country people are interested in the city people because they are different from them, but they don't have much contact with them. The city people speak differently from the country people and sing different songs.*

3 **a** build – houses; dig – fishponds
plant – crops; sing – (city people's) songs
put up – flagpole
b sweets – ate them
wrappers – treasured / smoothed them out / tucked into schoolbooks

Page 7: Go further

1 eight rows of houses, red roofs on the houses, reeds, flagpole, red flag

3 For example:

- *Village children run after the city people.*
- *The city people stop and smile.*
- *The children hide behind haystacks.*
- *The city people offer sweets.*
- *The children ate the sweets (and kept the wrappers).*

4 For example: *Today I actually met the city people! I had been walking home when a group of them appeared on the road, singing one of their city songs. A lady smiled at me and although I felt very shy, I smiled back. She offered me a tiny package, wrapped in shiny blue and red paper.*

Pages 8–9: Get started!

3 For example:

- *She looked back at the Cadre School.* *Thought: Should I go or not?*
- *She inched towards the boat.* *Thought: I must be careful in case I fall.*
- *She hesitated.* *Thought: Come on, Sunflower, you can do this!*
- *She grabbed hold of the grass.* *Thought: This will help me.*
- *She tried to find a good place to put her feet.* *Thought: I need to make sure I don't fall in the river.*
- *She began to climb down to the water's edge.* *Thought: I will get there.*

4 For example: *Sunflower is feeling nervous because she hesitates.*

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Page 10: Go further

1 **a**

Positive	Negative
excited	anxious
determined	scared
confident	annoyed
curious	nervous
hopeful	uncertain
	terrified

b For example: *Sunflower feels excited because she knows she is doing something daring. She feels curious about life on the other side of the river.*

Pages 11–12: Get started!

1 When, As

2 **a** He can ride a buffalo. YES
b He likes birds. NO
c He doesn't go to school. YES
d He catches fish. NO
e He is lonely. YES

3 **a** When the buffalo lowered its head, Bronze **lies down on the buffalo's back**.
b As the children were reading, Bronze **listened**.
c When the villagers called him, Bronze **smiled**.
d As soon as no one was looking, Bronze **climbed up on its back**.

4 For example: *I think that Bronze will be a cheerful friend, because he always smiles at the villagers.*

Page 13: Go further

2 For example: *When Bronze is riding the buffalo, he feels proud. As soon as he is out of the village, Bronze lies down on the buffalo's back.*

3 For example:

- *What do you most like to do?*
- *Do you ever feel lonely?*
- *Is your family happy?*
- *What makes you laugh?*
- *What makes you sad?*

Page 13: Challenge yourself!

1–2 For example:

- *The fierce wind seems angry or aggressive.*
- *The heavy rainstorm makes the scene gloomy.*
- *The sunflowers seem as if they are very sad or mourning with their heads hung down.*

Pages 14–15: Get started!

1 For example: *school was too expensive for most families, parents felt it was not important to miss school for a few years, children spent the day doing chores such as driving the ducks and herding sheep rather than go to school, classes would contain a variety of ages, children sat on stools rather than chairs, children would be ordered to leave in front of the class if fees were not paid.*

2 For example:

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Sunflower's school	Similar to me	Different from me
All families pay for school.		*School is free to attend but we have to buy our own pencils and notebooks.*
Some families think writing your name is enough education.		
Children work instead of going to school.	*This happens in some places in my country.*	*My brother has a job to earn pocket money, but he goes to school as well.*
Classes have children of very different ages in them.		
Children bring their own stool to school.		*We have lots of furniture.*
Children are sent home if they can't pay.		

4 a lot, most, some, a few, many

5 a lot of money some families / children most villagers many years
a few years a single class

Page 16: Go further

2 For example:

- *At my school, we begin the day at 8 a.m. and finish at 3 p.m. except on Saturdays when we just work in the mornings. We have three terms in a year with holidays in the summer, the winter and the spring.*
- *I learn a lot of different lessons during a week. My favourites are Art and sport, but we spend a lot of time doing Maths and English. Sometimes we go outside to do our learning, which is great fun.*
- *There is a different teacher for each class. Last year, my teacher was Miss Smart and this year it is Mr Gold. Some teachers have more rules than others. For example …*

Page 16: Challenge yourself!

1–2 For example: *Will I be the only child in your family? Who can I talk to if I have a bad dream? How many are there in your family? Where will I sleep? Can I see my aunties again?*

Pages 17–18: Get started!

3 **a** a town **b** photographer
c in a studio / in the villages **d** The children are extremely excited.
e Sunflower doesn't want to be the odd one out.
f She is sad / embarrassed that she can't have her photograph taken, because her family can't afford to pay for it.

4 For example:

studio*: a room / shop / place to have photos taken* ***commotion****: a noise / fuss / excitement*
wisp*: a thin trail / a little amount* ***lush****: thick / dense / very green*

5 The extract reflects the time in which it is set (1960s China) in these ways: Youmadi is the only town for miles with a photography studio (where photos were developed), Limping Lui used an old-fashioned camera to take the photographs.

Page 19: Go further

1 **a** *in waves*: the noise goes up and down like waves / the noise goes away and comes back as waves on a beach do.
b *like a wisp of smoke*: Sunflower moved quietly and almost invisibly / she must have been very quiet too as smoke makes no noise.

Page 19: Challenge yourself!

1–2 For example:

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- ***What** time of day did Nainai finish work?*
- ***Where** did Nainai work?*
- ***Who** would meet her coming home?*
- ***How** did she carry the firewood?*
- ***Why** did Nainai work so hard?*

Pages 20–21: Get started!

2 For example:

still – pool	*bright* – fireflies	*sparkling* – glow	*dark* – sky
beautiful – dragonfly	*complicated* – pattern	*delicate* – wings	

3 calendar, writer

Page 22: Go further

1–2 For example:

- Forest picture: *ancient forest, sturdy trunks, bending branches, drooping leaves, green light, grass floor*
- Pool picture: *rough rocks, breaking waves, smooth pebbles, crystal water, pink sky, wispy clouds.*

3 For example:

- *The path wound through a mighty forest where the rough bark of ancient trees lined the way. In the dim light, fallen leaves lie along the trail and beneath the trees, like a carpet. Within the leaves, insects scuttled over the stony path.*
- *Rough rocks surrounded a shimmering, deep pool. The silky surface of the water shivered in the gentle breeze. Through the water, clear as glass, I could see the smooth boulders on the floor of the pool. Beside one of them, a pink-shelled crab with long snapping claws was trying to catch a tiny, silver fish.*

Page 22: Challenge yourself!

1 a,b For example: *On their **first** night by the sea, the sky was **darkening**, the moon was **dull**, the breeze was **powerful** and the sea was **rough**.*

Page 23: Get started!

3 For example:

- Where might they hide: *in an old farm building in the rice fields.*
- How would they get food and water: *Bronze will make a small fire to cook eggs, leaves and grass, and heat water that he gets from collecting dew and rainwater.*
- Who might come to look for them: *the city people.*
- *Who might help them: Gayu will bring them eggs and water.*
- Will they be discovered … or not: *No, they will stay hidden.*

Unit 2 Non-fiction: Recount texts

Pages 27–28: Get started!

1 Topics covered, for example: *why breathing is difficult in La Paz; mountains; cable car; snowboarding and glacier.*

2 Non-fiction because it describes real events / it is not a story.

3

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Paragraph	Find words beginning with	Words I found
1	'h'	*holiday, high, highest, hills*
2	's'	see, sky, snow-covered
3	'c'	city, cable, car, carriage
4	's'	snowboarding, snow, struggling, stunning

Page 28: Go further

1 Correct order: how high the city is; seeing mountains; riding a cable car; visiting a glacier
2 Opinion: *The views are amazing.*
3 Opinion, for example: *I think it has the most amazing beach in the whole area.*

Pages 29–30: Get started!

1 For example: *to keep a record of appointments, or to record a recount after an event.*
2 Example key words and phrases:
Paragraph 1: *Burj Khalifa, Dubai, tallest building in world, highest fireworks display*
Paragraph 2: *thousands of people, record-breaking event*
Paragraph 3: *phones, 20 minutes show, 1.6 tonnes of fireworks that looked like waterfalls and cascades, loud sounds*
Example links between paragraphs: The beginning of paragraph 2 (*Early in the evening*) and paragraph 1 (*Tonight*) shows it is the same night. Also, the beginning paragraph 2 tells us about the part of the night mentioned in paragraph 1 (*the evening*).
3 **a** Dubai
b thousands
c to film the display
d 20 minutes
e 1.6 tonnes
4 Paragraph 1: *Tonight, …*
Paragraph 2: *Early in the evening, …*
Paragraph 3: *At the beginning, sometimes, …*

Page 31: Go further

1 True statements:

- They are both non-fiction.
- They both include facts.
- The first paragraph introduces what the text is about.
- Events are told in the order that they happened.

2 For example:

At dawn,
Early in the morning,
Just before the sun came up,
During the morning,
At midday,
Just after midday,
Before lunchtime,
At the start of the afternoon,
Shortly after 2 o'clock,
In the middle of the afternoon,
Towards teatime,
After school,
Near supper time,
By dusk,
At twilight,
At the beginning of the evening,
Later that night,
At the stroke of midnight,
Later on,
Next,
Eventually,
Soon afterwards,
Immediately afterwards,
Shortly,

5 For example:

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1 (*Early in the morning*,) I packed my bag with my towel and swimming costume ready for a trip to the seaside.
2 (*Soon afterwards*,) my grandparents collected me and we walked to the train station.
3 (*Next*,) we bought tickets and I travelled by train for the first time.
4 (*During the journey*,) I looked out of the window as we went along.
5 And so on.

6 For example: *Just after lunch, we packed up a picnic. We headed into town to find a good spot to watch the parade. There was a space beneath a tree, and we spread out our food. We ate the ice cream first so that it didn't have a chance to melt!*

Page 31: Challenge yourself!

Adverbial phrases with similar meanings, for example:
In the morning, … *At the start of the day*, … *When I woke up*, … and so on.

Pages 33–34: Get started!

1 General topics for each paragraph, for example:
Paragraph 1: *Men step onto the moon.*
Paragraph 2: *Difficult but successful landing*
Paragraph 3: *Armstrong's first words on the moon watched by millions on TV.*

2 **a** Armstrong and Aldrin stepped onto the moon.
b At 3.56 in the morning.
c the moon

4 A newspaper report includes the following features which a letter and diary do not:
headline, subheadings, photographs, columns, captions, direct speech.

5 Apostrophe of omission: *that's*
Apostrophe of possession: *Armstrong's* (×2)

6 **a** Apostrophe needed: *Neil Armstrong's foot was on the ladder*.
b No apostrophe: *The mission controllers were on the Earth.*
c Apostrophe needed: *The spacecraft's landing was perfect.*
d Apostrophe needed: *The astronauts' voices were calm.*

Page 34: Go further

1–2 For example:
Neil stepped onto the moon.
becomes
(To mission controller) *At precisely 3.56 a.m., I stepped onto the surface of the moon.*
OR
(To family) *I could hardly believe it! It was the most exciting moment of my life. I was the first person to actually put a foot on the moon.*

3 For example:
'I don't know how I will ever beat this experience.'
'I want to thank all of the team on Earth that supported us.'

Page 34: Challenge yourself!

1–2 For example:

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Headline	**JUMPING FOR JOY ON JUPITER**
Introduction (*who, what, where, when*)	*Amoy Clarke and Devan Brown* *Landed a spacecraft on Jupiter* *2 a.m. this morning*
Events in chronological order: landing the spacecraft / stepping onto the surface / what they saw and what they did	*travelled for 12 days into space* *approached the surface* *avoided a hazardous lake and tall mountains* *landed safely and stepped out wearing protective suits* *gathered a sample of the planet's surface*
Direct speech from the astronauts	*'This is a new chapter in the history of space exploration.'*

Pages 35–36: Get started!

2 Past tense: *reported, seemed, sank, could, said*

Present tense: *is, poke, run*

Contraction: *it's*

3 Correct order:

a Armstrong walked on the moon.

b Armstrong made footprints.

d Aldrin practised moving about on the moon.

c Aldrin found a purple rock.

4 The moons, surface is hard all over. (true)

The moon looks like a desert. (true)

Pages 36–37: Go further

1 experimented – experiments had – has wanted – wants

started – starts reported – reports

2

	What did they see?	**What did they hear?**	**How did they feel?**	**What did they say to each other?**
Journey home	• Planet Earth getting closer • Land becoming more visible (mountains, lakes and oceans)	Various sounds: • whirring machinery • whizzing wind • ticking clocks	• exhilarated • tense • anxious	• 'I'll miss the silence of space.' • 'It will be good to be back home.'
Landing	• Water splashing up around • Rescue boats coming towards them	• Cheers and shouts as they open the hatch	• relieved • proud • eager to see family	• 'I'm looking forward to some real food!'

Page 37: Challenge yourself!

Which planet …	**Name of planet**
is closest to Earth?	Venus
is furthest from Earth?	Neptune
is the hottest?	Venus
is the coldest?	Neptune
has the most moons?	Jupiter
is the largest?	Jupiter

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Pages 38–39: Get started!

2 For example: SKYDIVING SENSATION

3 For example: *Yesterday morning, Elise Brown, 9, jumped out of a plane from 14 000 feet and became the youngest skydiver in Australia.*

6

	Newspaper report	TV news report
Includes a headline	✓	
Includes an introduction	✓	✓
Chatty, friendly style		✓
In chronological order	✓	
Mainly uses past tense	✓	
Mainly uses present tense		✓

Page 40: Go further

2 For example: *Reporting on a record attempt to stack metal nuts or lip balm tubes using chopsticks.*

What?	Who?	Ideas
Introduction of the event and the people	NEWSROOM PRESENTER	Welcomes viewers to the news programme. Tells the viewers what is going to happen, who is taking part and where it is happening. Introduces the reporter.
Report of the event while it is happening	CHILD AND REPORTER	Reporter introduces the child who will attempt to break the record, and asks them about their age and why they want to do this. Child answers and begins the challenge.
Comments from people who watched the event	OTHER PEOPLE	Friends of the child speak about how excited they are / hope there will be success. Teacher speaks of how proud they feel to host the event at their school.
Conclusion	REPORTER AND NEWSROOM PRESENTER	Reporter sums up with success or failure and hands back to newsroom presenter who concludes the programme.

Unit 3 Poetry: Poems that use imagery

Pages 41–42: Get started!

2 **a** Miller, caterpillar
occupation, mastication
miss, chrysalis
leaves, weaves
by, butterfly

b **Which** is a **worm**
That **weaves**
I'll **sleep** and **spin**
A thread of **silk**

3 For example:

b luscious, long leaves

c wriggly, wrinkly worm

d soft, smooth silk

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e beautiful, bobbing butterfly

4 The phrases from question 3 above could be added before the words of the poem.
For example: *Eating luscious, long leaves*.

Pages 44–45: Get started!

2 For example:

Singular word	Plural word
fish	fishes
lily	lilies
thief	thieves
fox	foxes
bird	birds
partridge	partridges
horse	horses
flint	flints
bone	bones
stone	stones
rat	rats
cat	cats
mole	moles
feather	feathers
lead	leads
coal	coals
furnace	furnaces
swift	swifts
tortoise	tortoises

Page 46: Challenge yourself!

1 a butterfly

2 *as softly as a whisper; as high as a kite; as colourful as a rainbow*

Pages 47–48: Get started!

2

Part of body	Simile – like a …	This tells me
head	grain of corn	it is small, golden, oval
neck	hinge of a knife	it can bend its head over and is ready to attack
body	knife-handle	it is strong, it is secure
hock	saw	it is sharp, serrated, powerful
spittle	ink	it is black, it stains

3 For example:

a No, the writer does not like locusts.

b He says desolation walks with locusts.

4 **a** It lays eggs. **b** the clouds **c** Like rain (glittering in the sun).

d Simile: *like a pair of scissors*. This shows that it is destroying the plant, chopping it up with its mouth before eating it.

e For example: *The similes are a mixture of beautiful, powerful and ugly. The writer seems very interested in the locust by describing it in such detail. He or she compares them to clouds and glittering rain. But, there are also words like 'knife', 'saw', 'scissors', which makes it seem threatening.*

Page 49: Go further

3–4 Simile examples to describe parts of the robot:

- *a net could be compared to a spider's web – a net like a giant spider's web in the sky*

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- *a blade could be compared to lightning – a blade as swift as lightning.*

Page 49: Challenge yourself!

1 Simile examples:

*A butterfly whose wings are **like the softest silk**.*
*A cricket who chirps as cheerily as **the whistle of a train**.*
*A grasshopper who leaps like a **ballerina on a stage**.*

2 For example:

bees
bees that busily buzz
bees that buzz about like tiny planes carrying passengers of pollen.

Pages 50–51: Get started!

1 The commas are separating parts of the sentence, for example: *Fire in the treetops, Fire in the sky*. The commas are also separating items in a list, for example: *Dance, Poinciana, Sway, Poinciana, On a sea of green.*

2 **a** The *Fire* in the poem is the flowers or blossoms on the tree. The poet has used this description because fire is red and the flowers are red, and so look a bit like 'fire' on the tree.

b The word *dazzling* means 'very bright'.

c The tree is described as *Regal as a queen* because it looks magnificent, like the robes of a queen or how a queen would look. Also, the full name of the tree is *Royal Poinciana* so the poet could be making a reference to the word *royal* here.

d The poet shows the tree is moving through the verbs *dance* and *sway*. Also, *On a sea of green* refers to the leaves moving around the flowers.

3 For example: *The colours I found are blossoms **red** as sunset, sea of **green, crimson** petals, **white** stained and **scarlet** dye.*

4 For example: *I like the image of crimson petals and white stained with scarlet dye because it really looks like that is what has happened to the petals.*

5 The colour of the blossom – verse 1; the petals of the flowers – verse 3; the leaves of the tree – verses 2 and 4; the movement of the tree – verses 2 and 4

6 For example: *The poet repeats verses 2 and 4 to make the poem seem like a song (where verses 2 and 4 are like a chorus). This helps to show the dancing and movement of the flowers and leaves on the tree.*

Page 52: Challenge yourself!

1 Nouns in the poem: *tree, wood, garden, city, fox, face, eye, picture, fog, wind, darkness, draught.*

2 For example: *a **towering** tree, a **whispering** wood, a **glorious** garden, a **super** city.*

Adjectives: *shimmering sunshine, rampaging rhinoceros, melting memory*

3 For example: *Go and open the door. Maybe outside there's a beautiful baby, a sliding snake or a wriggly worm.*

Pages 53–54: Get started!

1 **a** The ball landed over **there**.

b I want to visit **their** house.

c I like Ola and Luca because **they're** such fun.

d **There** is a bear under my bed!

2 For example:

*Are you **allowed** to come out to play? / I thought of the answer and said it **aloud**.*
***Who's** coming out to play? / **Whose** shoes are these?*
*Draw your picture on **plain** paper. / A pilot flies a **plane**.*
*She gave a **groan** when she saw that it was raining. / You have **grown** a lot this year.*

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3 **a** *brake / break* *here / hear*
meat / meet *knot / not*
mail / male *grate / great*

Page 54: Go further
1 For example: *Max has a cut on his **heel** but I think it will **heal** quickly if **he'll** rest his foot.*
*The **reins** on the horse's bridle become slippery when it **rains**.*
*A king or queen **reigns** over a country.*
2 Poems containing the homophone shown in brackets: *won / (one)* (Learner's Book, page 42); *week / (weak)* (Learner's Book, page 44); *son / (sun)* (Learner's Book, page 50); *see / (sea)* (Learner's Book, page 50); *pear / (pair)* (Learner's Book, page 47); *die / (dye)* (Learner's Book, page 50)

Page 55: Challenge yourself!
4 For example:

My nan gave a groan
when she saw how I'd groan.

The queen said she would reign
if we could stop the rain.

The lion gave a roar
because his paws were red raw.

Review 1: Fiction Answers

Pages 56–57
1 **a** Early in the morning and early in the evening
b How to float
c The narrator is age 5 shown by the line: *He was the swimming champion at school and double my age.*
d She doesn't want to get water in her eyes.
e She doesn't want to seem silly in front of her cousin because she really doesn't know any strokes so pretends that she does.
f and; as soon as; as; soon
g Any three of the following plural nouns: *cousins; clothes; towels; strokes; eyes; legs; knees*
h For example: *The narrator's cousin taught her to swim using a watermelon as a float.*
He asked her to hold on to it, put her head down and kick her legs.
i large
j The watermelon began to float.
k water flowing in a certain direction
l gentle, summer

Review 1: Non-fiction Answers

Pages 58–59
1 **a ii** fossils
b i She is a schoolgirl. (true) **ii** She is a fossil hunter. (true)
iii She was born in 1799. (false) **iv** She lives in England. (true)
c incredible world-first discoveries
d Lyme Regis (Dorset)
e Because Mary Anning was a great fossil hunter, but she was not recognised at the time because other scientists took the credit for her work.
f Hazel Reeves is a sculptor and she is going to make the statue of Mary Anning.
g Because they are Evie's words, not the journalist's.
h word's, Anning's, Mary's
i

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Feature	Yes	No
headline	✓	
introduction	✓	
columns	✓	
photograph	✓	
caption	✓	
direct speech	✓	

j *didn't* (a contraction of *did not*) appears three times in the text.

Unit 4 Fiction: Fantasy texts

Pages 60–61: Get started!

2 **a** For example: *This is a fantasy story because there is a monster in it and monsters don't feature in real-life stories.*

b Moin hears something shuffling and sniffling under his bed.

c For example: *Moin is a bit scared / apprehensive* (*he squeaked; in a wobbly whisper)*.

4 For example: *eyes like flames; nose like pails; ears like horns; teeth like nails; arms like trees; feet like skis.*

Page 62: Go further

1 For example: *A simile (is a figurative device that) makes a comparison using the words **as** or **like** to describe a person, object or thing.*

2 For example:

- *a nose like a battered and dented pail*
- *ears like the horns of a huge rhinoceros*
- *teeth like long, sharp steel nails.*

Pages 63–64: Get started!

1 **a** 'You are extraordinary!' said Moin to the monster.

b 'Oh darling, what a wonderful voice you have!' said auntie.

c 'Goodness gracious! Will you be quiet!' said uncle.

d 'What's going on here?' asked Moin's mother.

e 'Shall I sing the next bit to you?' asked Moin.

f 'Stop!' shouted Moin's mother.

2 For example, *an exclamation mark might mean a character is shouting, cross or surprised*.

3 For example:

'STOP!' shouted Moin's mother. 'No!' shouted Moin's mother. 'Make sure it is away from here …'

These phrases show she hates the singing and the noise, and is embarrassed by it (she doesn't want the neighbours to hear).

5 **a** because the sound was so horrible / he was shocked that Moin was singing like this

b to help Moin to improve his singing

c Moin doesn't want to go to singing classes

Page 65: Go further

2 For example:

1 *Moin and his parents are having dinner. Moin is facing the window; the parents have their backs to it.*

2 *Moin sees just the top of the monster's head outside the window.*

3 *Moin's mouth falls open and his parents remind him about good manners.*

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4 *The monster jumps up and down outside the window.*
5 *Moin splutters with dread and his food shoots out of his mouth.*
6 *His parents send him to his room in disgrace.*

Pages 66–67: Get started!
3

Present tense	Simple past tense	Continuous past tense
It sings.	It sang.	It was singing.
She walks.	*She walked.*	She was walking.
He swims.	*He swam.*	*He was swimming.*
They ran.	*They ran.*	*They were running.*
We smile.	*We smiled.*	*We were smiling.*

Page 68: Go further
1 breathing – panting; shouted – called out; hurting – aching; laughed – sniggered
2 a–b For example:
At the shops
the monster could pick up and lick the fresh food (longer action)
try balancing on a watermelon (brief action)
use a coconut as a backscratcher (longer action)
use a shopping trolley as a car (longer action)
crash into a display of tins (brief action).
c For example:
*The monster **was sniffing** and then **licking** each and every piece of fruit. Then, it **clambered** onto a huge watermelon … until if **fell** off. Next, it **was using** a coconut as a backscratcher. Then the monster **spied** a shopping trolley. It **ran and jumped in** and **was immediately speeding** down the shop. It was **singing and waving** with joy … until it **crashed** into a towering display of tins.*

Page 68: Challenge yourself!
1 *sing*, *ping*

Pages 69–70: Get started!
1 **a** Moin **is** the main character in this story.
b Parvati and Tony **are** his friends.
c The monster **is** always hungry.
d Monsters **have** different faces to humans.
e Moin **has** no brothers or sisters.
2

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Rule	Subject	Change	Full verb
Rule 1	Monster	has	have to + obey
Rule 4	Monster	is	to be
Rule 18	Monster	is	to be + (not) allowed
Rule 32	products	(no change) have	to have
Rule 42	Monster It it	is has (no change) can	to be + sent have to + hide can + hide
Rule 54	Monster	has	to have + stay
Rule 64	Monster	(no change) can	can + flatten / fold
Rule 114	Monster	is	to be + (not) gifted away
Rule 112	food	is	to be + (not always) fit for

3 **a** Moin washes the monster with soap. Rule 32
b Moin wants to give the monster away. Rule 114
c Moin gives the monster some pizza. Rule 112
d Moin finds the monster under his bed. Rule 42

Pages 72–74: Get started!
1 For example: *The viewpoint is mostly Moin's because the reader is presented with what he sees, thinks and says.*
2 its hair, its nose, its shoulders, its waist
3 For example: *the cat's whiskers – its whiskers, the eagle's nest – its nest, the beetle's legs – its legs, the elephant's trunk – its trunk, the dinosaur's teeth – its teeth.*

Page 74: Go further
1 For example:
Its skin began to glow; its eyes changed colour; its arm grew longer and longer; its back bent over and it began to move on all fours.
2 For example:

What happens to the monster in your story	Why this happened
The monster's hands began to blow up like balloons.	Moin poured water on its hands.
The monster's hair started to tingle and crackle.	*Moin rubbed in the shampoo.*
Its hair became electrified and blue sparks shot across the room.	*Moin poured water on the monster.*
Its eyes began to spin and change colour.	*Water got into them.*
Its fingers grew longer and longer.	*They touched its wet hair.*

3 For example:
The monster's hair started to tingle and crackle as soon as Moin rubbed in the shampoo.
Its hair became electrified and blue sparks shot across the room while Moin poured water on the monster.

Page 74: Challenge yourself!
1 For example:
The monster seems to want to look glamorous, beautiful or to be famous.
'My favourite actress has lovely long hair.'

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'What is Moin making a fuss about now?'
'Oh look at these sensational, silky strands of hair!'

Pages 75–77: Get started!
1 *micro* – small; *stetho* – related to your chest; *tele* – across a distance
2 astro – related to stars, planets, space
For example: *astronaut, astronomer, astronomy, astrologer, astrology, astrophysics*
3 For example: admirable, admiration, admire, admirer, admiring, unadmirable;
compete, competing, competition, competitive, competitor, uncompetitive
4
Pavarti: 'You're so stupid, it's not a competition. We can show the monster the planets through Harimama's telescope, and see if it recognises its home.'
Tony or Moin: 'But will he allow us?'
Tony or Moin: 'We can't give him the real reason.'
Parvati: 'He's always going on about how young children should take an interest in astronomy. We'll tell him we've started a Star-gazing Club.
He'll be very pleased.'
5 **a** Parvati
b the monster
c to show the monster the planets
d to have a reason to use the telescope
e Moin made badges to make the club appear official.

Page 77: Go further
1 **a** 'I think the monster comes from another planet,' said Tony.
b 'We can go to my uncle's house,' suggested Parvati.
c 'You always have such good ideas,' agreed Moin.
2–3 The monster might come from another time in history as a time traveller or from an underground world deep below the earth. For example:
'I think the monster has come from below the ground,' suggested Moin.
'Why would it come from there?' asked Tony.
'Who knows what could be living beneath us. There could be a creature living in the deepest, darkest caves that people haven't discovered yet,' replied Moin.
'But the monster is not like anything we've ever seen before on Earth,' argued Tony.
'Exactly! That's because it doesn't usually live ON Earth, but UNDER it,' challenged Moin.

Page 77: Challenge yourself!
2 For example:
'The planet is beautiful. It is glowing pink and violet!' announced Tony.
'Let me see too,' said Moin. 'Wow, the mountains are enormous, and they have snow on them, just like ours do,' he added.
'It could be snow, or it could be something completely different. It is another planet, you know,' replied Tony a little sarcastically.

Pages 78–80: Get started!
1 For example:
How: *fortunately*, *luckily*, *immensely*
When: *after the first shock of movement*, *at some point*
Where: *outside*, *round*, *in circles*, *to the end of the road*, *into a lane*
2 **a** monster **b** Moin and Tony **c** singing **d** confused
3 For example:
a A boat sailed **across the mighty oceans**.

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b I found a beautiful stone **near the cliffs on the beach**.
c Moin chased the dog **around the whole town**.

4 For example:

- Add adjectives: *I found a beautiful stone near the **steep, white** cliffs on the beach.*
- Add a more precise location: *I found a beautiful stone near the steep, white cliffs **between the village and** the beach.*

Page 80: Go further

1 For example: *dart, dash, rush, hurry, scurry, chase, gallop, whizz, charge*

3 For example:

- *The account that repeats **run** is better because it emphasises that the dog just kept on moving.*
- *The account with the varied verbs is better because the variety is more interesting, and they all show that the dog was running very fast indeed and was out of control.*

Page 80: Challenge yourself!

3 For example:

At first, the lawnmower chugged along to the end of the path by the water fountain while the monster smiled and sang in its high-pitched happy voice. But, as it turned the corner towards the pond, its engine began to roar more loudly and soon it was speeding towards the waiting water.

Pages 81–82: Get started!

2 The genre of Unit 1 is historical fiction. For example:

	Similar	Different
Plot	Both stories have problems that need to be solved.	*Bronze and Sunflower* has sad and serious events, but Moin is mostly funny.
Characters		*Moin and the monster* has a character that could not possibly exist.
Setting	Both stories have settings in real places, for example India and China, and include information that seems real, for example: *Moin's house, the village of Damaidi .*	Moin seems to live in a town and Bronze and Sunflower live in the countryside. Moin's house seems quite wealthy compared to Bronze and Sunflower's.
Events	Because the events in a historical story happened so long ago, they may seem so strange that they are almost unreal, for example: *the way photographs are taken, how Bronze makes boots from reeds.* In *Moin and the monster*, most events are believable in terms of family and school but the presence of the monster makes them strange or 'unreal'.	Events in *Moin and the monster* are quite 'ordinary' in that they relate to smaller events in people's lives. In *Bronze and Sunflower*, the events are much 'bigger', for example: *fire, flood, freezing winters and children suffering tragedies.*

3–4 **a** It was shaking itself to make a banana milkshake.
b *Learn to live with it* means to get used to/accustomed to something that is unpleasant.
c It is in a tragic pose; It sings that it feels low.
d He is being sarcastic as he doesn't like the monster's singing.

Unit 5 Non-fiction: Explanation texts

Pages 85–86: Get started!

1 How: *with security and confidence*; **When**: *First of all*, *Once ready*, *At this point*, *After that*; **Where**: *Inside …*, *into a breeze*.

2 secure, silk, spider, spinneret, strong, subsequently, super

Page 86: Go further

1–2 For example, draw pictures and write text for the following:

1 The spider creates silk thread using its spinnerets.

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2 The spider creates a bridge thread and the breeze carries it to a nearby tree.
3 The bridge thread attaches to the tree and the spider walks along it.
4 The spider hangs from the bridge thread and creates more threads to build the web.

Technical words for a glossary could be: *bridge thread*, *silk*, *spinneret.*

Pages 87–88: Get started!

1 Any two from the following:
They build a nest under the earth, **but** we can see anthills on top of the ground.
Some of them are taller than an adult human, **and** plants can grow on the structure!
There are many chambers that look very similar, **but** each part of the nest has a particular purpose.

2 **a** Ants live together in a group called a **colony**.
b Anthills can be seen on top of the **ground**.
c Inside the nest there are lots of **chambers** and **tunnels**.

3 **a** Ants dig into the soil, **and** they make tunnels.
b Anthills can be seen on top of the ground, **but** the nest is under the ground.
c Worker ants move the larvae to the top of the colony during the day, **so** they keep warm.
d Anthills can be small, **or** the structures can be taller than people!

Page 89: Challenge yourself!

An igloo is a type of snow shelter. Igloos are still built by people today, **but** the first igloos were built by people who live in the Arctic region.

Across history, many ways to make the igloo more comfortable and sturdy have been invented. For example, the entrance must be small, **so** the heat is kept inside. The inside of the igloo is first melted slightly and allowed to refreeze, **and** this makes the structure stronger.

Top layers of snow cannot be used to make an igloo neither can freshly fallen snow, as they will not harden well. Sometimes, blocks of snow are cut out, **or** people pack mounds of snow into blocks until it is hard. The blocks are then stacked into a spiral, **so** they make a dome. Builders make sure that the inside walls are smooth, **so** moisture can run down the side walls instead of dripping from the ceiling.

Pages 90–91: Get started!

1

Place	Cause	Concession
Wherever	Because	If; In order to; However; Even though

3 **a** Ants make good pets because you can watch them build their colony.
b So that you can see the ants, the ant farm is made from glass.
c In order that / **So that** you can see the ants build their tunnels and chambers, ant farms are filled with soil.
d Because / **Since** / **As** it can kill the eggs and larvae, ant farms must not be put in bright light.
e Since / **Because** / **As** the tunnels may collapse, the soil must not be too wet.

Page 92: Go further

1 **a** Ants need to eat regularly **in order to** stay healthy and to reproduce.
b Ants eat insects **wherever** they live naturally.
c You should give ants a mixture of sugar and water to drink **because** they love sweet things.

2 **a** A ready-made ant farm is best **if** you are owning ants for the first time.
b Ants can carry very heavy objects **because / as / since** their muscles are very thick.
Or: **Because / As / Since** their muscles are very thick, ants can carry very heavy objects.
c Ants can find food quickly **if / that** another ant leaves a trail for them.

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d There are no ants in Antarctica **because / since / as** it is too cold.
Because / **As** / **Since** it is too cold, there are no ants in Antarctica.

Pages 93–94: Get started!

1–2 For example:

	How to care for a millicondo	
	What?	**Why?**
Home	a rough mat	it likes to scratch itself against the mat
Care	trim its long claws	to keep them strong and sharp
Food	small stones	to help its digestion
Drink	small amounts of cucumber juice	as a treat
Exercise	a small ball	for it to push around

3 **a** It is scared of the dark.
b cucumbers, cherries, carrots (any food beginning with the letter 'c')
c To keep it healthy.
d Its long claws.
e For example: *oval body, spindly legs, circular eyes, delicate wings, dagger-like claws, cone-shaped mouth, multicoloured skin, segmented tail.*

Page 97: Get started!

1 **a** pre-mix – paint **b** pre-heat – dinner **c** preview – a film

2 For example:
a The teacher had to *pre-mix* some paint ready for the class to use.
b Because we would be hungry when we arrived home, mum had kindly *pre-heated* our dinner, so it was ready to eat immediately.
c We saw a *preview* of the new super-heroes film before it was released to the cinemas.

3

Verb	Noun	Sentence
a provide	provision	We have bought lots of **provisions** for our long journey.
b persuade	persuasion	After a lot of **persuasion**, the teacher finally agreed to the idea.
c decide	decision	It was a difficult **decision** to make.
d invade	invasion	We have an **invasion** of ants in the classroom.
e explode	explosion	The fireworks were an **explosion** of colour.

Page 98: Go further

For example:

- **transfer** – to move from one place to another
- **transform** – to change the 'form' of something
- **transplant** – to move a growing thing from one place to another, for example: *hair*, *heart*, *seeds*
- **transport** – to move something by road, rail, sea, air, on foot or upon an animal, for example *a mule*.

For example:

*You will need to **transfer** the ice cream from the shopping bag to the freezer before it melts.*
*We must **transplant** the seeds from the small pots to larger ones so the tomatoes can grow.*
*The school bus will **transport** you from your home to the school.*
*A tadpole will **transform** into a frog.*

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Page 98: Challenge yourself!

1

Prefix	Meaning	Example
pre	before	preview, prepare
trans	across	transport, trans-continental
tele	distance	television, telephone
geo	earth	geography, geology
auto	self	autograph, automatic

Unit 6 Playscripts: Understanding playscript directions

Pages 100–101: Get started!

2 **a** The play is set in a forest / clearing.
b Mouse Deer *nibbles at grass* and moves *nimbly and elegantly*.
c *Exit* means an actor should leave the stage.
d Tiger should enter roaring.

4
- Adjectives that describe Mouse Deer: *graceful*, *delicate, happy*.
- Adjectives that describe Tiger: *grumpy*, *hungry*, *starving, loud*.

5 For example: *Tiger may stomp onto the stage and be physically expansive, for example, throwing arms about. Mouse Deer may tiptoe and have fine movements.*

Page 101: Go further

2 For example: *I can see that Tiger is hungry because you are wailing and holding your tummy.*

3 For example:
- *clear voices*
- *expressive voices*
- *gestures that show characters*
- *movement that suits characters*
- *remembering where the audience is*

Pages 102–103: Get started!

2 **a** Tiger wants to eat Mouse Deer.
b Mouse Deer says she is guarding a cake.
c Mouse Deer points at a pile of buffalo dung.
d Tiger tastes it (thinking it is cake).
e Mouse Deer has tricked Tiger into thinking the dung is a cake.

3 Mouse Deer is the cleverest because she tricks Tiger.

4 **a** The adverbs show the actors how Tiger feels and behaves.
Adverbs: *drowsily*, *silently*, *triumphantly*, *inquisitively*, *eagerly*, *slyly*, *greedily*, *furiously.*

5 For example: *apologetically*, *excitedly*, *secretively,* and so on.

Pages 103–104: Go further

1 By begging / pleading / saying he only wants a tiny bite.

2 **a** Alliteration
b It makes Tiger sound funny. *[triumphantly]*
c triumphantly

3 MOUSE DEER: *[pointing to the buffalo dung]*
Exit MOUSE DEER.

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TIGER greedily takes a big bite of the 'cake' and then spits it out.

Page 104: Challenge yourself!

1 For example: *It is the most delicious cake in the world! It's a tower of strawberry sponge covered with chocolate drops and sugary sprinkles. On the top, there is a pile of fresh strawberries and there are layers of jam and cream inside. You will never be able to take just one bite!*

2–3 For example:

MOUSE DEER: *(boastfully)* It is the most delicious cake in the world! It's a tower of strawberry sponge covered with chocolate drops and …

TIGER: *(rolling on the ground excitedly)* My tummy is rumbling already!

Pages 105–107: Get started!

2 **a** Tiger is chasing Mouse Deer. **b** a drum; a wasp's nest
c dance **d** The wasps come out and chase / sting him.

The illustration shows the wasp nest (looking like a drum) and many angry wasps buzzing about after it has been hit by Tiger. It helps you to understand what happens when Tiger hits the wasp nest at the end of the scene, namely, the wasps become very angry!

5 *whistling*, *guard, whole*

6 *guess, what, lamb, whisper, knee, knuckle*

Page 107: Go further

1 For example: *greed* and *stupidity*.

3 *crumbs, knife, comb, thumb, climb, sign*

Pages 108–109: Get started!

2 **a** He has been stung by wasps.
b whistling
c pleased / happy / relaxed
d sorry for himself or annoyed / vengeful
e to make the words sound like wasps buzzing
f Yes, because it reminds Tiger about the wasps.
g Yes, because Tiger doesn't want to speak like this. / Tiger is sounding like the wasps that stung him.

3 For example:

Lines from the script	Stage directions
MOUSE DEER: I've been so BiZZZY today. I've played my beZZT ever tricks. I shall go home on the buZZZ and have biZZcuits for supper and then I'll …	Mouse Deer could be pretending to be a wasp and running / flying around the stage with arms out like wings. She could interrupt her speaking with laughs / grins.

Page 109: Go further

1–2 For example:

Mouse Deer could tell Tiger that there is treasure at the bottom of a deep hole and trick him into falling in, or that a skunk is a special cushion and encourage him to sit upon it.

Plan the scene with:

1 Mouse Deer on stage. Give stage directions.
2 Tiger enters. Give stage directions.
3 Dialogue between them.

For example:

TIGER: *(triumphantly)* Ha ha. I've found you again Mouse Deer. This time there will be no escape. I WILL eat you up. *(opening his mouth very, very wide and waggling his long tongue)*

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MOUSE DEER: *(pretending to apologise)* Of course, Tiger. I'm sorry that you've had to run so far but the Queen did instruct me to look after her treasure and so I have to obey.
TIGER: *(suddenly very interested)* Did you say 'treasure'? What kind of treasure?

Page 110: Challenge yourself!
4 For example:

RAKSHA: *(hands on hips and very cheerful)* I say, I say, I say. Why do hens lay eggs?
SUNESH: *(interested)* I don't know. Why do hens lay eggs?
RAKSHA: *(pleased with herself)* Because … if they dropped them, they'd break.
SUNESH: *(groaning and rolling eyes)*

Pages 111–112: Get started!
2 **a** a snake
c To tempt Tiger / make it seem very desirable.
b She comments on its beauty and finery.
d grant wishes, time travel or supply food
3 **a** finest, food, fool, forever **b** hedge, help, hero
c table, talk, tape **d** things, those, time, travel
e beautiful, belt, blame, bush
4 Tiger: *persuasive, enthusiastic, easily fooled, greedy, excitable*
Mouse Deer: *quick-thinking, sly, crafty, untruthful, deceitful*

Page 113: Go further
1–3 For example: Tiger could be bitten or squeezed by the snake, causing him to roll around and try to break free. If he succeeds, he could be chased off stage by the snake (which could be imaginary or acted by another person).
Freeze-frame and script examples:

- *Tiger smiles very proudly as he puts on the belt.*
- *Tiger shows shock on his face as he is squeezed by the snake.*
- *Tiger crouches on all fours as the snake squeezes him more tightly.*
- *Tiger rolls on the floor, kicking legs in the air as he tries to get free* … and so on.

Review 2: Fiction Answers

Pages 114–115
1 **a** Joe likes the sea but he doesn't like the **rain**.
b Oran didn't believe Joe.
c Because it is moving closer to him / Waves are coming up the beach.
d For example: ***As*** *they walked back up the beac*h, or *Oran had never heard of football*, ***so*** *Joe fetched his ball and showed Oran how to kick.*
e Oran can walk up walls in his boots / His boots help him to kick very hard.
f tiny spot
g He doesn't know about the sea / He can walk up walls / He has 'magic' boots / He can kick much harder than a human / He hasn't heard of football.
h Confided means to tell somebody something secretly or privately.

Review 2: Non-fiction Answers

Pages 116–117
1 **a** dark, no air

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b to explore / travel deep into the ocean
c tough materials / titanium / steel
d to withstand the pressure of water around them
e sink underwater
f a tank (that fills with water)
g Submarine sinks. (1)
Ballast tanks fill with water. (2)
Submarine goes to the surface. (3)
Water is emptied from the ballast tanks. (4)
h a shark
i moves the submarine forwards / pushes against the water
j explanation, non-fiction
k For example: ***When*** *the submarine wants to rise to the surface again, the water in the ballasts is let out.* Or ***Because*** *this makes the sub lighter, it will rise.* Or ***In order for*** *a submarine to submerge (sink underwater), it has special tanks called ballasts.*
l For example: *deep, tough, special, huge*
m For example: adverbial phrase: *In order for a submarine to submerge (sink underwater)* …
Adverb: *always*

2 For example:

a heading	*Submarines*
b subheading	*How do subs sink and rise?*
c sentence written in the present tense	*Life underwater is very different from life on the surface.*
d caption	*Submarine exploring the seabed*
e technical vocabulary	*titanium or steel*

Unit 7 Fiction: Texts with dilemmas

Pages 118–119: Get started!

1 The story is told from the viewpoint of Neel and his friends, Viju and Ajay, in this extract. Neel's viewpoint gives the clearest view on what has happened to cubs in the past, which is that they have been killed and their skins sold on the black market and their body parts sold for medicine.

2 He must take the tiger cub to be sold by Gupta or risk his friend being beaten up.

3 For example:

Similarities: The extracts in Unit 1 (historical) and Unit 7 (dilemmas) contain real characters, the extracts in all three units contain a problem (or problems) for the characters, the extracts in Unit 1 (historical) and Unit 7 (dilemmas) and are based on real-life events or contexts (poaching of tiger cubs does happen, and so on).

Differences: The extracts in Unit 4 (fantasy) contain fantasy characters, while the extracts in Unit 1 (historical) are set in the past.

5 *No questions, no tales.* *More cash*

Alternatives could be:

zero questions, zero tales *Lots of cash*

Page 120: Go further

2 For example:

Neither of us think that it is fair for someone to take the blame when they didn't do something wrong.

Both of us decided that we would talk to our friend and tell them that cheating is wrong.

Page 120: Challenge yourself!

2 For example: *You find some money in the playground. Do you keep it or hand it to a teacher?*

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Pages 121–122: Get started!

1 The main points of the letter are:

Neel has been selected to apply for a Sundarbans Scholarship.
The scholarship pays for a student to study at a private boarding school.
Neel is the brightest student in the school.
His school will give him extra support in Mathematics to help him with his application.
His school hopes that Neel's parents will do all they can to support him too.

2 **a** true
b false
c false
d false
e true

3 For example:

a top-scoring student – the best student
b brightest – cleverest
c increase – help
d grasp – understanding
e seize – take / have

4 For example: *The letter is written in formal language because it uses phrases such as 'Yours truly' and other formal words such as 'prestigious', 'superior' and 'earnest'.*

Page 123: Go further

1–2 **a** They are workman's hands, so likely to be tough and show signs of hard work.
b His mum wants Neel to have a more comfortable life than he has experienced. If Neel can eventually have a better job (because he is educated), he could help to support the family.
c Father's earnings pay for their food.

3 For example:

Dear Neel

I understand your dilemma. You face a difficult choice and you will be both happy and sad in whichever decision you make.

If you take the exam and win the prize of a place at a new school, you will miss your family each day. But one day, you could have a good job that would help them to have an easier life.

If you stay at home, you can help your family, but they very much want you to have a different life to theirs.

I think you should try a new opportunity – otherwise you may regret not taking a chance.

From Zara

Page 123: Challenge yourself!

1–2 **a** Because Neel doesn't use his study time as well as he should.
b Because she loves learning / wants to be able to support her family.

Pages 124–125: Get started!

1 The writer makes Gupta seem unpleasant in a number of ways: his appearance, habits and movements and his behaviour with others, his house.
For example: *Gupta, a balding, plump man smoking a fat cigar, was shouting at a foreman / a big, powerful man like Gupta /shadowed by his umbrella-bearing servant /yellow teeth that reminded Neel of a crocodile.*

2 For example:

a [Extract 1] *Gupta seems rich.*
b [Extract 2] *Gupta sounds rude / unpleasant.*
c [Extract 2] *Neel feels anxious / angry / defensive.*

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d [Extract 3] *Crocodiles may be thought of as dangerous / sly and so this suggests Gupta is too.*

3 Adjectives that could be used in the character profile to show what Gupta looks like: *balding*, *plump*, *big*, *powerful*. These adjectives emphasise Gupta's size. There is nothing villainous about being *bald* and *plump* but, combined with the other observations about Gupta, these make him seem less pleasant.

Page 126: Go further

3 For example:

Gabriel was a tall, powerful man with a fierce dark face. His ice-cold eyes seemed to flash with annoyance like lightning across a storm cloud sky.

Hannah had a small, slim body with a face full of anger. Her blank, grey eyes, which were as hard as stone, stared out from a pale, unhealthy-looking face.

Page 126: Challenge yourself!

1 You could use a storyboard or a list of actions to prepare for writing. For example:

Neel is at school in the playground.
Villain enters and the groups of children move away.
Description of the villain's appearance.
Villain looks around and fixes on Neel.
Villain strides towards Neel and says …

For example: *The playground was full of children enjoying the freedom of break time. Neel was talking excitedly to Ajay and Viju when he noticed that an unusual quiet had taken the place of the chatter and charging about. He looked up to see …*

Pages 127–128: Get started!

1 *swam*, *reached*, *climbed*, *crossed*, *disappeared*, *padded*.

The verbs *padded* and *lurked* create more impact on the reader as they describe the animals' behaviour accurately. For example, *padded* shows that the cub walks quietly. *Lurked* suggests that the crocodiles are sinister and about to attack rather than sitting placidly on the side of the river.

2 **a** Neel is worried that the cub may have died / been eaten by vultures / found / smuggled away.

b Neel makes a map of the island in his imagination. It doesn't calm him this time.

3 swam, reached, climbed, crossed, disappeared, padded

The verbs suggest that she is on a difficult journey.

4 lurked: to lie in wait for someone / to hide and wait

captured: take a prisoner

The verbs suggest that the crocodiles are predators and they also sound malevolent.

5 The plan should include: *home, school, market, ponds, creeks, forests.*

Pages 130–131: Get started!

1 For example:

- Verbs: *sparkled, scuttled, hunted, risked, hissed, inched, gasped*
- Adjectives: *bright, still, deeper, muddy, thorny*
- Adverbs: *quickly.*

2

Long o sound spelled ow	Short o sound spelled ow
now, however	burrows, hollow

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3 **a** cobras, crocodiles **b** because anyone on the bridge would see it
c into the ravine
d He may have seen the tiger cub / there could be something dangerous before him.
4 **a** At night, creatures **hunted**. **b** Neel **inched** forward.
c The bushes were **thorny** and they **obstructed** Neels' way.

Page 132: Go further
2 long 'o' sound: *brow, vow, pow, prow*
short 'o' sound: *crow, tow, slow, mow, elbow, flow*
3 *crabs, cobras, crocodiles*

Pages 133–134: Get started!
1–2 For example: *They will find some food to tempt the cub out.*
3 For example: *anxious*, *scared*, *hopeful*
4 *Startled* suggests a surprise or shock. *Scared* suggests a more permanent effect.
5 For example:
a crawled – crept: *crept* suggests more quietly or secretly than *crawled*
b twitched – bent: *twitched* suggests a more sudden movement than *bent*
c gazed – stared: *gazed* suggests that they are looking at something appealing or they are more relaxed than *staring.*
6 For example: *exquisite, gorgeous, lovely, nice*

Pages 134–135: Go further
1–2 For example: *short legs, belly low to the ground, round ears edged with white fur, golden nose tipped by a semicircle of black fur, two angled nostrils, thin, white whiskers (like strands of a spider's web), pink tongue poked out (like a lollipop), white chin, white-and-golden fur (as soft as air), pattern of small black stripes (like a complicated map)*

Page 135: Challenge yourself!
1–2 **a** So that they didn't frighten the tiger cub.
b Rupa tells Neel to try to imitate a mother tiger to try to make the cub feel safe / encourage it to come out from the tunnel.
3 whispered, muttered, replied

Pages 136–137: Get started!
1 The writer creates a sense of danger between the paragraphs through descriptions of the night, the environment, the increasing pace and the sense of threat from Gupta's team against the children.
For example:

- The children's viewpoints and their sense of urgency: '*We'll have to make a run for it. Once we get to the boat, you can hold her while I row us to the reserve,' said Neel.*
- The difficulties of the environment: *They waded through the water.*
- Sounds of threat: *A dog barked in the distance.*
- Fear of harming the cub: *'I'm afraid I'll drop her.'*
- Short sentences to build urgency: *Voices. Men's voices. Coming closer.*
- Change of pace: *Now they had to run.* / *Neel broke into a sprint.*

2 **a** the tiger cub **b** flashlight **c** dogs
d they hear men's voices **e** she is tripped by her sari
4 For example: *The short sentences reflect the children's viewpoint* / *panicking state of mind* / *their*

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breathing. The sentences are stripped down to only the essential information – the way your mind might work when under extreme pressure.

Page 138: Go further

2–3 Consider the following questions in role as the hunter in the forest at night:

- *What sounds can you hear in the forest?*
- *What can you see in the darkness?*
- *What can you see when you turn on your light?*
- *Can you hear the children? What sounds are they making?*

Page 138: Challenge yourself!

1 For example: *Neel might run because he knows that even though Rupa will be in trouble, the men won't hurt her and he needs to save the cub because the men would hurt it. Rupa may feel scared but also glad that she has a plan to help Neel escape.*

2 HUNTER: *[Out of breath]* Where is the tiger cub, girl?
RUPA: *[Pretending to be in pain]* My ankle, I have hurt my ankle.
HUNTER: Never mind about that. I need to find the cub. Where did the boy go?
RUPA: Help me, please. I can't stand up on my own.
HUNTER: *[Helping Rupa to stand]*
RUPA: Thank you.

Pages 139–140: Get started!

1 For example: *I would also be frightened but I hope I would be as brave as Neel. I would hope that my father would help me, but Neel knows that the reward money would really help the family too.*

2 Dilemmas:
Neel – whether to hand over the cub or not / whether to obey his father if father tells him to give up the cub
Baba – whether to take the cub from Neel / whether to have the reward that Gupta offers
Foreman – whether or not to obey Gupta
Gupta – whether to force Neel to give up the cub or not.

4 For example: *Neel's father may take the cub because they need the money / he may agree with Neel because selling the cub is the wrong thing to do.*

5

u sound spelled u	u sound spelled o_e or o	u sound spelled ou
cub	done	young
but	son	
clutched	money	
runs	mother	

Page 141: Go further

2 For example:
Her mother – *Who would help to look after the house and animals, and help to cook food for Baba?*
Her father – *If Rupa went to school, her father might have to pay someone to help Ma. This would put him under pressure to earn more money.*
Other girls – *Rupa may feel it is unfair for her to be different to the other girls, or she may feel that if her family set an example of girls going to school, it may help them. Rupa may worry that her friendships with others may change if she does something differently.*

3 For example:
Rupa had given up imagining that this day would come – the chance to go to school, to learn, to be a

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child again. But, her day was clouded by thoughts of her family. Ma had always depended upon Rupa to help with the animals and the house. Rupa wondered if she was being selfish by wanting some education for herself. But, Ma had told her to go. Ma always knew what was right but Rupa's doubts still nagged at her mind. And then, what about Baba?

Unit 8 Poetry: Poems from different times and cultures

Pages 142–143: Get started!

1 The theme of the poem is food that you can buy at a Jamaican market. The poem is written like a list.

2 The main punctuation mark used in the poem is the comma. There is rhyme and rhythm which suggests it is a poem rather than just a list of foods. The illustration shows some of the fruit mentioned in the poem and this helps the reader to imagine the market stalls in more detail.

3 This poem is different from a story about a Jamaican market as it does not have a plot or characters, and is not written in paragraphs. It is different to a non-fiction text about a Jamaican market because it is not written in paragraphs and does not give further information about each fruit, or include any other features of a non-fiction text.

4 The colour adjectives in the poem:

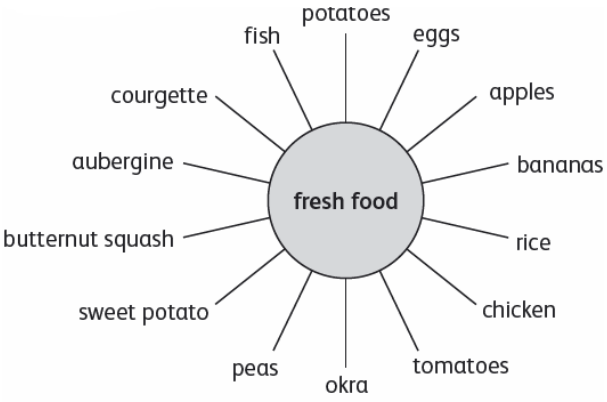
- *leaf-green limes*
- *ginger-roots*
- *purple Congo-beans*
- *gold bananas*
- *pallid leeks*
- *oranges*
- *saffron (yellow) yams*
- *ruby guava jams*
- *golden rum*
- *black skins*

5 a–b

Plural nouns:	Singular nouns:
The coconuts' hairy shells	*The coconut's hairy shell*
The Congo-beans' purple skins	*The Congo-bean's purple skin*
The limes' sour taste	*The lime's sour taste*
The lemons' yellow peel	*The lemon's yellow peel*
The pigeons' scarlet beaks	*The pigeon's scarlet beak.*

Page 144: Go further

1 For example:



Pages 145–146: Get started!

1 Sounds like 'off' – *cough*; sound like 'uff' in *fluff – rough*; sounds like 'oo' in *boo – through*; sounds like 'o' in *no – though / although.*

2 The theme of the poem is the sounds / noises animals make at night.

Page 147: Go further

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Jamaica Market ticks: rhymes; a clear rhythm; adjectives for clear description; the poet as a narrator in the poem
Night Songs ticks: sounds; the poet as a narrator in the poem

Page 149: Get started!
2 For example:

a The beat of the poem helps the reader to imagine the rope slapping on the floor as it is turned during the skipping game.
b the rope
c In the first line, they jump into the skipping game, and in the last line they jump out.
d counting in tens, for example: *10, 20, 30, 40 …*

3 Rhyming words are at the end of each line: *in – spin; ground – sound; to – do; ten – again; about – out.*
4 Contraction: *That's – That is*
Without the contraction the line would be: *That is what jumping is all about.*
The poet used a contraction on this line because the beat of the poem does not work without the contraction. Also, the line without the contraction is more difficult to say due to the use of the word *is* twice.
5 jump, bounce, kick, giggle, spin, listen, hits, tells, come, do, count, start, get
Using lots of verbs fills the poem with physical action to reflect how the game is so full of energy and fun.

Pages 151–152: Get started!
1–2 Example verbs to describe the movement of the water: striking, raging, swelling, sweeping, showering, springing, flinging, eddying, whisking, frisking. The writer chooses these verbs to help the reader imagine the behaviour of the water as it rushes down the waterfall, to paint a picture of it in the mind of the reader with precise verbs to describe the movement of the water.
3 **a** turn – turned **b** fly – flew
c twist – twisted **d** sink – sunk
e sweep – swept **f** spring – sprung

Page 153: Go further
1 **frisk:** move energetically **creep:** move slowly and secretively
spring: jump **glitter:** sparkle
quiver: tremble **scurry:** move hurriedly with short quick steps
spout: a stream of liquid comes from somewhere with great force
2 Water that is *feathering* would have a soft, flickering effect, as when you may run a finger along the edge of a feather.
3 being cold, fear, excitement
4 deafening, thundering

Pages 154–155: Get started!
1 a–b Adjectives: *our, south, junk, old, noon, day*. The adjectives help to paint a more precise picture of the events in the poem by giving more information to the nouns.
2 **a** in south China
b the fields froze; *We broke some not knowing what it was and took it to the junk peddler.*
c The poet did not know what he was taking to the peddler, which is shown by the line, *not knowing what it was.*
d The peddler thought he was buying glass.
e It melted in the sun.
f noon

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g The peddler realised that the ice was not glass. He would not give the poet any more money for something that just melted.

Unit 9 Non-fiction: Persuasive texts

Pages 158–159: Get started!

1 For example:
What is it about each picture that makes it attractive? The photos show good weather, bright colours, children and people having fun, exciting theme park rides, and so on.
Why are photographs used rather than illustrations? Photos create more impact, because they make the place seem more real, show real people and makes people think 'That could be me …'

2 **a** It is a challenge to the reader to sit in the scariest place on the ride.
b Are you brave enough to go up really high?
c Try to relax and enjoy!

4 For example:
I would prefer the Wonder Wheel because I'm not keen on fast rides, but I would like to do something exciting like go up really high and see the views.

5 Shared features: sections; pictures; introduction; headings; present tense; questions
Does not share features: events are in order of time

6 alliteration / to make them sound fun or memorable

7 exclamation mark

Page 160: Go further

2 For example:

Name of ride	*Super Slippy Spiral Slide*	*Fabulous Flying Chairs*
What does it do?	*high up and high-speed slide*	*spins round very fast, sends chairs out into the air*
How people would feel	*thrilled, a little scared, happy*	*excited, breathless, heart beats fast*

3 For example:
a *Do you dare to ride the lightning speeds of Roxy the Rollercoaster while she loops the loop high above the ground?*
Do you have a head for heights?
b For example: *Join us, Hop on, See the world, Tunnel, Build, Enjoy.*

Pages 161–162: Get started!

1 For example: Opinions with adjectives underlined:
the <u>best</u> ices and drinks.
<u>Incredible</u> ice creams, <u>luscious</u> lollipops, <u>marvellous</u> milkshakes and <u>super-special</u> sodas
The <u>best</u> ice cream
<u>Reasonable</u> prices
<u>cheery</u> café

2 **a** A happy place: served with a smile / cheery
b Good prices: a price you can afford / reasonable prices
c Facts: One FREE soda for the first 100 customers, a new branch is opening on May 1

3 For example: *Polly's seems like a happy place with lots of choice for customers, and the prices are good.*

4 ices: *best*
ice creams: *incredible*
lollipops: *luscious*
milkshakes: *marvellous*
sodas: *super-special*

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Page 163: Go further
1 For example: *ice creams – pleasant; lollipops – lovely; milkshakes – cool; sodas – fizzy*

Page 163: Challenge yourself!
For example:
'Polly's is our favourite family place to go.'
'Polly's staff were too strict and made my brother cry.'
The café owner would only use positive comments in an advert because it would be bad for business to tell everyone negative things about the café.

Pages 164–165: Get started!
1 For example:
Adjectives: *magnificent, magical, flickering, free, sparkling, glistening, frozen, delicious, first-class, moonlight, sensational, starry, warm, frost-free*
Superlatives: *newest, the biggest and the most luxurious, best, freshest*
3 For example:
*Enjoy a **disgusting** dinner in our **terrible** restaurant where your food will be served on ice plates in the candlelight.*
*Take a **dark** ride in a sleigh pulled by reindeers and gaze at the **boring blank** skies.*
*And then, to bed in your surprisingly **freezing frosty** room.*

Page 166: Go further
1

Place	People	Both
welcoming inviting	kind amiable gracious well-mannered polite	agreeable good lovely attractive charming delightful pleasant

2

Adjective	Comparative adjective	Superlative adjective
good	better	best
kind	kinder	kindest
lovely	lovelier / more lovely	loveliest / most lovely
welcoming	more welcoming	most welcoming
amiable	more amiable	most amiable
attractive	more attractive	most attractive
charming	more charming	most charming
delightful	more delightful	most delightful
gracious	more gracious	most gracious
well-mannered	more well-mannered	most well-mannered
polite	more polite / politer	most polite / politest
inviting	more inviting	most inviting
pleasant	pleasanter / more pleasant	pleasantest / most pleasant

3 For example: *We have the **most comfortable** chairs in the whole school.*

Page 166: Challenge yourself!
1 For example:

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Rooms (in treehouse): *glass walls to see all around / no ceiling so it's easy to see the stars / trapdoor with rope ladder to enter / a swing hanging from a branch inside the room, and so on.*

Page 168: Get started!

2 For example:

- Attractive details: *Yes. Faraway seas / warm sun on your face*
- Facts: *Yes*. *You can even swim up to your own room.*
- Opinions: *Yes*. *Jameson holidays are all about you.*
- Alliteration: *Yes*. *Special slice*
- Command verbs: *No*
- Comments from pleased customers: *No*
- Exaggeration: *Perhaps*. *Jameson hotels are hand-picked by our staff especially for you.*

3 to – two
sun – son
sea – see
you – ewe

Page 169: Challenge yourself!

1–2 For example:

Name of product	Good points of advert	Bad points of advert
XX	*There is lots of fast-moving action that makes the item look fun.*	*It uses lots of superlatives, so I don't actually believe it is that good.*
XX	*The slogan is really snappy, and I can remember it.*	*The music is really annoying.*

Pages 170–171: Get started!

1 ***lots of*** *talented teachers*
many *parents*
several *adverts.*

2 The principal wants to persuade children in the school to help.

3 Attractive details: *incredibly talented teachers and beautifully behaved children who want to play, learn and make firm friends with their classmates.*
Alliteration: *how super our school is, talented teachers and beautifully behaved children, super sports, firm friends, magical music*
Comments from happy parents: *'My child has never felt so confident', 'My twins love every moment of the super sports games you offer', 'Jo just adores the magical music lessons.'*

Page 172: Challenge yourself!

1 For example, group similar topics, such as *lessons versus social times*, or *the order of the school day.*

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Lessons / Social times	Order of the school day
• the building and classrooms • teachers • favourite lessons • music and singing • break times • the play areas and sports field • games and sports	• the building and classrooms • teachers • favourite lessons • break times • the play areas and sports field • games and sports • music and singing

Examples of format and wording to use for the video script.

DANA: Did you know that your child learns best when having fun?
NOLITANDO: And, at Fairview International School, every day is filled with engaging, entertaining and fun-filled lessons. Let me take you on a tour of our classrooms so you can see for yourself all the up-to-date equipment we have.
[opens door to science lab] Look at all these curious children learning how to become scientists of the future: which one of them will win a Nobel prize? Could it be your child?

2 Examples of criteria against which to evaluate the scripts:

- *Is it aimed at parents, using details that would appeal to them?*
- *Can you find persuasive devices, for example: rhetorical questions, alliteration?*

Review 3: Fiction Answers

Pages 173–174

1 **a** She was hiding under the (front) steps because she doesn't want to go to school.
b She doesn't tell her mother what the problem is because her mother would still make her go to school.
c Story with a dilemma: Because Cordelia has to decide whether to walk towards the children or not / she seems to have a problem that is worrying her.
d Mama understood everything
e iii She loves her mother.
f ii thought about
g She is so small / she liked to think of the trees that way.
h Example answer: *The road snaked up the hill. / It is a windy road.*
i She is afraid of / doesn't like the other children / they are mean to her.
j frightened / sad / worried

Review 3: Non-fiction Answers

Pages 175–176

1 **a i** advert / **iv** non-fiction
b i far away
c beautiful / in the middle of an ocean / wildlife / close-up encounters
d lots of animals / a third of the world's species / deep blue Atlantic Ocean
e speed
f swim / play with dolphins
g

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Find and copy an example of:	Example from the text
alliteration	*whale watching, mighty marine creatures, marine mammals*
a question to get you interested	*How cool is that?*
a fact	*1/3 world species live there / 25 types of cetaceans / in the Atlantic Ocean / 1 368 km from Portugal*
an opinion	*a perfect place / awe-inspiring scenery / exciting wildlife*
punctuation used to add excitement	*Wow! What a privilege!*

h two – too, moor – more

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