

Cambridge Lower Secondary English 9 Third Edition Answers

Answers are given where applicable. Guidance on all activities is available in the Cambridge Checkpoint Lower Secondary English Teacher's Guide 9 with Boost Subscription, ISBN 9781398300682.

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Chapter 1 Capturing the experience

Let's talk: Student's Book page 1

Suggested answers:

It could be suggested that tourists holiday for short periods of time, for enjoyment and relaxation before returning home, whereas travellers move from place to place over long periods of time, making homes as they travel, perhaps for work, discovery or as part of a nomadic lifestyle.

Activity 1.1: Student's Book page 2

Suggested answers:

	Surfing me	Poland	Liechtenstein Trail	The Rihla
Who is the intended audience?	Young people, affected by lockdown, needing a change	Any person who wants to travel	People who enjoy long walks, adults	People on a hajj, travellers in early times (fourteenth century onwards)
What is the purpose of each text?	To share experiences, to inspire others	To provide information about Poland	To provide information and share personal experiences	A personal record of travels and experiences

	Surfing me	Poland	Liechtenstein Trail	The Rihla
Is the language formal or informal? Find examples.	Informal Short sentences, exclamation marks, 'Come on!', 'Haha!'	Semi-formal: addresses reader ('you'), full sentences, ('If on the other hand you prefer...')	Formal: long sentences and descriptions ('A steep path wound its way upwards through woodland ...')	Formal, as per the times ('both they and I were afflicted with sorrow at this separation')
How does the language suit the purpose or intended audience?	Young people enjoy using informal language	It sounds friendly but also quite professional	Adults may appreciate the formal tone and therefore consider the text reliable	People at the time would have found it accessible and interesting
Do the texts provide factual information that can be checked?	No	Yes	Yes	Not in this extract from the book
Do any of the texts attempt to persuade? In what way?	Yes, maybe the text attempts to persuade others to try something new	Yes, the descriptions of Poland ('beautiful', 'must-see', 'unspoiled') encourage people with certain interests	Yes, it could persuade other walkers to try the trail	Yes, sharing feelings and experiences could have persuaded others to make hajj

Activity 1.2: Student's Book page 4

Answers:

- audience
- medieval
- species
- caffeine
- neighbour
- weigh
- experience
- retrieve
- weird
- leisure
- seize

Activity 1.3: Student's Book page 5

Suggested answer:

Learners could comment on the following punctuation:

Surfing me!

- Use of dashes, question marks and exclamation marks to make the text chatty and informal and to engage the reader
- Use of direct speech to make the text real and interesting
- Use of ellipsis to make the reader pause and think about statement ('And it's healthy ...')
- Use of text in brackets to add a comment '(Haha!)', which functions like an emoji in social media texts

Let's talk: Student's Book page 6

Suggested answers:

Learners could explore the idea that many blogs are not accurate and can create the wrong impression of a place, especially if the blogger has been paid to write the blog. Bloggers are often, for example, given free accommodation at holiday resorts in return for writing favourable blogs about the resort. Information can be checked online by looking at other sources.

Activity 1.6: Student's Book page 7

Suggested answers:

- Learners should think about why they would or would not recommend this text to others.
- Examples of factual information: names of places, distances, dates
- People who are not interested in this type of activity could find this boring.
- The purpose is to advertise the zipline and provide detailed information to encourage people to try it, creating income for the project.
- Emotive language is used to make the project interesting. For example: 'thrilling ride', 'longest zipline in the world', 'world-class'.
- The quotations help readers to understand the importance of the project.

Exercise 1.3: Student's Book page 9

Answers:

1 Example answers:

- Projects that would not be liked by the children of people who were explorers in the past
- An idea or way of behaving that is wrongly thought to be bad

2 They have made it very difficult for travellers to go on journeys where they are truly independent.

3 People become ill when they live at a fast pace and travelling slowly helps you recover.

4 In the past travellers were forced to be out of contact with everyone they knew. Now, with modern forms of communication, this is not true but some people are choosing not to use the technology and believe this is a better way of going on journeys.

5 Example answer: Escapist travel allows the traveller to leave one's everyday life and slowly learn about different places, people and cultures. It is better for your health than trying to do everything at a fast pace. It can be quite difficult to find undeveloped, little-known places where you can travel in this way but this makes it more interesting. Being on your own means you have to take responsibility for everything that happens, which means you think more seriously about everything you do.

Word attack skills: Student's Book page 10

Answers:

- catacombs – underground tombs
- meandered – followed a winding path or course
- propelled – pushed something forward
- giddyng – feeling excited to the point of disorientation
- shrub – a plant with several stems, smaller than a tree
- cove – a sheltered bay
- outcrops – rock formations

Word attack skills: Student's Book page 12

Answers:

- ethereal – very fine, like a spirit
- serenely – peacefully
- doctored – adapted so that it can be used for a different purpose
- equine vertigo – a fear of heights by horses
- vertigo – sensation of movement or of surrounding objects moving when they are not
- clamber – to climb awkwardly or with effort
- trauma – a large shock

Activity 1.10: Student's Book page 13

Answers:

1 Example answer: They are in quite a remote place but they are offered a range of things to eat, some of which would not normally be eaten by Chinese people.

2 The gorge is called Tiger Leaping Gorge and the author is suggesting that the steep slopes on the far side of the river are so close that a tiger might have been able to leap across.

3 Examples of emotive language: 'a serenely calming view' evokes a positive response; 'stony, slippery path', 'potentially lethal tracks of crumbling, chalky rock' and 'unstoppable momentum' help the reader to feel and understand how dangerous the path is.

4 The writer uses the present tense which helps to make the descriptions more immediate and exciting, as if the reader is on the trip with the author.

5 Learners' own answers

Exercise 1.7: Student's Book page 13

Answers:

- 1 'defy the forces of gravity': to look as if it should fall down
- 2 Alliteration is used to emphasise and describe the light brown colour of the big rocks.
- 3 Example answers:
 - Peace: The mist lingers – this gives the idea of nothing moving fast. Describing the view as timeless suggests that it was the opposite of busy modern city life and therefore calm.
 - Danger of the journey: 'The looming rock face' – creates an ominous and daunting image.
 - 'Unstoppable momentum' – suggests being faced with something huge and uncontrollable

4 Learners' own answers

Exercise 1.8: Student's Book page 13

Answers:

Points that could be included: Why did you visit the place? How did you travel to the place and how long did it take? Is it in the country or a town? What geographical features or interesting buildings are there? Who do you know in the place? Who did you meet while you were there? How long did you stay? What are the best things about it and what are the worst? What did you eat and drink while you were there?

Activity 1.11: Student's Book page 14

Answers:

- 1 hyperbole
- 2 litotes
- 3 litotes
- 4 litotes
- 5 litotes
- 6 hyperbole
- 7 euphemism, understatement
- 8 euphemism

Word attack skills: Student's Book page 16

Answers:

- rouse – awaken or stir
- carpet-bag – a travelling bag made of thick woven fabric
- looking-glass – a mirror
- expiration – a coming to an end

Exercise 1.9: Student's Book page 17

Suggested answers:

- 1 Purpose: to inform readers about the experience. Audience: those who enjoy travel writing or have a particular interest in this journey/America/Dickens's writing
- 2 Dickens is woken by his wife screaming. The ship is in extremely rough weather, meaning that it is crashing up and down and everything is being thrown around.
- 3 The steward is calm and describes the extreme conditions as 'Rather a heavy sea' and 'a head-wind'.
- 4 Gambols are the act of running or jumping about in a playful way. The casks are personified, as if they are jumping around; it brings them to life.
- 5 Learners' summaries could include these points: Dickens does not feel tired, but does not want to get up or do anything. He feels perfectly happy and as if he could not be disturbed by anything that happened.

Let's talk: Student's Book page 17

Suggested answers:

Learners may have different views on this. Some may enjoy the humour and style of Palin and Dickens more than modern blogs and others will prefer and be able to relate to blogs more easily. Modern travel blogs may rely more on punctuation, short sentences and emojis (or photographs) to create humour.

Chapter 2 Remembering and informing

Activity 2.1: Student's Book page 22

Answers:

	Extract: <i>And Then One Day</i>	Extract: <i>Reaching for the Moon</i>	Extract: Chapter 1: <i>Mamma from Childhood</i>	Extract: <i>Memoirs: My Primary School Experience in Africa</i>
Which of them do you think come from autobiographies or memoirs? Why do you think so?	Yes, refers to 'me', 'I', text is personal reflection	Yes, refers to 'mine', 'I', text is a personal story	Yes, personal pronouns, personal memory, refers to name he called his mother: 'Mamma'	Yes, memoirs stated in title, personal pronouns
What clues are there about who these people are and when and where they lived?	Describes being photographed as an unusual thing when he was young, suggesting he is old or talking about a time long ago	Recent, as author was involved in launch of space craft	Author describes part of childhood; style of writing suggests this was a long time ago; description of mother suggests she did not do physical labour, perhaps from a family who were wealthy	Kenya, Africa, happy early childhood, little to suggest time except that poet is writing about her childhood
Comment on the voice of the writer of each extract. What clues are there about the personality and values of each writer?	Cares about appearance	Confident in her abilities	Happy childhood, reflective, appreciative	A negative voice as the description focuses on an unpleasant change from an idyllic Pre-Primary existence to a brutal First Grade; feels angry and confused as to why this is happening to them
Which do you think you might enjoy reading? Why?	Learners' own answers			

Word attack skills: Student's Book page 24

Answers:

- gnarled – knotty, roughened or misshapen
- vain-glorious – boastfully vain and overly proud
- inevitable – certain to happen
- squalor – state of being extremely dirty and unpleasant
- homing – (of an animal) able to return to its territory after travelling away from it
- swathes – broad strips or areas

Exercise 2.2: Student's Book page 26

Answers:

1 The extract is about Laurie Lee leaving home on a Sunday morning in June 1934, his initial excitement, then weariness and finally spending his first night sleeping in a field.

2 Laurie Lee lived in a village with his mother and two brothers. Three sisters and a brother had already left home. He leaves home on a Sunday morning in June 1934 when he is nineteen years old. He takes a tent, a violin in a blanket, a change of clothes, a tin of biscuits and some cheese.

3 a 'still soft at the edges' – still immature, inexperienced

b 'the cottage walls narrowing like the arms of an iron maiden' – his home feels as if it is holding him in, torturing him (an iron maiden is a torture device, shaped like a coffin with spikes pointing inwards)

4 The main reason is the one that has always prompted people to leave home – wanting to escape from where he has grown up and the expectations there, and to do something different.

5 At first he is 'excited, vain-glorious' but he starts to feel lonely: 'steadily declined in excitement and vigour', 'a growing reluctance weighed me down'. He starts to wish that someone would come and beg him to go back home, and thinks longingly of home. By the end of the day he is too tired to put up a tent.

6 On the second day he no longer feels lonely and everything looks positive to him. This suggests he is resilient and will make the best of what is to come.

Exercise 2.3: Student's Book page 26

Answers:

1 Compound-complex sentence: Echoes the rambling and unsure way in which he sets out on his journey. He is excited but apprehensive at the same time. As separate sentences:

That first day I was alone steadily declined in excitement and vigour. Now I was really alone at last.

I tramped through the dust towards the Wiltshire Downs. A growing reluctance weighed me down.

The longer sentence has more impact as it echoes what the writer is feeling.

2 Compound-complex sentence: Echoes the short, determined, but ordinary events that day. As separate sentences:

I got up. I shook myself. I ate a piece of cheese. I turned again to the south.

The longer sentence reflects the sequence of connected activities in a more interesting way.

Activity 2.3: Student's Book page 26

Answers:

1 Simple sentence, with additional phrases. Helps to give a detailed description.

2 Simple sentences. Provides tension, echoes the idea that he has made a decision and has carried it out.

3 Compound-complex sentence. Philosophical and descriptive, echoes the thoughts of the writer as he sets out on his journey.

4 Compound sentence. Echoes the decisive/determined action taken by the writer.

Activity 2.4: Student's Book page 27

Answers:

- 1 *folded, homing*: adjectives – used to add details; *pointed*: verb form
- 2 *having finished, got, left*: verb forms
- 3 *found, longing, coming*: verb forms; *hurrying*: adjective – adds detail
- 4 *taunted, falling*: verb forms; *tinkling*: adjective – adds detail
- 5 *tramped*: verb form; *watching, stopping*: participials (gerunds) – used to integrate ideas, vary sentences
- 6 *stopping*: participial – integrates ideas; *took, drank*: verb forms

Word attack skills: Student's Book page 28

Answers:

- mystical – inspiring a sense of spiritual mystery, awe and fascination
- essential – absolutely necessary; extremely important
- adept – very skilled or proficient
- feinting – making a deceptive or distracting movement, especially during a fight

Exercise 2.6: Student's Book page 29

Answers:

- 1 Three from the following: how to kill birds with a slingshot, how to gather food and honey from the countryside, how to drink milk straight from a cow, how to swim, how to stick-fight.
- 2 Example answer: Being in the veld, being with the cattle and playing with the other boys.
- 3 Points that could be included:
 - He spent a lot of time playing in the veld with other boys, he became a herd-boy at five, he was good at stick-fighting, he learned to swim, he could make toys.
 - He felt happy being with the cattle and in the open veld. He enjoyed the beautiful surroundings. He was determined to learn to ride a calf even though he fell off the first few times. He felt manly and strong by not staying at home.
 - It was fairly flat grassland with a big horizon with herds of cattle and streams running through it. In the hills nearby there are large flat rocks.

Activity 2.7: Student's Book page 30

Answers:

- 1 dotted: helps us to see a picture of how the rocks were spread out on the hills, like dots; roller coaster: evokes idea of fun and excitement
- 2 vicious: implies nasty, hurt, brutality
- 3 bewilderment: evokes idea of not understanding something, feeling confused
- 4 desolation: implies loneliness and emptiness

Activity 2.8: Student's Book page 31

Answers:

1 Text 1: Opinions: amazing, real-life experience better than photos; Facts: patterns of stone walls, size

Text 2: Opinions: lack of appreciation; Facts: size

Text 3: Opinions: amazing, in awe, inspired, wonder; Facts: built by Africans a long time ago

2 The author of this text admires the achievement of early African people.

Exercise 2.8: Student's Book page 32

Answers:

1 Location and design of Great Zimbabwe: In a valley along the Mutirikwi River, 30 kilometres south-east of Masvingo in Zimbabwe; large building made of stone with an enclosing wall with chevron patterns on the hill and further structures lower down in the valley. Buildings did not have roofs.

History of the building on the site: Early place of shelter; Iron Age settlement; African mud huts added as settlement grew; king lived up on the hill in the area with the stone wall enclosure. People who built Great Zimbabwe: Early settlers, Iron Age settlers, Mwari king and people. Development and decline of the site: Became very wealthy and this may have caused downfall. Was rumoured to be source of gold and was looted.

2 The author is of the opinion that Great Zimbabwe is a magnificent structure ('beautifully situated', 'impressive structure', 'concentrated human effort'). He also does not agree with the view of early European explorers who could not believe that Africans had built it. ('The Europeans could not believe that the African "savages" could build in stone. And so, unfortunately, not much is left of anything since the diggers, looters, and murderers have come and gone.')

3 Learners' own answers

Other points that could be included: Where is it and are there any geographical features nearby?

How did it get its name? Who lived there? What did they build and why? What can still be seen?

Word attack skills: Student's Book page 33

Answers:

- advent – arrival
- blockbuster – very popular (film)
- indigenous – local, from that area or country
- lucrative – making lots of money
- dubious – questionable morally
- exponentially – rapidly, by an increasing amount each year
- dearth – lack, shortage

Activity 2.9: Student's Book page 33

Answers:

- 1 The history of Bollywood – the film industry in India
- 2 1896–1990s
- 3 Information about Lata Mangeshkar (and D.G. Phalke, Himansu Rai, Devika Rani, Dilip Kumar, Dev Anand, Raj Kapoor, Nargis, Madhubala, Vyjanthimala, Meena Kumari, Mehbood Khan, Guru Dutt, Bimal Roy and many others)

Exercise 2.9: Student's Book page 35

Answers:

- 1 'went nuts over' – became so over-excited it was as if they were mad
'chocolate-box hero' – so perfect in every way that it was as if he was not real, an idealised character
'strutted their steroid-enhanced stuff' – danced showing off their bodies which had been made to look more perfect by taking drugs.
- 2 Example answer: With silent films it does not matter what language you speak and there are many different languages spoken in India. After sound was added to films, they had to make different films for the different regions.
- 3 Romance
- 4 Example answer: 'cinema-hungry population' – a huge number of people who were demanding films
'stars ... in the ascendancy' – these actors rose high above the everyday events and normal life of most people

Activity 2.10: Student's Book page 36

Answers:

- 1 The poem could be autobiographical or it could be that the poet identifies himself as part of a group of people. The poem refers to a time in America when black people ('darker' people) were not granted the same rights as other people and were treated as inferiors. The poem is short and simple and written in free verse which echoes the simple and direct message of the poem.
- 2 Learners should be encouraged to reflect on their own responses to Hughes's voice and style, giving evidence. Most learners will probably describe his voice as 'serious' and 'honest'. There is another Langston Hughes poem on page 60 – 'The City' – and his other most famous works include 'The Negro Speaks of Rivers'; 'Mother to Son' and 'Dreams'. Let learners know that Hughes was a key figure of the Harlem Renaissance movement in New York in the 1920s and 1930s, and that much of his work encompasses themes of race, cultural identity and social justice. If learners are likely to read 'The Negro Speaks of Rivers', explain to them that the word 'negro' was a word commonly used to refer to people of Black African heritage at the time. Nowadays, the word is considered offensive in many countries because of its connection to atrocities and prejudices of the past. In 2016, former president Barack Obama signed a bill to make it illegal to use 'negro' in any US federal laws.
- 3 The poem is about someone who, although not treated as an equal in America, believes that society will change and that he (and others like him) will be accepted as equals in the future.
- 4 Learners should consider which words to emphasise, where to pause, where to look at their audience and which gestures to use as they read aloud.

5 Learners' own answers. It could be suggested that the poet sounds strong, resilient, hopeful. Learners should use quotes from the poem to support their answers.

Chapter 3 Writing to persuade

Word attack skills: Student's Book page 42

Answers:

- vibrant – bold, strong, lively
- rejuvenate – make something appear younger
- locale – the place where something happens

Exercise 3.1: Student's Book page 43

Answers:

1 Positive feelings: answers may include 'sunshine town', 'enjoying the sound...', 'escape', 'bubbly', 'happily', 'perfect', 'glittering', 'whispering', 'highest modern standards', 'bustling with energy', 'carnival atmosphere', 'shared fun', 'gentle breezes', 'warm embrace'

2 This is trying to distract from the idea that the natural beauty has been ruined by modern building. It suggests that there are aspects for everyone, including people who like old-fashioned scenery and those who prefer more modern experiences.

3 Answers may suggest splitting this up into shorter sentences, or removing some of the confusing detail. For example: This is a sophisticated place. Visitors can enjoy global cuisine. The nearby beaches bustle with energy.

4 Answers include reference to summer weather and activities, and show how this creates a positive impression.

Activity 3.1: Student's Book pages 44–45

Answers:

1

Sight	Smell	Sound	Touch	Taste
ugliness on a grand scale hideous hotels winking signs visually unappealing		rain swept loudly against the side ... like a shower of gravel	wet chilly wind rain	

Most effective: learners' own answers

Note that there is no reference to smells or tastes in the extract.

2 Learners' own answers

3 – worst – least pleasant

- ugliness – repulsive to the eye
- hideous – unsightly, disgusting
- badly built – poorly designed and made

- visually unappealing – unpleasant to look at
- useless horror – purposeless and shocking
- naked and raw – empty of life and unused
- demoralising – lacking hope and spirit
- impoverished – made poor (by tourism)
- revenge – inflicting harm on someone in retaliation for harm inflicted on you
- destruction – damage so extensive that the thing no longer exists

4 – ‘worst place I had seen’

– ‘ugliness on a grand scale’

– ‘an elemental purifying storm’

5 Answers include interpretation of the sentence: ‘In 1949, Benidorm was a tiny impoverished fishing village, “said to be an open door for smugglers”, an English visitor wrote.’ The description provides a striking contrast to the Benidorm the writer finds and describes. It sounds humble, charming and authentic; not tacky, hideous and demoralising.

Exercise 3.3: Student’s Book page 46

Answers:

Written responses should refer to the way in which grammatical choices, such as the use of complex or compound sentences, are used to show the comparison between the two perspectives.

Exercise 3.4: Student’s Book page 47

Answers:

- Carbon footprint – the total amount of greenhouse gases generated by our actions, mostly relating to food consumption, transportation and household energy
- Carbon offset – actions that directly reduce our carbon footprint, for example installing solar panels in the home
- Decarbonise – to reduce the carbon dioxide (CO₂) emissions resulting from human activity
- Emissions – substances (e.g. gases) that are discharged or released
- Fossil fuels – non-renewable energy sources such as coal, natural gas, crude oil and petroleum
- Global warming – the gradual heating of the Earth’s surface, oceans and atmosphere
- Greenhouse gases – gases in the Earth’s atmosphere that trap heat
- Greenwash – a form of marketing spin used to persuade the public that an organisation is environmentally friendly
- Renewables – natural sources of energy such as water, wind or solar power
- Scale up – making something (like a plan of action) greater in size or extent, and more effective
- Sustainability – producing goods and services in ways that do not use resources that cannot be replaced

Word attack skills: Student’s Book page 49

Answers:

- ecological balance – a biological term for an ecosystem where species exist with other species to create a sustainable environment
- warping – twisting or bending something
- cumulatively – something increasing or getting bigger with more additions
- agrochemicals – chemical products or pesticides used in agriculture.
- toxins – substances naturally produced by plants and animals that are poisonous to humans
- sedimentation – process of settling or being deposited as a sediment
- mangrove forests – wetlands that grow by the side of the coast
- exacerbating – making a bad situation worse
- bottom-trawling – a fishing technique that captures a particular species
- coral polyp – tiny animals related to anemones and jellyfish

Exercise 3.6: Student's Book page 50

Answers:

1 The text provides information for an audience of people who want to find out more about environmental issues. Some learners may notice that the informative purpose also includes emotive aspects, bias and subtle persuasion.

2 Learners' own responses

3 This provides information in a clear to understand way, by providing detailed definitions.

4 Learners' own responses, for example: The destruction of mangrove forests, which normally trap large amounts of sediment, is exacerbating the problem.

5 Learners' own responses, with justified evidence from the text

Word attack skills: Student's Book page 51

Answers:

- stave off – delay, or keep something bad from happening
- stigmatize – to mark or characterise as disgraceful
- reactor sites – places where there are machines in which atoms are divided or joined to produce power
- viable – likely to succeed

Exercise 3.7: Student's Book page 52

Answers:

1 Learners' own summaries

2 Example answers:

Purely factual evidence	Facts supported by persuasive or emotional techniques	Purely persuasive techniques
Today, more than 80% of the world's energy comes from fossil fuels, the 1984 Bhopal gas leak at a plant in India killed 4,000 initially	the world must drastically cut its fossil fuel use in the next 30 years to stave off a potentially catastrophic tipping point for the planet. All spent fuel from U.S. reactors over the past 60 years would fit on a football field, stacked 20 feet high.	We don't stigmatize those entire industries as a result. The volumes are tiny, unlike the vast quantities of equally toxic waste from coal and other fuels. It's the only strategy that adds up.

3 Learners' own opinions with reasons

Word attack skills: Student's Book page 53

Answers:

- zeal – great energy or enthusiasm for a cause
- dissipated – dispersed, been lost
- seismically – movement relating to an earthquake or earth vibrations
- decommissioned – taken out of service

Word attack skills: Student's Book page 54

Answers:

- mundane – dull and very ordinary
- compromised – made vulnerable to harm
- proponents – people who put forward a proposition or proposal

Exercise 3.9: Student's Book page 55

Answers:

1 A radionuclide is an unstable chemical element that gives off nuclear radiation. The blog refers to food being tested for radionuclide and children being affected by radionuclide.

2 'Experienced journalists' are those that have been doing this type of work for some time and are not likely to be easily influenced or upset. The fact that they made the visit adds credibility to the argument, as they are less likely to be shocked or easily convinced by answers given by government officials.

3 Examples of pathos include:

- 'deeply disturbed by what they saw and heard'
- 'tens of thousands of Ukrainian children need to be sent away every year'
- 'the young woman who told us her favourite fruit is the blueberries from the forests. She knows they are contaminated by caesium but she cannot help eating them sometimes.'
- 'How many more life-crippling nuclear disasters will it take ...?'

Chapter 4 Painting pictures

Activity 4.1: Student's Book page 61**Answers:**

Learners will have their own opinions (encourage their self-expression as much as possible) but some broad themes they will draw on include the following:

- Charles Dickens was a Victorian English writer who wrote about societal, cultural and class issues of the time. He tended to use very long sentences and lots of words, as well as unusual and interesting character names. He used fiction to entertain his readers but had serious messages in his work. Some learners may describe him as 'honest' for writing about serious issues like poverty but some may find him 'pompous' for using verbose and complicated language.
- Langston Hughes was a jazz poet and a key figure of the Harlem Renaissance movement in 1920s and 1930s New York. Like Dickens, his work could be classed as social commentary – his most famous poems encompass themes of race, cultural identity and social justice. There is undoubtedly a serious message behind his work, but learners may have differing opinions on whether he is entertaining (e.g. discussing difficult issues in fresh, interesting and powerful ways) or honest.
- Lewis Carroll was a nineteenth-century writer and poet (learners will have read and discussed his poem 'The Walrus and the Carpenter' in Student's Book 7). He wrote fantastical fiction and nonsense poems, primarily designed to entertain.

Activity 4.2: Student's Book page 60**Suggested answers:**

2

	'The City'	Extract: <i>Alice's Adventures in Wonderland</i>	Extract: <i>American Notes for General Circulation</i>
What is the purpose of each text?	To describe a city	To tell a story, describe a place in the story	To relate a real experience in an entertaining way, describe how he felt about the experience
What literary techniques are used and to what effect?	Metaphor: the bird creates the idea that the city is a living creature	Symbol: the rabbit hole is a symbol for exploring something new without thinking about the consequences (how to get out)	Alliteration: 'river rolling', 'torrent ... tearing' adds rhythm
How does each writer feel about the place described?	Feels enjoyment, pleasure	Excited	Has mixed feelings: wonder, fear, discomfort
What sort of language does each writer use? Is it literary or everyday? What effect does this create?	Simple but literary and rich in meaning, paints a detailed picture in a few words	Descriptive, everyday	Literary descriptions interspersed with an everyday account. The text is personal and real but creates a vivid picture for the reader of the might and power of the Falls

	'The City'	Extract: <i>Alice's Adventures in Wonderland</i>	Extract: <i>American Notes for General Circulation</i>
Does the writer use punctuation to create effects? How?	No	Commas are used for pauses	Dashes are used to add pauses and meaning/ comment Commas and semi-colons are used to emphasise descriptions (making the reader pause)
Does the writer use different types of sentences? To what effect?	Sentences are short and incomplete – creating a series of images	Sentences are all long with several clauses, which gives the effect of something quick, winding and unexpected happening	Short sentences are used to make the reader pause and longer, complex sentences are used to describe the flow of the river and movement of the spray. This changes the rhythm and echoes what the writer is describing
Which words in the extracts made the biggest impression on you?	Learners' own answers		

Exercise 4.1: Student's Book page 64**Answers:**

- 1 He is going to go to a place called Innisfree, build a small house of clay and wattle, plant beans in a garden, build a beehive and live there by himself.
- 2 Suggested answer: As it slowly gets lighter in the morning more things become visible and it is like a veil being lifted.
- 3 Suggested answer: If the moon is shining, it might seem bright at midnight but you can also get dark skies in the middle of the day.
- 4 By changing the word order the poet allows the word 'grey' to rhyme with the word 'day'. This improves the form and the rhythm of the poem and also gives emphasis to the colour of the pavements.
- 5 'Bee-loud glade' means the loudest noise where he lives is the sound (loudness) of the bees. The effect is one of peacefulness, tranquility, being at one with nature with no loud noises or distractions.
- 6 Possible points to include: The first two verses paint a picture of life at Innisfree and the last verse is about him thinking about when he is not there. Fewer imaginative phrases, more functional vocabulary.

Activity 4.5: Student's Book page 64**Suggested answer:**

2 The writer uses sensory language such as 'bee-loud' and 'lapping' to describe the low level of noise; 'glimmer' and 'glow' to create a visual image of calm in the reader's mind; repetition of the word 'peace' to evoke feelings of tranquility: 'I shall have some peace there, for peace comes dropping slow'.

Exercise 4.2: Student's Book page 64**Answers:**

2 a The poem is about New York city on an evening in February. The poet describes what the people do and how the light changes.

b Suggested answer: The poem is divided into four sections, with the first three beginning with the same two words. The poem does not have a regular rhyme scheme.

c Suggested answer: The crowd of people move along the street and to the observer they seem to make a pattern, with the bobbing heads disconnected from the bodies in the crowd.

Activity 4.7: Student's Book page 66

Suggested answers:

1 The images describe a light open space at the beginning, changing to a busy and then a dark place.

2 Atmosphere is created by describing the light and movement, and using dialogue, short phrases, dashes and ellipses when the city becomes busy.

3 Dialogue makes it real, adds people to the picture, adds to the urgency.

4 Personal answers. Probably ambiguous because there is an awareness of the beauty of the city but also the feeling of impersonality, that the people are less important than the city itself.

Exercise 4.3: Student's Book page 66

Answers:

Learners could consider some of the following in their comparisons:

	Themes	Structures	Literary techniques
Yeats poem	peace, nature, escape country life	formal structure 12 lines, 3 quatrains, with rhyme scheme (abab, cdcd, efef) to create peaceful rhythm word order used to effect	word choice important repetition of words to create effects use of alliteration, assonance and metaphor getting reader to use senses to imagine the scene
Levertov poem	urban living pace of city life	free verse, no rhyming enjambment short, partial sentences to create fast-paced rhythm use of dialogue	word choice important use of alliteration, metaphor

Word attack skills: Student's Book page 67

Answers:

- matting – coarse material woven from natural fibres, used for mats
- hinges – movable joints or mechanisms on which a door, gate or lid swings as it opens and closes or which connect linked objects
- defunct – no longer existing or functioning
- unspeakable – too bad or horrific to express in words
- temerity – excessive confidence or boldness; audacity
- muffled – (of a sound) not loud because of being obstructed in some way; muted
- definable – able to be defined/seen
- splodge – a large blob or smear of something; a splotch
- inaction – lack of action where some is expected or appropriate

Exercise 4.5: Student's Book page 68

Answers:

- 1 The door hinges were old and not firmly holding the door in the correct position so there was a small gap between the door and the wall. Ravi squeezed through this.
- 2 Example answers: – ‘a dark and depressing mortuary of defunct household goods’: A mortuary is where people who have died can be kept before their funeral. The author is suggesting that the cupboard is like a mortuary for old things from the house that have died.
– ‘astonishment at his own temerity’: He was amazed at how brave he had been.
- 3 Example answer: He was pleased with himself for hiding in the shed but he is frightened by the dark and not knowing what else was in there.
- 4 Three of the following: He had cried when he was locked in the linen cupboard. In the shed he sat hunched up so that he would not touch anything. He leapt up when Raghu hit the wall of the shed with a stick. He stood frozen in the shed.
- 5 Suggested answer: Ravi begins to calm down and feel less afraid. The writer moves from short, sharp sentences, to longer sentences that create the effect of relaxing. Words with calm, positive connotations are used: ‘glimmered’ and ‘lowered’.

Activity 4.8: Student’s Book page 69

Suggested answers:

2

Techniques	Examples	Effects
Punctuation	‘Something cold, or slimy – like a snake. Snakes!’	Creates fear, drama
Sentence types	‘Although Ravi was small, he felt as if he could reach up and touch it with his fingertips. But he didn’t stretch.’	Varying sentences provides contrast and drama
Grammar	‘Snakes!’	Lack of verb emphasises fear
Sentence openers	‘What might there not be ...’	More dramatic than ‘There was nothing ...’
Word choice	‘He <u>hunched</u> himself’, ‘ <u>whacked</u> the wall’	Adds to drama, description, echoes the actual sound

Activity 4.9: Student’s Book page 70

Answers:

- 1 A scientifically accurate description of a cat with details about what type of animal it is, what it eats, looks like, etc.
- 2 Learners should mention: carnivorous animal; family Felidae; domesticated, house, farm or feral; valued for companionship; hunts rodents; 60 different breeds of cat; flexible; quick; sharp teeth and claws; night vision; good sense of smell; meows, purrs, hisses, growls and grunts to communicate
- 3 Example answer: Not scientific, fun, perhaps describing the behaviour of a cat in more detail

Exercise 4.7: Student’s Book page 74

Suggested answers:

- 1 He thought he should not go close to the snake. He ‘must stand and wait’.
- 2 He was in no danger since the snake does not seem to be frightened by the poet. ‘The snake looked at me vaguely’, ‘mused a moment’, and stopped and drank a little more.
- 3 The ‘voice of my education’ refers to what he had been taught whereas the ‘voices in me’ are what he is feeling.

4 The snake should be killed because it is a golden yellow colour and in Sicily all snakes that are this colour are poisonous. However, the poet likes the snake so does not want to kill it. He is also afraid of killing it.

5 Words like 'slowly' and 'dreamily' make the snake seem calm whereas the voices seem to be arguing with each other. The poem moves back and forwards between the reasons for killing the snake and reasons for not killing it.

6 He is cross that the snake is leaving.

7 The size of the log made it difficult to hold and made the poet clumsy.

8 The rhythm of the stanza seems much faster than the rest of the poem and reflects the sudden action of throwing the log.

9 He feels bad about throwing the log and was cross that he had acted on what other people had educated him to do rather than how he felt.

Exercise 4.8: Student's Book page 74

Answers:

1 Suggested answer: the snake comes out of a crack in the wall and is lithe and leisurely (it moves slowly and silently). He uses language such as 'slack' and 'soft'. The snake is described in a non-threatening way, perhaps building up a contrast with the shocking brutality at the end of the poem.

2 The first part of the poem includes words that create a sense of calm beauty. These include 'slowly', 'peaceful', 'dreamily'. The second half has a much harsher language such as 'horrid', 'convulsed' and 'wretched', and creates a picture of things suddenly changing.

Chapter 5 Advertising

Exercise 5.2: Student's Book page 81

Suggested answers:

1 The advert would probably be published in Germany. The text refers to both Germany and the UK, with positive aspects highlighted about living in Germany, but negative ones highlighted for the UK. The comparison highlights Germany more favourably, pandering to a German market.

2 People who are attracted by/recognise themselves in the ideas of being satisfied with their lives, having a positive outlook and being efficient/on time.

3 The statement is there to engage the audience and help persuade them to come to a conclusion on their own, which has a greater effect than simply telling the audience to do or buy something.

4 National stereotypes are beliefs about typical characteristics of members of a given ethnic group or nationality, their status, societal and cultural norms. In this case, the Germans are portrayed as being content with life, positive and efficient, whereas the British are portrayed as lazy and frequently late. The use of a friendly/jokey tone of voice in the advertisement makes customers feel a personal connection to the personality of the car, so they are more likely to be open to the message delivered.

5 A graph is used to show that owning this specific car makes people even more efficient.

6 Information is given about the acceleration speed, the horse power and the range. Learners will have their own opinion as to whether they find this information useful.

7 The photo is designed to attract the reader's attention, suggesting speed, streamlining and an ability to drive long distances. The graph attracts attention because of its simplicity and because rather than giving data it is depicting the idea of the car increasing efficiency.

8 The purpose of the advertisement is to sell the idea that this specific car comes with the promise of a specific lifestyle. The advertisement is to persuade the reader to buy the car and, by inference, the lifestyle.

Activity 5.3: Student's Book page 83

Example answer:

The following are examples of the kinds of advert that could be included. Learners will give examples of actual advertisements. The comments will depend on the adverts chosen by learners.

Type	Description	Techniques used
Magazine	Cosmetic product	Making people think they will look better if they use the product
Newspaper	Sales in a chain of shops at certain times of year	Letting as many people as possible know that some goods will be much cheaper than normal for a few weeks
Television	Food products	Claiming that a certain brand is healthier
Radio	The opening of a new place where families can have a day out	Encouraging children to ask their parents to take them there
Billboard	A new brand of car	Allowing drivers to see the information about the car as they are travelling around
Public information	A road safety campaign	Giving people enough information to change their behaviour to make their lives better
Internet	Subscription to an online product	Using clickbait and attention-grabbing headlines

Word attack skills: Student's Book page 85

Answers:

- media-saturated – the dense concentration of media in the space around us
- proliferation – the rapid increase in the amount of something
- sophistication – knowledge of the world around them
- indistinguishable – difficult to tell apart, identical
- critically evaluate – to analyse the merits and faults of something
- peer groups – groups of people of approximately the same age, status and interests
- implicit – not expressed directly; implied rather than stated
- cachet – a distinguishing mark or seal

Exercise 5.4: Student's Book page 87

Answers:

1 Learners' own answers

2 Many children watch cartoons because they like them. If cartoons are used in advertisements, children think they are just programmes and do not realise that they are being encouraged to own a product.

3 'Pester power' is when children keep asking their parents for things, and go on for such a long time that the parents agree.

4 Young teens are more aware than younger children that the advertisers are trying to make them want a product and this can make them not want the product.

5 Suggested answer: Adverts that are directed at teenagers take into account the fact that teens want to be different and do not want to be seen to be making too much of an effort. This is sometimes done by making ads that, rather than clearly advertising a product, give access to information that others may not understand.

Word attack skills: Student's Book page 89

Answers:

- take liberties – treat something freely, without strict faithfulness to the facts or to an original
- connotations – ideas or feelings that a word invokes for a person in addition to its literal or primary meaning
- idiomatic – using informal expressions that are natural to a fluent speaker of that language

Exercise 5.5: Student's Book page 89

Answers:

1 a armed intervention – a military attack

b challenging personality – aggressive, unkind or unlikeable

c correctional facility – jail

d powder one's nose – go to the toilet

e economical with the truth – almost lying by not telling the whole truth

f smallest room in the house – the bathroom/toilet

2 Example answer: Joe needs to concentrate more. He is a disruptive student and talks a lot. He does not do what he is told by the teacher and, at times, pays no attention during lessons. He has many friends and he spends the whole time talking to them. He does not do his homework. He does not take school seriously and he is not doing his best.

Word attack skills: Student's Book page 90

Answers:

- indefensible – something that cannot be defended or supported
- question-begging – incomplete; not providing all the necessary answers
- inflated – exaggerated
- insincerity – not expressing genuine feelings

Chapter 6 A good story

Word attack skills: Student's Book page 97

Answers:

- pitiable – deserving pity
- agitation – a state of anxiety or nervous excitement
- premature – too early
- all-comprehensive – including or dealing with all elements of something

Exercise 6.2: Student's Book page 99

Suggested answers:

Points that could be included:

- settings: The first extract is in a cold, damp country while the second is in a hot sunny place.
- how the detectives behave and treat their clients: Similarities: both welcome their guests, offer them something to drink, offer to help solve the problem; differences: Sherlock Holmes confuses his visitor with his knowledge of her journey. Mma Ramotswe is more sympathetic and reserved.
- how the grammatical features establish their characters: Both use direct speech and ask questions; Mma Ramotswe's questions are reserved and direct, reflecting the different way in which she goes about her work, while Holmes's questions help the reader to understand his rather pompous, eccentric character. They also reveal that he is clever and analytical.
- how the writers introduce events, including the use of direct speech: We are told quickly why Mrs Curtin has come to Mma Ramotswe but not the circumstances under which her son disappeared. Holmes's visitor is more mysterious as we have not been told her name nor why she is so frightened. The Holmes extract relies almost entirely on direct speech to introduce ideas and events whereas the other extract makes more use of past-tense narration; in the Holmes extract the questions are personal, use emotive language and varied sentence constructions while in the other extract the questions are more straightforward.
- how you think the stories may develop: Learners should be able to work out that Mma Ramotswe will help Mrs Curtin to find out what happened to her son who went missing years before; and that Holmes will help the mysterious woman who perhaps has been a victim of a crime and fears the person who committed the crime.

Exercise 6.3: Student's Book pages 100–101

Answers:

2 a not easy to see

b friendly

c not letting go or giving up

d something (good) happening by chance

e old, ancient (object)

f being fearful to make a mistake, therefore very careful

3 a amicable

b antique

c fortuitous

d inconspicuous

e tenacious

f meticulous

Word attack skills: Student's Book page 103

Answers:

- sullen – full of dark colours
- impelled – driven forward; urged
- illumined – lit up; brightened
- boundless – unlimited; with no limits
- involuntarily – without conscious control or against one's will
- stealthy – quiet; careful; trying not to be seen

Exercise 6.5: Student's Book page 103

Suggested answer:

As the night began, the water in the swamp became darker and he saw a bird fly into the sky. The boy was thinking of home and felt lonely. As the night began to get darker, he grew afraid. His possessions grew heavier to him. Then, out of nowhere, he heard strange music that surprised him. It caught his attention so he left the road and went into the forest to find it. He came across a cabin with a fire outside. The music stopped abruptly and he heard laughter. Someone opened the cabin door and he saw a girl dancing inside. She began to sing pleasantly. The boy felt better watching and listening to her and forgot he was lonely and afraid. As the light illuminated her, the boy made a sound which alerted the people in the cabin. He ran away from the people trying to find him. He finally stopped underneath an oak tree and fell asleep.

Activity 6.4: Student's Book page 103

Suggested answers:

1 The summary lacks atmosphere and is therefore much less scary. There are fewer adjectives to describe the sounds and feelings, and less sense of the darkness and loneliness the boy feels, as well as the strangeness of the music that led him astray.

2

- linking features: 'yet now'; 'then of a sudden'; 'until finally beneath the shadows'; 'abruptly the door flew open'
- variety of sentence types: Opens with a short sentence; longer sentences used when describing his fear and loneliness ('The bundle with his earthly treasure...', 'He wondered how far it was...') Sentences grow shorter again when describing the cabin and the girl.
- words that add to suspense: 'The red waters of the swamp grew sinister and sullen'; 'a great shadowy bird arose'; 'closing all about him in a strange land'; 'fearing more and more the long dark fingers of the night'; 'then of a sudden'; 'impelled by some strange power'; 'awoke to swamp and night and fire'; 'fled in terror'; 'feeling stealthy creeping hands and arms and whispering voices'
- punctuation: The author uses semi-colons to add extra information in his sentences.

Exercise 6.6: Student's Book page 104

Suggested answers:

Learners should try to give reasons for their answers. For example:

1 I dislike science fiction because it is so unreal. I prefer stories about real events as I can relate better to them. I like science fiction because it allows me to escape the real world and imagine a different, more exciting world in the future.

2 I think the heading is a bit off-putting and that I will not enjoy the story. What could be interesting about a pedestrian?

3 Learners should note the name of the main character (Leonard Mead); the setting (ad 2053, on a street at night); the plot (Leonard Mead walks along a deserted street while everyone else in the town is inside watching TV. He is arrested and taken away although he has done nothing wrong); themes (injustice, over-controlled society with no place for individual wishes and thoughts).

Word attack skills: Student's Book page 106

Answers:

- intersection – a point at which two or more things meet
- phantoms – ghosts
- puttering – the intermittent sound of a petrol engine
- radiance – a glowing light or beauty that shines from something to someone
- ebbing – reducing

Activity 6.5: Student's Book page 109

Suggested answers:

1 Mr Leonard Mead is walking along pavements alone in November ad 2053. He's been doing this for ten years and has never met anyone. Everyone else is inside watching television. He is questioned by a voice in a police car and told to get into the car to be taken to a psychiatric centre.

2 He has sensibly chosen to wear trainers so that he does not attract attention; he is imaginative; he talks to the houses; he describes himself as a writer; he explains he is not married because 'Nobody wanted me'. He seems human compared to the voice in the police car and does not seem to be conforming in the way that all the other people are.

3 It seems that there are no people around, there is only one police car (which does not seem to have real people inside it) and the cement is being taken over by flowers and grass. People no longer come out of their houses at night.

4 It is mysterious: 'misty evening', 'through the silences', 'moonlit', 'not unequal to walking through a graveyard', 'whisperings and murmurs'; the police car is threatening: 'metallic whisper', 'like a museum specimen, needle thrust through the chest', 'too clean and hard and metallic'.

5 The people are like bodies in a tomb, lit up by the light from the televisions. They no longer seem to be living.

6 The theme seems to be about changes in society, with an increased dependence on television and no real experiences, and one individual not fitting in with everyone else.

7 Learners' own answers

Chapter 7 Exploring complex themes

Word attack skills: Student's Book page 112

Answers:

- vast – of very great extent or quantity; immense
- visage – the manifestation, image or aspect of something
- sneer – a contemptuous or mocking smile, remark or tone

- mocked – teased or laughed at in a scornful or contemptuous manner
- pedestal – a situation in which someone is greatly or uncritically admired
- mighty – possessing great and impressive power or strength, especially because of size
- decay – cause to rot or decompose
- colossal – extremely large or great
- boundless – unlimited or immense
-

Spotlight on: poetic form: Student's Book page 113

Answers:

- 1 Answers may include suggestions such as: to make it feel as if you are being told a story, or to suggest that the events are from a very ancient time.
- 2 Learners' own answers, including justification
- 3 Learners' own answers, including justification

Activity 7.2: Student's Book page 113

Answers:

- 1 Power, Pride (some may think Justice is an indirect theme)
- 2 A, D, F, G, I, L, M
- 3 a Answer is likely to include: a sense of arrogance and power over others, lacking sympathy
- b It includes an understanding that the ruler was once powerful but that the power does not last forever.
- c Learners' own answers

Activity 7.3: Student's Book page 116

Answers:

- 1 Literal meaning: the person was trying to attract attention to get help, though people just thought he was waving.
Metaphorical: the person had seemed lively and outgoing in personality, but really wanted help as he was scared and unhappy in life.
- 2 Literal: he had swum too far out of his depth and could not swim well enough to reach safety.
Metaphorical: he had pretended to be happy and fine for too long; he was unable to ask for help or show his true feelings.
- 3 Answers may include references to coldness, moaning and death.

Spotlight on: poetic techniques: Student's Book page 116

Answers:

Stevie Smith uses line endings to draw the reader's attention to a switch in voice without explicitly stating it or breaking the flow of the poem.
The poem is in free verse, line lengths vary, and the use of enjambment gives it a conversational feel.
Line 7 is the longest and the iambic rhythm gives the effect of a heartbeat.

The crowd speak of the man's death and his life/personality in a blasé manner. 'Poor chap' in line 5 is flippant, and the effect of the throwaway comment is emphasised by the comma caesura that follows.

Exercise 7.4: Student's Book page 124

Answers:

1 Points that could be included:

– 'teach the torches to burn bright' suggests that she radiates her beauty more brightly than a torch.

– 'Like a rich jewel' indicates that she is extremely beautiful and precious.

– 'shows a snowy dove trooping with crows' suggests that her beauty makes her stand out from everyone around her.

2 Tybalt's anger and threats to kill Romeo make the audience concerned about Romeo's safety. It turns what should be a happy scene at the party into something menacing.

3 Tybalt clearly thinks that Romeo has behaved badly by coming to the party because Romeo is a Montague and the party is being given by a Capulet. For him, there is no excuse for this behaviour and he believes that Romeo should be punished severely. Capulet, however, is willing to overlook Romeo's family background as he has heard people say that Romeo is an honest and well-behaved young man and he does not like the idea of Romeo being treated badly in his house.

Capulet can see beyond the feud between the Montagues and Capulets, but Tybalt cannot.

4 He likens his lips to two holy travellers arriving at a holy place (her hand) to repair the damage he would do if he touched her hand.

5 She says that he is being too critical of himself and the harm he might do. She says that even the most holy people touch hands.

6 Answers may refer to the metaphor being used: the surface meaning refers to the holy love of pilgrims and saints, though the true meaning of the metaphor is about Romeo's desire to kiss Juliet.

(This is also a sonnet, spoken between the two characters; responses may refer to the rhyme pattern and also to the structure into 'verses' of four lines with a final couplet.)

7 She thinks highly of Lady Capulet and has looked after Juliet since she was young so wants the best for her. She quickly sees that Juliet is very attracted to Romeo but, knowing who he is, realises the danger.

8 The nurse is trying to protect Juliet by naming the other young men and then saying that she does not recognise Romeo. She only admits that she does know him after Juliet has told her to go and find out who he is and if he is married. She knows this information will upset Juliet.

9 Juliet is saying that the first and only person she loves is someone she has been brought up to hate. She fell in love with him before she knew who he was and by the time she found out, it was too late. It is strange that this first occurrence of a feeling of love is for someone she should hate.

10 In this society, people are strongly identified by their family which means that each new generation carries on the feud. Tybalt says that Romeo should be killed for being a Montague in the Capulets' home though his uncle thinks Romeo should be judged for the person he is rather than by his name. People are expected to obey their elders so Tybalt gives way. As soon as Romeo and Juliet discover the other's identity they know that they will

be stopped from having a relationship because of the feelings of their families, but they have already developed strong feelings for one another.

Activity 7.4: Student's Book page 126

Answers:

The scene should show an understanding of the following:

- Tybalt is angry because he feels Romeo has mocked him or damaged his reputation.
- Capulet prevents Tybalt from acting, but he cannot change Tybalt's mind or calm his emotions.
- Romeo and Juliet display head-over-heels attraction, which is highly exaggerated.
- The nurse exhibits motherly feelings towards Juliet.

Chapter 8 Bringing it all together

Exercise 8.1: Student's Book page 132

Answers:

1 Pens are like the small places where farm animals are held in a farmyard. As well as looking like a farmyard, steerage also sounded like one.

2 A sea with large waves.

3 The conditions in steerage were bad so singing a song that questions why the singer started on the journey makes a lot of sense.

4 Example answer: The wind is described as 'fair', the sky is 'heaven', the sails are 'companionable' and the sun shines 'pleasantly'. These are all words that describe good characteristics and they make the reader think that the boat has become a nice place to be.

5 Points that could be included:

- Inside the cabin at night: small space, crowded conditions, little light, forlorn people, sad song, bad smell, crying children, shouting man
- On deck during the day: sunshine, clear sky, games of chess and cards, games, high spirits, laughter, happy music, dancing

6 Example answer:

- 'struck a chill from its foetor': Foetor is not a commonly used word for a smell.
- 'more or less vitiated': Vitiate is not a commonly used verb for polluted or made imperfect.
- The game 'Puss in the corner' is not one that is currently played by children.

Exercise 8.3: Student's Book page 134

Suggested answer:

Should children be paid for helping with the housework?		
1 Ideas or information to include:	Pros Motivation Fairness Preparation for real life	Cons Importance of school Taking responsibility Some danger may be involved
2 Organise the ideas or information into groups and decide on the order:	1 Introduction – explanation of why time and money are important for children as they grow up 2 Pros 3 Cons 4 Conclusion – no payment, gives the wrong lesson to young people	
3 Think of links and create an opening line for each section:	1 Introduction – Young adults and teenagers have to work hard every day. 2 Pros – The teenage years are the most important years to prepare young people for adult life. 3 Cons – When an adult returns from a day of work, they are not free to relax.	

Exercise 8.4: Student's Book page 136

Suggested answers:

1

A story to illustrate the importance of paying attention	
Who	My family and me
Beginning	We are on holiday at the seaside.
Ending	My brother is brought back safely by rescuers.
Storyline – what happens	My brother is dragged out to sea and nearly drowns.
Description and detail	He goes surfing. He is caught by a current. He is dragged out to sea and stranded on some rocks. I get help. He is rescued and brought back on a helicopter.
Feelings – mine and his	My brother is arrogant, thinks he's the best in the world, and puts me down. I tell him I hate him and never want to see him again. I feel very guilty when he is in danger. When he comes back, I am relieved but also jealous that he got to go on a helicopter.

2

An argument that should never have happened	
Who	Me, a gang of cool kids, a shy boy
Beginning	I argue with my mum because I want to go into town with the 'cool' kids.
Ending	But something has changed: I have new friends, and a better attitude.
Storyline – what happens	I sneak out to find the cool kids but see them stealing clothes from a shop and being caught.
Description and detail	I had saved up to buy a new jacket. Suddenly one of the cool kids takes notice of me. They ask me to go on a trip with them but my mum won't let me, so I sneak out. But I see they are stealing clothes from the shop where I bought my jacket. When I am questioned by security, a new boy from school, who seemed shy, explains that I was not one of the people who stole.
Feelings	I realise that some of my friends are only interested in me for my looks, and that some people I never noticed before are actually quite nice.