

# Cambridge Primary English Learner's Book 3 (2021)

## Answers

Answers are given where applicable. Guidance on all activities is available in the Cambridge Primary English Teacher's Guide Stage 3 with Boost Subscription, ISBN 9781398300552.

<https://www.hoddereducation.com/english/cambridge-primary-english-teacher-s-guide-stage-3-with-boost-subscription>

### Unit 1 Fiction: Different stories by the same author

#### Pages 6–7: Get started!

**3** For example: *lives, are, is, go, stays, play, loves, help, loves, walk, run.*

**4** For example: *balconies, compound, nectar, lagoons; lives, loves, help; secret, juicy, flower-filled; sweet; trouble.*

**5**

good	little	big
wonderful, awesome, amazing, fantastic	mini, minute, small, tiny	huge, massive, large, enormous

#### Pages 9–11: Get started!

- 2**     **a** I am the No. 1 car spotter in my village.  
          **b** But while I am doing it I spot cars!  
          **c** Let me introduce myself.  
          **d** Who can help spotting cars when the road runs directly past the village?

- 3**     For example:  
 No. 1 has to work so hard!  
 No. 1 has a sister called Sissy.  
 No. 1 likes to watch cars.  
 No. 1's grandfather sits under the iroko tree.

- 5**     **a** cars **b** yams **c** spotting **d** Emergency **e** lives **f** who **g** should

#### Page 11: Go further

**1** For example: *taking the goats to grass, collecting firewood, collecting yams, fishing in the river, clearing the field, collecting nuts from the palm trees.*

**2** For example: *No. 1's village is in the countryside a long way from the nearest city. Near the village, there is a grassy area for goats and a field of yams. There is a palm nut tree plantation near the village. In the middle of the village is an iroko tree. From the tree you can see a road running past the village. The people in the village live in family compounds.*

**3** nut – know; work – could; engine – jar; shouts – station; Mercedes – spot

#### Pages 12–14: Get started!

- 3** wailed, moaned, cried, sobbed, shouted  
      **a** *Wailed, moaned, cried* and *sobbed* share a similar meaning.

#### **b** Example answers:

- 'I wanted a new pair of shoes,' sobbed Sissy.  
 'Without kerosene, we will have to sit in the dark,' wailed Grandmother.  
 'How will we mend it?' moaned Auntie Fine-Fine.  
 'We haven't had any sweets for a month!' Coca-Cola and I cried.

**Page 14: Go further**

**1** For example: *The people of No. 1's village are getting ready for market when the village cart breaks. Everyone is very worried about how they will get their goods to market to sell.*

**3** For example:

At last, the new cart was ready. I called my friends and family to see it. They came running and stared at it with their mouths open.

'Hey, this cart has style!' laughed Coca-Cola.

'Son, you have saved the day,' smiled mother, stroking my hair.

'I'm going in the front!' shouted Sissy.

'Oh, it's so embarrassing,' moaned Auntie Fine-Fine.

Once everyone had finished admiring the new cart, they all ran around fetching the goods for market. Soon the new cart was piled high with mangoes and yams and baskets and chilli peppers and oranges and onions and tomatoes and dried fish and rice.

**Page 14: Challenge yourself!**

**Example answers:**

Introducing the amazing Car-o-matic!

Carry your goods to market in comfort and style.

No more bumping around – sit in comfy seats with your goods on your lap.

No more jumping off the back – elegantly open the door and slip out.

**Pages 15–17: Get started!**

**2**     **a** She sucks in her teeth; she narrows her eyes.

**b** They have their mouths open.

**c** He has his mouth open so wide that his food falls out.

**d** To add a sense of urgency and panic.

**3**     **b Example answer:** The robbers watched with amazement as the Rolls-Royce Phantom parked right in front of them. They grinned at each other. Robber 1 leant over Robber 2 as he started up the programme on his laptop. He drummed on the dashboard as Robber 2 worked. At last, the programme was running and Robber 2 pointed to the door. Robber 1 leapt out and ran to the Rolls. The door was now unlocked and the engine was running. Robber 1 slid into the driver's seat and was driving up the road in ten seconds flat. Looking in his mirror, he saw Robber 2 following in the Peugeot. Robber 2 came alongside and they punched the air out of their windows.

**Page 17: Go further**

**1**     **a** Rich: the chief (he drives a very expensive car); Poor: all the other characters (they work in the fields).

**b** She charges the chief more because he can afford it and won't know what the others pay. He also sits inside whereas everyone else squats outside.

**c** They use their laptop to reprogramme the Rolls-Royce.

**2**     **a** For example: *Thump! Thump! Thump!* tells us that the boys are dropping down from the tree one after another like falling nuts.

**b** They are in palm nut trees and are like nuts falling. They jump down from the tree quickly as if they are falling.

**Pages 18–20: Get started!**

**2 Example answers:**

*When Prof has gone into Pizza Hut, ... When I jump on the back seat, ... Then, ...*

*Then, ... Before I can move, ... Tonight, ...*

- 3**     **a** No. 1 has been taken for a drive by Prof. (Previously, No. 1 has been sad that cars have been stolen from his village.)  
          **b** Prof makes a joke because cars have been stolen in No. 1's village.  
          **c** No. 1 keeps quiet because the thieves have hurt Sissy and Uncle Go-Easy when they have tried to stop them. He knows that the thieves can be dangerous.
- 4**     **a** The thieves **caught** No. 1.  
          **b** 'Tonight,' **said** the first man.  
          **c** The papers **spilt** under the seat.  
          **d** The thieves **took** the Firebird.  
          **e** A voice **spoke**. **f** Prof **went** into Pizza Hut.

**5 Example answer:** Yesterday, Prof took me into the big city. At first, I was really excited. All around me, there were exciting cars to look at. I didn't know which way to look! There were sports cars and custom cars, and long, long executive cars. At lunchtime, Prof went to get us pizzas to eat. But while he was gone, something awful happened. The car thieves stole Prof's car with me inside. Silently, I hid behind the seats and tried not to breathe.

#### Page 20: Go further

**1** bought – buy: Prof bought No. 1 a pizza for lunch.  
 caught – catch: Uncle Go-Easy caught fish for supper.  
 fought – fight: The goats fought when No. 1 took them across the street.  
 said – say: Sissy said that No. 1 spent too much time watching cars.  
 heard – hear: No. 1 froze when he heard the door open.  
 were – am: The thieves were going to take the cars out of the country that night.  
 brought – bring: Prof brought No. 1 to the city for a treat.  
 drove – drive: Prof drove a red Pontiac Firebird.  
 knelt – kneel: No. 1 knelt down to pick up the papers.

#### Pages 21–23: Get started!

**3** Share ideas such as: *creaking and groaning, big lights, big orange ship, longest line, big-big buildings, line of cars entering the third ship.*

- a** No. 1 can see a huge shipyard surrounded by big buildings. He can see the bright lights of expensive cars being driven around in the dark.  
          **b** For example: *squat, crouching* (shows they are trying not to be seen) *whisper, leans his ear to my mouth* (trying to be quiet).  
          **c** The words *leap, scatter* and *run crouching* tell us how the police move.

**4** yellow Porsche 911, a black BMW X-5, a red Mercedes ML 320

- 5**     **a** Detective / mystery.  
          **b** For example: The story is set in the real world (so it is not a fantasy story) and in the modern time (so it is not a traditional tale). The story is about a mystery (who is stealing the cars) and No. 1 has to find out how to stop them.  
**6** For example: *he works hard, he is always looking out for cars and this makes his mother, grandmother and sister shout at him, he is very good at solving problems, such as the broken cart or finding the car thieves. He lives in the countryside in Africa and his family farm the land around.*

#### Pages 25–27: Get started!

- 2**     **a** The characters are Tola and her older brother Dapo.  
          **b** They travel to Mr Abdul's customers and Tola measures them for new clothes. Later they deliver the new clothes to the customers and check that they fit.  
          **c** Mr Abdul makes clothes.  
          **d** She crosses her fingers, she crosses her toes, she has a knot in her stomach. She is worried that if the clothes don't fit, it will be because she measured the customers incorrectly. She is worried

that she will have let Mr Abdul down and will have shown everyone that she is too small to be useful.

**e** He charges her more because she is rude and unpleasant to work for.

**f** Mrs Abdul cries because she is so happy and relieved to be able to pay her rent and have money for the feast.

**g** Dapo's calf muscles are as big as the pillars holding up the Third Mainland Bridge. Tola's memory for measurements is as long as the lines of traffic that cross it. Atinuke describes them in this way to make them seem very impressive. She is also showing that Dapo and Tola are a good team.

**3 a** They like to help people.

**4** For example:

*Too Small Tola*

*Tola is my favourite character in the stories of Atinuke because she proves to everyone around her that she is not too small to be useful. Although she is small and quiet, she is strong, kind and skilled. She persuades her brother to help her to help their neighbour when he breaks his leg. I like the scene where she is waiting to see if the clothes will fit the customer. I like the way that Atinuke describes how scared Tola is.*

## Unit 2 Non-Fiction: Letters

### Pages 30–31: Get started!

- 1 a** To tell her about an invitation from Mia's cousin Elena to visit her family in Rio.  
**b** Informal. Share the words and phrases that led them to their answer, such as *Hi, soooooo jealous, It was fun, How cool is that? Hooray!; BRAZIL! THE SAME DAY, YES!!! ALL ABOUT*  
**c** For example:  
 Dear Rasha,  
 I have so many details to tell you about Aunt Sophie's wedding. You are going to be so envious when you hear my wonderful news.
- 4 a** Hi  
**b** I have so much to tell you about Auntie Sophie's wedding.  
**c** You're going to be soooooo jealous.  
**d** I promise I will tell you ALL ABOUT it!  
**e** Love Mia  
**5 a** *you're, that's, don't, I've, I'm; fantastic, amazing, cool; Rio de Janeiro in BRAZIL!! And Mum and Dad said YES!!!!; I promise I will tell you ALL ABOUT it!*
- 6** you're – you are; that's – that is; don't – do not; I've – I have; I'm – I am.
- 7** Together, share the features learners have found. Events told in order: *Mia describes the wedding, the dinner and playing hide-and-seek*; the invite uses past tense verbs, for example: *went, spent, watched*; sentence starters to tell the reader *when, where* or *how* events happened: *First, After the wedding, When it was time to go*; special vocabulary: *Sugarloaf Mountain, parakeets, toucan, Carnival*.

### Pages 32 Go further

- 3 Example answer:**  
 Hi Elena  
 I was so excited to meet you at the wedding. It would be AWESOME to come and stay with you (even if I have to come with my brother). Thank you so much!!!

I would LOVE to go in a cable car up Sugarloaf Mountain! And to see toucans and parakeets.  
I'm mad about birds. My brother will want to go to the Maracanã Stadium, if there's a football match on.  
My mum says she might bring us out and then stay for a few days. I can't wait!!!!  
Love Mia

### Page 32 Challenge yourself!

#### 1–2 Example answer:

Hey Luiz!

That's so cool that you've invited us to Rio de Janeiro.

I've had a look online at the sorts of things you can do. If possible, do you think we could do some surfing,

or perhaps some kayaking?

As we're sixteen, do you think we'll be able to go around Rio on our own? Our sisters can be a real pain.

Before we leave, I would love to go to a football match at the Maracanã Stadium. Do you think that would

be possible?

Anyway, it will just be fab to be somewhere that is not boring old home.

See you soon!

Cheers, Mario

### Pages 33–34: Get started!

- 3     **a** safari, Tijuca National Park, toco toucan, waterfall (any three)  
      **b** Yours sincerely  
      **c** recommend
- 4     For example: contractions, words in capital letters, exclamation marks, informal vocabulary.
- 5     Paragraph 1: Walking safari in August  
      Paragraph 2: Swimming and birds  
      Paragraph 3: English speaking guide.
- 6     **a** *They would also like to go to an area with birds **because** they would like to see a toco toucan.*  
      *The children would like to go on a tour **where** they can swim in a waterfall.*

### Page 35 Go further

- 1     *Addresses*  
      Dear Alma Garcia  
      *Paragraph 1:* Yes, availability for Monday 2 August. Recommend the Toucan tour, with toco toucans and a waterfall.  
      *Paragraph 2:* Price (R\$80); in English; Be at the park at 9 a.m. Safari.  
      From Jola Benson
- 3     **Examples:** Come to the Tijuca National Park Visitors Centre where our guide will be waiting to greet you. I recommend the Toucan Tour because it will take you through the area where many toucans live. We will stop at a beautiful waterfall where you will be able to swim.

### Pages 36–38: Get started!

2

- Formal: addresses, Butterfly Adventures (rather than a particular person), formal words such as *recommending*, full name at the end.
- Informal: contractions, such as *I'm*, *didn't*, informal language, such as *wild*, exclamation marks, personal feelings such as *I am very jealous*.

- 5 Identify and copy:  
**a** four synonyms for **good**  
**b** two synonyms for **really**  
**c** two words with the grapheme **ou** for the short **u** sound  
**d** two words with the grapheme **oo** for the long sound **oo** sound  
**e** two words with the graphemes **o\_e** for the short sound **u** sound.

**Page 38: Go further**

- 1 **a** For example (Any three):  
 The children went without Alma.  
 Alma felt sick and didn't go.  
 There was another couple on the walking tour with the children.  
 The children enjoyed the tour.  
 The children thought that Manuel was a great guide.  
**b** For example: (Any two)  
 The children might have behaved badly without Alma there to control them.  
 The children have behaved badly in the past.  
 The couple on the tour might have been cross about the way the children behaved.  
 Manuel did not need to take the children on the tour without Alma – he made the decision to do this.
- 2 For example:  
 Paragraph 1: Thank you  
 Paragraph 2: What we saw  
 Paragraph 3: Telling our friends.  
 Share synonyms for *good*, such as: *fantastic, excellent, amazing, brilliant*.

**Pages 39–41: Get started!**

- 3 For example: events told in order: *walking safari in the rainforest, saw a toco toucan, swimming at the waterfall*; past tense verbs, for example: *ran, saw, was, let, went, scared, jumped*; sentence starters to tell the reader *when, where* or *how* events happened: *Sadly, At first, After lunch, Yesterday, At the freezing waterfall, Tomorrow*; special vocabulary: *rainforest, toco toucan, waterfall, safari*.
- 4 **a** Mia and Elena were making too much noise running and shouting and scaring the animals.  
**b** They probably did not like the way the two girls were frightening the animals.  
**c** Luiz and Mario are older and better behaved.
- 5 **a** Time: *At first, ... After lunch, ... Tomorrow, ...* **b** Place: *At the freezing waterfall, ...*  
**c** Manner: *Sadly, ...*
- 6 saw, was, ran, hoped, liked, scared

**Page 42: Go further**

- 1 *waved, smiled, saved, hiked, changed, used; waving, smiling, saving, hiking, changing, using.*

**Pages 44–45: Get started!**

- 1 For example:  
*How was this safe or legal?*  
*Please contact me at the address above with your response.*  
*What a disappointing end that was to a disappointing day!*  
*We chose a small walking tour because we were keen to see as much wildlife as possible.*

Grace Eze uses facts as much as possible:

*The children were unaccompanied.*

*The website says that unaccompanied children are not allowed on the tour.*

*They felt stressed (rather than the girls made them stressed, which would be an opinion).*

*The girls jumped into the waterfall.*

Find opinions in the text:

*The girls scared the wildlife away.*

*They saw the toco toucan because the girls were tired.*

- 3**     **a** The addresses, full name, formal greeting, formal sign off. Also, long multi-clause sentences that carefully explain her point of view, formal vocabulary such as *unaccompanied*, *legal* and *compensation*.  
**b**  
Paragraph 1: Introduction – reason for writing  
Paragraph 2: The start of the problem – the children go on the tour on their own  
Paragraph 3: The girls behave badly and frighten the animals away  
Paragraph 4: At the waterfall – finishing early  
Paragraph 5: Request for Butterfly Adventures to contact her.  
The purpose of the letter as a whole is a letter of complaint.  
**c** Locate the events told in order from the arrival to the waterfall.  
Locate the sentence starters to tell the reader *when*, *where* or *how* events happened, such as: *At the end of the day*, *Our final stop*, *Unfortunately* and specific vocabulary, such as: *tour*, *unaccompanied*, *toucan*.
- 4**     **a** For example: *The girls jump out at the rest of the party. The party don't see animals at the beginning of the walk. They go to the waterfall.*  
**b** Facts: Alma Garcia did not go on the walk. The girls jumped into the waterfall.  
Opinion: The girls frightened away the animals. Manuel was wrong to let the children go on the tour unaccompanied.  
**c** For example: Yes, she paid for a tour and the girls' behaviour ruined it.  
**d** For example: Offer her a new tour for free; give her her money back.  
**e** For example: I might have talked to the girls myself and explained how their behaviour made me feel; how important it is to be quiet to see animals in the wild.  
**f** For example: No, children should never be allowed on their own. Or: Yes, possibly only older children.
- 5**     **Example answers:**  
**a** Statement: *We chose a small walking tour because we were keen to see as much wildlife as possible.*  
**b** Question: *How was this safe or legal?*  
**c** Exclamation: *What a disappointing end to a disappointing day that was!*  
**d** Instruction: *Please contact me at the address above with your response.*

#### Pages 45–46: Go further

- 1**     **a** *turn, allowed, rushed, stressed, scared, hoped, tired, jumped, needed*  
**b** Past tense verbs: *chose, were, was, caught*  
Present tense verbs: *choose, is, are, catch*
- 3 a–b**  
However - *Surprisingly, When we arrived*

On your website - *In your conditions, As you know in your letter,*  
 At the end of the day - *After lunch, Fortunately, At last*  
 Unfortunately - *Shockingly, Unbelievably, Frustratingly*

### Unit 3 Poetry: Poems from different cultures

#### Pages 47–49: Get started!

- 3     **b** she **will**, cannot, I **have**, that is, we **will**  
 4     **a** grater cake, duckunoo, coconut drops, bulla cake, jackass corn, plantain tart, pinda cake  
       **b** She is excited to see all the cakes and can't decide which one she wants to buy. The speaker wants you to feel excited and hungry.  
 5     bake – cake; tart – heart; tell – smell; long – song; duckunoo – too

#### Pages 50–51: Get started!

- 2     **a** For example: *the speaker is trying to go to sleep.*  
       **b** The speaker likes seeing the fireflies; they help him or her get to sleep and are a night light in the dark.
- 3     **a**     Flitting white-fire insects     Wandering small-fire beasts  
           little stars     little dancing white-fire bug  
           little flitting white-fire beast     white-flame lamp  
           little star-torch
- c** Two longest noun phrases are: *little dancing white-fire bug; little flitting white-fire beast*  
       **d** See answer in question 3a.  
       **e** See answer in question 3a (bold). *Star-torch* is a hyphenated noun.
- 4     **a** *white-fire – small-fire*: End with the same word.  
       *Wave – Weave*: Assonance – the letters 'w' and 'v' are repeated and the 'ee' and 'ay' sounds are similar.  
       *bug – beast*: Alliteration – the letter 'b' is repeated.  
       **b** For example: Lines with similar structure that are synonyms of each other, such as: *Flitting white-fire insects!* – *Wandering small-fire beasts!*  
       *little flitting white-fire beast*: Assonance – repetition the 'i' and 'igh' sounds.  
       Repetition of *Wave little / Weave little* and *Come little*, and similar lines.
- 5     **a** a light: *fire, star, lamp, flame, torch*  
       **b** a fire-fly: *insects, beasts, bug*  
       **c** flying: *flitting, wandering, wave, weave, dancing*

#### Page 52: Go further

- 2     Example answers:  
       darting sparkling comets  
       fluorescent light balls  
       rows of tiny fairy lights  
       fairy-lights dashing in the dark  
       a display of wonder lights  
       fluttering light bulbs  
       lights searching for love  
       humming star dust.

#### Pages 53–55: Get started!

- 2 **a** For example:  
       The animals are having a festival.  
       Elephants are cooking curry.



Frogs and mice are hiding under the hood of a cobra.  
 Bears and cockatoos are having a poetry competition.  
 Horses and camels are dancing together.  
 Tigers are trying to knock papayas off a stand.  
 Lions have had their paws decorated with henna.  
 Donkeys have dressed up Mule as a Maharaja.  
 Pelicans are doing a sword-swallowing trick.  
 On the stage, dolphins are putting on the story of Sinbad the Sailor, monkeys are putting on the story of Prince Rama and 40 rooks are putting on the story of Ali Baba.

- 3** cooked – curried tikka  
 shy – sheltered  
 papayas – pot-shot paisa paws  
 decorated – donkey, delicate  
 Mule – Maharaja  
 built – bridges
- 4** **a** Four nouns: *summertime, animals, mela, elephants, pumpkin, tikka masala, frogs, mice, hood, cobra, bears, cockatoos, couplets, mushaira, horses, camels, bhangra, papayas, paisa, lions, paws, henna, donkeys, laugh, Mule, Maharaja, pelicans, swords, mango chutney, paratha, Sinbad, ship, waves, abracadabra, monkeys, bridges, Prince Rama, Ali Baba, rooks, life, drama.*  
**b** Four adjectives: *curried, sun-shy, mini, fantastic, juicy, delicate, day-long, dolphin.*  
**c** Four verbs: *was / were having, cooked, sheltered, swapped, pranced, danced, took, showed off, pot-shot, decorated, crowned, swallowed, sailed, built, recalling, helped, acted out.*
- 5** sheltered, sheltering; cooked, cooking; swapped, swapping; pranced, prancing; danced, dancing; showed, showing; crowned, crowning; swallowed, swallowing; sailed, sailing; helped, helping; decorated, decorating.

### Pages 56–58: Get started!

- 1** **a** A pan of potatoes is boiling on the stove.  
**b** The pan takes off its lid (or someone else does).  
**c** The speaker in the first two verses is the pan; the speakers in the third verse are the potatoes.
- 3** *bristling, whistling, fit, split, stopping, dropping, swapping, higher, fire, knocking, socking, copping, hopping, whopping.*  
*steaming / screaming; seething / tea-things; said / head; boiling / moiling; whistling / sizzling; split / it; lollop / wallop.*
- 4** **a–b** *screaming, bubbling, rattling, whistling, sizzling, phew, hoppity, popping, dancing, polka, higher now, galloping, lollop, jumping, turning, thumping knocking, bumping hopping, whopping.*
- 6** *screaming, bubbling, sizzling, dancing, jumping, hopping, thumping.*

### Page 58: Go further

- 1** *popping, dropping, swapping, dancing, galloping, jumping, turning, thumping, bumping, hopping.*
- 2** A busy train station: *pushing, shoving, running, slamming, whistle blowing, chugging, sighing.* The first verse could be about the people running; a second verse could be about the train chugging along.  
 Leaves blowing in the wind: *swishing, blowing, whishing, whooshing, icy cold, crunching, scampering.* The learners might like to have a verse about the wind and a verse about the leaves. *What animals might be scampering?*

- 3 For example:  
*people pushing, bags bashing, swishing swaying*  
*tooting, beeping (commuters), crickle crackle (leaves).*

**Pages 59–60: Get started!**

- 1 a It is a list poem.  
b Eleven.
- 3 **Example answer:**  
A mighty lump  
Of porridge limp,  
A lamp
- 4 *a ball of gold, a pool of honey, a polished coin, a shining lamp, a giant firefly.*
- 5 For example: *a pool of pewter, a golden globe* (alliteration); *a sticky pot of runny honey* (rhyme).

## Quiz 1 Answers

## Pages 62–63

- 1 could – should; you – soup; shoulder – poultry; out – ground
- 2 a A question: *Have you ever been to Nigeria, Africa?*  
 b An exclamation: *What a wonderful place it is!*  
 c A statement: *Anna Hibiscus lives in Nigeria.*  
 d An instruction: *Read this book to find out about Anna and her amazing life.*
- 3 a For example

Av. das Americas 27 56  
 Barra Da Tijuca  
 Rio de Janeiro  
 RJ, 227 93-240  
 3 June 2021

Butterfly Adventures  
 Av. Salvador Allende  
 Rio de Janeiro  
 RJ, 227754-350

Dear Butterfly Adventures

I am travelling to Rio de Janeiro with my father who is in a wheelchair and I would like to know which of your tours would be suitable for him.

My father is very interested in birds and would very much like to go on a tour that would allow him to see a toco toucan.

His wheelchair can go over rough ground, but cannot cope with mud.

Thank you for your help. I look forward to hearing from you.

Yours sincerely  
 Sophie Grande

a – address  
 b – date  
 c – greeting  
 d – introduction  
 e – paragraph  
 f – precise vocabulary  
 g – formal ending

- b It is a letter requesting information. The writer wants to know which tours are suitable for a wheelchair; her father wants to see a toco toucan.
- c The writer is worried that her father's wheelchair might get stuck in the mud on some tours.
- 4 But Grandmother is fighting with the palm oil press. It is refusing to work.  
 'Foolish machine!' Grandmother growls.  
 'What will we do?' cries Auntie Fine-Fine.  
 'We have not even finished paying for it!' says Mother.

5

Word	Contraction	Word	Contraction
cannot	can't	she will	she'll
will not	won't	I will	I'll
should not	shouldn't	you will	you'll
might not	mightn't	we will	we'll
could not	couldn't	they will	they'll
he will	he'll		

- 6 a huge, massive, enormous, tall  
 c warm, humid, stifling, spicy  
 e bright, sparkle, twinkle, glow, flash
- 7 a skated, skating  
 b sailed, sailing  
 c waited, waiting  
 d danced, dancing  
 e jumped, jumping  
 f hopped, hoping  
 g floated, floating  
 h stopped, stopping
- 8 Ensure that learners have added a date, addresses and a suitable informal greeting before recounting their event in the past tense. Check that the learners have ended their letter with a suitable informal sign off.

## Unit 4 Poetry: Myths and legends

### Pages 64–66: Get started!

- 2    **a** Ireland, by the sea  
       **b** In Scotland  
       **c** Oonagh
- 3    **a** They are showing off to each other; they want to be the strongest; they don't think they will ever meet so they are safe to insult each other.  
       **b** He doesn't know how big Benandonner is; he is bigger than everyone else he has ever met and therefore he assumes he will be bigger than Benandonner; he doesn't think that Benandonner will be able to beat him; he doesn't think that Benandonner will be able to cross the sea to reach him.  
       **c** He is much bigger than Finn McCool and much bigger than Finn expected him to be; Finn knows that he can't beat Benandonner in a fight.
- 4    **a** Set a long time ago; set in a real place; about a specific character with a name who has exaggerated talents.  
       **b** Setting: A real place. (Could have a giant in a fantasy story.) A character with exaggerated strength. (No. 1 has a real setting – a legend has a real setting.)
- 5    **a** Place; **b** Time; **c** Manner
- 6    big – *mighty, tallest, high, tall, enormous, colossal*; strong – *mighty, powerful*; cross – *fierce, savage*  
       ('y', 'est' and 'ful').
- 7    **a–b** Statement: *Benandonner is coming to destroy me!* ; Exclamation: *What a disaster!* ; Question: *What can we do?*; Command: *Help me, Oonagh!*  
       **c** Finn McCool is probably very worried and shouting.

### Pages 67–69: Get started!

- 1       Examples: *embarrassed, tried to smile, heart was pounding, wide eyed, sobbed, spluttered, child was terrifying, backed out, as fast as he could, knocking chairs and tables, ran.*
- 2    **a** If Benandonner thinks that Finn's spear is the size of a log, he will assume that Finn is huge.  
       **b** To make Benandonner think that Finn is so powerful that his teeth can easily crunch rocks.  
       **c** To make Benandonner think that because Finn has a huge baby, he must be massive himself.
- 3       With her brain – with clever tricks.
- 4       Examples: *In the first part of the story, Finn saw that Benandonner was much bigger than him; now, Oonagh and Finn trick Benandonner into thinking that Finn is much bigger than Benandonner. In the first part of the story, Finn builds the causeway to bring Benandonner across; now, Benandonner pulls up the causeway to protect himself from Finn McCool.*
- 5    **a** *ordered* (Oonagh is in charge of the situation), *gushed* (Oonagh is pretending to be very pleased to see Benandonner), *chatted* (Oonagh is pretending that she is not shocked by the size of Benandonner and that he is not scary), *offered* (Oonagh is offering Benandonner the plate), *sobbed* (Benandonner is in pain), *spluttered* (Benandonner is scared), *sighed* (Oonagh is pretending to be disappointed).
- 6       *over, around, in, on, in, along, in, out, next to, against, through, on, inside, out, from, across, over, behind, into*

### Page 69: Go further

- 1       For example: *Oonagh could give Benandonner a bucket and say it is Finn's cup, or a saw and say it is Finn's knife; she could say that Finn has gone to wash in the lake because he can't fit in the bath; she could say that a tablecloth was Finn's napkin; she could take the*

*table outside and say it was Finn's stool; she could point to some logs and say they were Finn's toothpicks; she could point to a shed and say it was Finn's dog's kennel.*

**Page 69: Challenge yourself!**

- For example: *as wide as a mountain, as strong as an elephant, as wide as the sea, as fierce as a storm, as strong as an axe* and so on.
- For example: shakes, cries, trembled, hides, stammers, begged and so on.

**Pages 70–71: Get started!**

**1** *was, called, watched, lived, wished, stopped, protected, planned, ordered, turned, looked, begged, loved, agreed, gave, flapped, set off.*

**2** For example:

**a** Polydectes wanted to get rid of Perseus because he wanted to marry Perseus' mother.

**b** The gods agreed to help Perseus because they loved him.

**c** Medusa was a dangerous monster because anyone who looked at her turned to stone.

**4** ancient setting – *In the time of gods and monsters, in the land of Ancient Greece.*

hero – *a hero called Perseus*

gods – *Zeus and the gods*

monster – *Medusa was a Gorgon – a foul and dangerous monster.*

**6** plan, beg, flap

**7** trapped, squeaked, croaked, popped, stunned, snooped

**Pages 73–75: Get started!**

**3** Agree that *The legend of Finn McCool* is a legend, and that Finn McCool does not get help from the gods or a magical object (these elements are not found in a legend) – he is helped by his wife's cleverness. Finn McCool could have been based on a real person; Perseus is not.

**4** Example answers:

**a** *winged sandals, secret cave, distant lands, endless seas, moonlit cave, foul Medusa, repulsive sisters, slightest noise, polished shield, sleeping Gorgon, one swift and furious stroke, disgusting head, twisting snakes, cap of Hades, the kingdom of Polydectes.* Discuss favourite noun phrases, such as *moonlit cave* and *foul Medusa*.

**b** Share the words learners have written down, such as *foul, furious, charged* and *spat*.

**c** Discuss which words are nouns and which are adjectives in each phrase. Focus on the longer phrases: *one swift and furious stroke* (two adjectives), *cap of Hades* (two nouns, no adjectives), *the kingdom of Polydectes* (two nouns, no adjectives). Challenge learners to add further information to one noun phrase such as: *the hideous, twisting snakes, a dark, secret cave*.

**5** **a–b** fly – *flew*, find – *found*, sleep – *slept*, are – *were*, know – *knew*, wake – *woke*, spit – *spat*, put – *put*, shake – *shook*, see – *saw*, say – *said*, hold – *held*, take – *took*, give – *gave*

**Pages 77–78: Get started!**

**2** **a** He's too old.

**b** Someone has to go from the house and Mulan's father will die if he has to go.

**3** Setting: *small, North China Plain, endless grasslands, foothills, loom, burbling fountain, pond;*

Mulan: *dutiful daughter, skilled weaver, brilliant swordswoman, fast, clever, loom, silent;*

How Mulan and her mother speak: *sighed, quietly, murmured.*

**5** Example answers:

- She is a good daughter (we are told she is dutiful and she acts to protect her father; she works hard at the loom, she is polite to her mother).

- In this story, being a good daughter means protecting her father and doing the duty of a son; it also means being polite to her mother. Discuss what learners feel might mean being a good daughter or son in their life, for example: *keeping their room neat, doing the washing up or working hard at school.*
- Mulan loves her father and worries about him being old and frail. We know this because she is too worried to use her loom. She lists the problems they face, which shows that she has been thinking about it.
- Mulan's mother agrees that Mulan going to war is the best option for the family. She does not try and stop Mulan but just hugs her when she offers to go. She must know that Mulan is a brilliant swordswoman.
- She cries because Mulan might not come back from war, she will miss Mulan, she's sad that Mulan has to do this dangerous thing.

- 6
- a Mulan
  - b the fountain
  - c Mulan's father
  - d Mulan

### Page 79: Go further

#### 1 a Example answer:

- *The Legend of Finn McCool: family loyalty* (Oonagh protects Finn, her husband), *cleverness versus strength* (Oonagh uses her brain to defeat Benandonner, who could easily have squashed Finn and her), *power* (Oonagh defeats Benandonner).
- *Perseus and Medusa: bravery* (Perseus knows that Medusa is very dangerous), *cleverness versus strength* (he cleverly uses the mirror to defeat Medusa), *family loyalty* (he fights Medusa to save his mother).
- *The Legend of Hua Mulan: family loyalty* (Mulan puts her family before herself), *bravery* (Mulan knows that going to war, particularly as a girl, will be very dangerous), *power* (Mulan is a strong female role model).

### Pages 80–82: Get started!

#### 2

- We can assume that the journey was tough and this made Mulan tougher. She learned to sleep on the floor and to ride a horse for long periods of time. It made her feel comfortable in her boys' clothes.
- We know Mulan was a great fighter because she survived battles for ten years and is well respected by her fellow soldiers.
- We know the other soldiers were friends with Mulan because they travelled home with her.
- Discuss possible lessons such as: *it is possible for a girl to be a soldier, people who work hard are rewarded.*
- People tell stories about Mulan because she is an interesting character.

- 3
- a She practised with her sword **and** then camped on the rough heather.
  - b Her comrades waited **as** Mulan went inside.
  - c The path was tough, **but** Mulan was tougher.

#### 4 Example answer:

Sentence 1: The Legend of Hua Mulan *is the story of a young girl who pretends to be a soldier **and** goes to war in place of her father.*

Sentence 2: *I liked the story **because** Mulan was so good and strong.*

Sentence 3: *I think people who like adventure stories would enjoy this story **because** Mulan travels **and** fights for her father. I think the younger children who have seen the original Disney film might not enjoy this version of the story **because** it isn't funny.*

- 5 'or' spelled 'ar': *war, swarmed, reward*  
 'f' spelled 'gh': *rough, tough, laughed*  
 'e' spelled 'ie': *field, wielding*  
 'e' spelled 'ea': *heather, ready, heads*

### Pages 83–85: Get started!

- 2 a The main plot is the same.  
 b There is less description. In the comic strip version, Mulan's friends discover she is a girl before she changes. In the comic strip version, Mulan creeps out at night. In the first version, Mulan is a skilled weaver as well as a fighter and, in the comic strip version, she does not like weaving. The first version is serious and the comic strip version has onomatopoeic words and fight scenes.  
 c The illustrations show what is happening in the story so there does not need to be as much text. The illustrations help to know what Mulan and the setting look like.  
 d Share the learners' preferences, encouraging them to use connectives, such as *because*, *and* or *although* in their answers, for example: *I prefer the comic strip **because** it is more fun to read. I prefer the comic strip **although** it doesn't tell us as much about the story.*  
 e The first version is more traditional. The comic strip version is more modern.
- 3 Beginning: *Mulan decides to go to war in place of her father.*  
 Middle: *Mulan travels to the army then fights with the army for ten years.*  
 End: *Mulan arrives home.*
- 4 a Long ago in China (when and where)  
 One day (when)  
 That night (when)  
 Creeping silently out of the house (how)  
 At last (when)  
 With her hair hidden under her helmet (how)  
 For ten years (when)  
 At last (when)  
 Finally (when)

## Unit 5 Non-fiction: Information texts

### Pages 87–89: Get started!

- 1 a Agree that it is non-fiction. The photograph (rather than an illustration) on the front cover suggests (but doesn't prove) that it is an information text. The blurb on the back cover confirms that it is an information book: the text uses words such as *information*, *facts* and *collector cards*. The contents page lists different types of information – rather than chapters. The spread shown provides information on how a shark moves. A glossary is a more common feature of an information text. An index is a feature of information books.  
 b For example: a fun title, a dramatic picture of a dangerous shark, the blurb makes the information sound exciting.  
 c Share learners' thoughts. Agree that the purpose of the book is to provide information on sharks.
- 2 a Page 16
- 3 a They have a large liver filled with oil that helps them float.  
 b Travelling at a steady speed.  
 c Swell shark  
 d For example: *tail, steer, cruising, prey, liver.*

- 4 a Page 17  
b Page 11  
c Pages 20 and 21

**Pages 90–91: Get started!**

- 2 a main text – Gives the main information about the great white shark.  
b caption – Gives more information about the picture.  
c labels – Show which of the shark's fins is which.  
d fact box – Gives extra facts such as how big the shark is.
- 4 For example: *fin, dorsal fin, hunter, warm blood, muscles, prey, ferocious, serrated, pectoral fins, teeth, tuna, rays, sharks, seals, dolphins.*
- 5 cartilage, cruising, fin, fossil, gill, Greenland shark, pollution, predator
- 6 a *is, has, help, rips, have, wears, keeps, stops, becomes, swims, lives.*  
b *swimming, growing, chasing, slicing, rolling, tipping.*

**Pages 93–95: Get started!**

- 3 a four (including the introduction)  
b For example: *Hammerhead shark, Tasselled wobbegong, Goblin shark; or Metal detector, Living carpet, Hideous jaw; or Strange head, Strange skin, Scary face.*
- 4 For example:  
'As it swims, ...' links the shape of the hammerhead shark's head to its purpose.  
'Surprisingly, ...' links the way that the wobbegong looks to how this helps the shark.  
'Fortunately, ...' links the

5

	Hammerhead shark	Tasselled wobbegong shark	Goblin shark
<b>Size:</b>	6 metres	2 metres	4 metres
<b>Eats:</b>	squid, crabs, herring, rays and other sharks	crabs, octopus, lobsters, squid	squid, crabs and lobsters
<b>Danger level:</b>	Very dangerous	Not dangerous	Not dangerous

6 For example:

A **ray** is a distant cousin of the shark.  
The wobbegong **waits** for **prey** on the seabed.  
The goblin shark pushes out its jaw to catch **prey**.  
The snout of a shark is the pointed part at the front.  
Goblin sharks live in the deep part of the ocean.

**Pages 97–99: Get started!**

- 4 **Although** not as fast as the shortfin mako or the salmon shark, the great white is huge and powerful – and still very fast. (beginning)  
The shortfin mako is fast – **but** it's not the fastest fish in the ocean! (middle)  
**Because** of its sleek shape, the shortfin mako can zip through the water. (beginning)
- 5 a The salmon shark can travel fast through the water **because** it has a sleek body.  
b The great white shark can swim very fast **although** it is very large.

6

The three smallest sharks in the world are:

- the dwarf lantern shark
- the male pygmy shark
- the panama ghost catshark.



### Pages 100–101: Get started!

4 For example: *paragraphs provide detailed information about sharks; tables and bulleted lists help us to compare sharks.*

- 5     **a** There are eight multi-clause sentences.  
      **b** Sharks are also in demand **because** other fish caught for food, such as cod, have become scarce. Many sharks are killed **when** they get caught in nets put up to protect swimmers from shark attacks, or nets meant to catch other fish.  
      Sharks caught for sport are usually released, **but** often die from exhaustion soon afterwards.
- c**     If too many fish are taken out of the sea, **sharks will not have enough to eat.**  
      If people hunt sharks, **many sharks will die from exhaustion.**  
      If nets are put up to protect swimmers, **some sharks will get caught in the nets and die.**

## Unit 6: Playscripts: Playscripts of traditional tales

### Pages 103–105: Get started!

- 1     **a** For example: *Story told through speech; names of speakers written first; stage directions; sorted into scenes.*
- 2     **a** He is her child; her husband told her to love the child. She is a loving person. She trusts her husband.  
      She does not judge people by the way they look.  
      **b** He is a loving person. He trusts his wife's judgement. He does not judge people by the way they look.  
      **c** He is like a person, although he looks like a huge frog.
- 3     **a** The narrator explains the story and gives extra information that is not given by the characters.  
      **b** Once upon a time, ... (time); One day, ... (time); Inside and outside the cottage, ... (place)
- 6     seen – scene; wants – once; they're – their; two – to; you're – your; write – right; theirs – there's

### Page 105: Go further

1

#### Example answer:

Once upon a time, a very long time ago, there was a man and a woman who lived just outside a great city in China. From their cottage, they could see the Imperial Palace in the distance. The woman was expecting a child, but the man had no work, so he left to earn money far away.

'Go well, husband,' said the woman sadly.

'I am sorry to leave you alone at this time,' apologised the man, 'But I must go and find work.'

'When you return, your child – be it a boy or a girl – and I will be waiting,' smiled the woman.

'Love that child, whatever it is,' encouraged the man softly.

And with that, the father went out of the gate and left to seek work.

In time, the woman gave birth to a healthy child. But it wasn't a healthy boy or a healthy girl.

'Oh my!' cried the woman in shock. 'It's a frog!' However, the frog was her child, and he was rather cute.

She decided to care for the frog just as her husband had told her to.

#### 2 Example answers:

- Once the man had **seen** the frog, he loved it too.
- The man **wants** to earn money for his family.
- **They're** going to be surprised when they see him!
- The man was gone for **two** months.

- My goodness. **You're** a frog.
- I must **write** to my husband.
- The frog was **theirs** to love.

**Pages 106–109: Get started!****2**

**a** For example: *The last scene ended with the family setting off to see the Emperor; the frog said that enemies were coming to attack the palace; the first part of the story is about trust and here we see who trusts the frog and who does not; in the first part we realise that the frog has certain powers, here the frog carries out different tricks.*

**b** The phrase *Outside the palace* links to the end of Part 1 when the family set off for the palace; *After talking to many guards* creates a link between the family leaving for the palace and getting in to see the Emperor. *The years went by* bridges the gap between the frog and princess as children and the frog and princess as adults.

**c** For example: *Yes, the frog tricked the Emperor into trying on his skin. No, the frog became Emperor by his own merit.*

**d** The man, the woman and the princess treat the frog well; the Emperor, who laughs at him and tries to trick him into not marrying the princess, treats him badly.

Lesson: We should not judge people by how they look.

**e** The woman is surprised by her son but loves him and treats him as she would any other son; the man accepts his son and the family have a happy life together. The Emperor laughs at the frog but the frog is still able to help him. Even when the frog has proved himself, the Emperor still will not let him marry his daughter.

**f** *Trust* (those that trust the frog); *family* (frog and his parents; the Emperor and his daughter); *appearances* (the man, the woman and the princess do not mind how the frog looks; the Emperor only accepts the frog when he looks human, even though he has saved the Emperor from enemies); *keeping your word* (the woman keeps her word to the man, the Emperor does not keep his word to the frog).

**4** Ha! Ha! Chomp, slurp, chomp, slurp, chomp. harrumph.

**5** in front of (place and movement)

between (place and movement)

before (time)

over (place and movement)

around (place and movement)

**6****Example answers:**

- The frog was able to stop the army **before** they attacked. (time)
- **After** the frog and the princess had been friends for many years, they decided to get married. (time)
- The princess threw the ball **over** the heads of the crowd. (place and movement)
- The man, the woman and the frog walked **across** the fields to see the Emperor. (place and moment)
- The man had been away for work **since** the frog was born. (time)
- A secret look passed **between** the princess and the frog before she threw the ball. (place and moment)
- The guards put a bucket of hot coals on the ground. (place and movement)

**Pages 110–112: Get started!**

- 1 For example: *title, list of characters, stage directions, character names, colons and speech without speech marks.*
- 2
  - a They are too frightened to fight the Troll; they know that their brother will be able to defeat the Troll.
- 4 Little Billy Goat, Middle Billy Goat, Great Big Billy Goat Gruff, horrible troll, hideous troll, enormous troll.
- 5 a *let us; who is; I am; he is; do not.*
- 6 you're, he's, they're, she'll, it's

**Pages 113–115: Get started!**

- 1 *Tiddalik, Wombat, Kookaburra, Koala, Echidna and Platypus.*
- 2
  - a selfish
  - b he is selfish, he is thirsty
  - c by accident – he laughed
- 3
  - a The verbs suggest she is angry.
  - b They are trying to be funny and happy.
  - c Learners' own answers, for example: sun, waterhole (nouns); hot, empty (adjectives); drank; hopped (verbs)
- 4
  - a For example: *The hot sun made him thirsty* could become *I'm so thirsty.*  
For example:  
*'I'm so thirsty,' said Tiddalik, 'I could drink all the water on the land.'*
  - b For example: *'Tiddalik – you've drunken all the water!' cried Wombat.*  
*'There's no water left for us!' sobbed Echidna.*  
*'Please share, Tiddalik,' begged Kangaroo. 'My children are thirsty.'*
- 5 For example:
  - **Sun:** The hot **sun** made Tiddalik thirsty.
  - **Some:** The animals wanted Tiddalik to give them **some** water.
  - **There:** Soon **there** was nothing left for the other animals to drink.
  - **Been:** Tiddalik had **been** thirsty.
  - **Seen:** I have never **seen** a platypus.
  - **Tail:** A platypus has a wide flat **tail**.
  - **Great:** It was **great** when Tiddalik laughed.
  - **For:** After Tiddalik laughed, there was enough water **for** everyone.

## Quiz 2 Answers

## Pages 119–120

## 1 Example answers:

- a shouted, bellowed, taunted, cried
- b stammered, sobbed, trembled, cried, whispered
- c whispered, asked
- d sobbed, shouted, cried, argued
- e laughed, declared

## 2 a 'Would you like a biscuit?' said Oonagh.

b 'Put the head in this bag,' said Athena.

c 'Come back!' shrieked the Gorgons.

d 'There's the battlefield!' cried Mulan.

e 'Home at last!' said Mulan.

## 3

Present tense	Past tense
she runs	she ran
they know	they knew
he sleeps	he slept
it takes	it took

## 4 Example answer:

Finn McCool was huge. He was so enormous, his head was above the trees. He carried a vast sword and a massive shield. He lived in a gigantic house beside the sea.

## 5 a N (non-fiction) b F (fiction) c F (fiction)

d N (non-fiction) e N (non-fiction) f F (fiction)

## 6 caught, cells, chase, crab, dangerous, detecting, down

## 7 a Who's

b Where

c weak

d sun

e whole

## 8 Example answer:

**NARRATOR:** Once upon a time, in Ancient Greece, there was a brilliant weaver called Arachne.

**SISTER:** (*admiring Arachne's tapestry*) You are such a wonderful weaver, Arachne. Your tapestries look as if they are alive.

**ARACHNE:** (*proudly*) Yes, I am as good a weaver as Athena herself.

**NARRATOR:** Unfortunately for Arachne, Athena heard what she said.

**ATHENA:** (*crossly*) I don't think so! I'm going to teach Arachne a lesson.

## 9 a Some sharks are dangerous. Fact

b *The Legend of Finn McCool* is very funny. Opinionc *The Legend of Mulan* is a very old story. Fact

d We should all try to protect sharks. Opinion

e In the play, *The Three Billy Goats Gruff*, the goats cross the bridge. Fact

## Unit 7: Fiction: Adventure stories

### Pages 121–123: Get started!

1 For example: *when it was quite certain, wide blue eye of Earth, the huge planet's gravity caught it and threw it onward.*

3 a The ship. It could be dangerous because they far from home; cannot escape; no control; something has gone wrong; there are no adults around.

b Astra. She is just a young child.

c Astra has woken up years before anyone else. She will not know how to go back to sleep again. There might be a problem with the ship.

d She is travelling to start a new life on a faraway planet.

4 For example: *She looks very small and young. She probably feels scared and worried. The images show she is young – she has big eyes that make her look young and vulnerable and she is clutching a cuddly toy.*

5 It is fiction: it is written as a story; we know it is a recount because humans cannot travel into deep space with children.

6 a Hua Mulan is a legend. It is about someone strong who might have once existed. It could have happened. It is about a real place.

b The main character Perseus is a strong hero, unlike Astra who is a young child. *The Myth of Perseus and Medusa* is set in Ancient Greece and includes gods and monsters. Perseus is given help by the gods.

c *The No. 1 Car Spotter* is set in a real place. It is also a story about problems, but they are problems set in the real world.

d *Tiddalik, the Thirsty Frog* is a traditional tale. The characters are animals and the story teaches us a lesson.

7 Verbs: *swung, picking up, flung, flew*

Adjectives: *huge, still, empty, silent, dim, icy blue*

Where: *In the dining hall next to Hibernation Section C*

When: *at first, When it was quite certain that no one was awake*

Space words: *ship, engines, space station, Moon, Mars, Jupiter, gravity, pods, Hibernation, Nom-O-Tron*

Noun phrases: *misty rows of pods, freezer-pod*

### Page 124: Go further

1 For example (any five): *aliens arrive; people hid on the ship before it took off; people in the ship get sick; the captain becomes lonely and wakes everyone up; another spaceship calls for help; the air system on the ship breaks; the food runs out; the electricity runs out; someone takes over the ship; the ship lands on the wrong planet; the ship crashes into another ship; the planet they are planning to land on turns out to be not suitable for life.*

3 For example@ *She manages to wake up the captain; a robot on board helps her; she traps the aliens in spare sleeping pods; she makes friends with the aliens; she works out how to program the food machine.*

4 For example: *crunch, pow, zap, zip, bash, bing* and so on,  
For example: *Around the corner, Hiding quietly, Thinking quickly*

### Pages 126–128: Get started!

1 For example: They ran out of water; they were lost at sea; the island had no water; they had nothing to eat; they were stuck on the island for a long time; no one knew where they were.

2 Non-fiction – there is a photograph of the people involved. Newspapers are usually about real events.

- a** Agree that a photograph can only be of real things; the illustration of the spaceship can be completely made up.
- b** Help learners to articulate that the island adventure takes place in the real world, even if it is amazing. *Cakes in Space* includes elements that don't exist, such as freezer-pods and travel across the solar system.
- 3** **a** They ran out of water – they caught water in coconut shells; they were lost at sea – they found an island; the island had no water – they hollowed out tree trunks; they had nothing to eat – they found bananas, chickens and coconuts; they were stuck on the island for a long time – they made a badminton court and a guitar; no one knew where they were – they made a signal fire.
- b** They are schoolchildren just like us – not superheroes, but they are brave.
- c** It takes place on a remote island. It is dangerous because it is far from home, there is no water and no one knows where the children are.
- 4** **a–b**
- **As** they set off, the weather was perfect. (time)
  - **As** they slept, the boat drifted off course. (time)
  - They survived **because** they worked together as a team. (cause)
  - They explored the centre of the island **where** they found bananas, coconuts and chickens to eat. (place)
  - Peter Warner brought the boys back to Tonga, **where** they were immediately arrested for stealing the boat! (place)
- 5** **a** The boys got lost at sea when **they lost their rudder in a storm**.
- b** There was no water on the island where **the boys landed**.
- c** The boys made a badminton court because **they wanted to keep fit**.
- 6** Island life: paragraph 5, beginning *On the island ...*  
 Rescue – last paragraph, beginning *Last week ...*  
 Getting ready – paragraph 2, beginning *Secretly, the boys ...*  
 The journey – paragraph 3, beginning *As they set off ...*  
 Bored – paragraph 1, beginning *In June last year ...*
- 7** In June last year, (time)  
 Secretly, (manner)  
 As they set off, (time)  
 At last, (time)  
 On the island, (place)  
 Last week, (time)
- 8** As they slept – links to the boys falling asleep in the previous sentence.  
 Then – links the boys sleeping to the next thing that happens.  
 For eight days – links the boys being at sea with the things that happened to them.  
 Learners work with a partner to discuss how each sentence starter helps to link the sentences.
- 9**
- a** The weather was perfect as they set off.
- b** Because they worked together as a team, they survived.
- c** When they arrived, they explored the whole island.
- d** For 15 months, the boys lived on the island.

### Pages 129–131: Get started!

- 2** **a** See: *cliff, canopy of mist, a forest of brilliant emerald green, a beautiful blue lagoon, an ocean, scarlet-headed bird the size of a small aeroplane, triceratops*  
 Hear: *whirring and buzzing of insects, Ark! Ark!*

- b** First they are surprised by the strange huge bird, then Jamie realises that the rhinos have three horns so must be a triceratops, then Tom realises that the 'bird' is a pterodactyl.
- 3** **a** pterodactyl, triceratops  
**b** grey, green, blue, scarlet, silver-grey  
**c** whirring, buzzing, Ark! These words sound like the things they name or describe.  
**d** A canopy of grey mist hung over a forest of brilliant emerald green.
- 4** **a**
- *canopy* – some form of covering
  - *pterodactyl* – a name for the large leathery bird
  - *Ark!* – a sound word
  - *lagoon* – a lake
  - *emerald* – remembered from Tiddalik, the Thirsty Frog – that it was a word for green
- b** For example: *beyond, binoculars, swooping, ducked, jaw, rhinos, stuttered*.
- 5** Shocked (spoke carefully, whispered, stuttered); amazed (amazement, yelled, punching the air, the picture shows them dancing with happiness).
- 8** **a** Jamie stepped back from the cliff edge. (where / place)  
**b** A canopy of grey mist hung over a forest of brilliant emerald green. (where / place)  
**c** 'No way,' said Tom, looking through his binoculars. (where / place)

**Page 132: Go further**

- 1** amaze + ment
- 2** movement, agreement, disappointment, equipment
- 4** For example:
- fast: *quick, speedy, rapid, express, quickly, tightly, firmly*
  - scared: *frightened, afraid, worried, terrified, shocked, horrified, fearful*
  - big: *enormous, giant, great, huge, massive, large*
  - beautiful: *lovely, elegant, pretty, attractive*

**5**

Colours, sounds, animals	Noun phrases	Setting words	Prepositions	Words ending in 'ment'
<ul style="list-style-type: none"> <li>• aquamarine</li> <li>• emerald green</li> <li>• midnight black</li> <li>• frothy white</li> <li>• roaring of the water</li> <li>• shrieking of the birds</li> <li>• jaguar waiting</li> </ul>	<ul style="list-style-type: none"> <li>• curious jaguar</li> <li>• thundering water</li> <li>• rising mist</li> <li>• endless gorge</li> <li>• raging river</li> </ul>	<ul style="list-style-type: none"> <li>• gorge</li> <li>• rainforest</li> <li>• waterfall</li> <li>• cascade</li> <li>• vegetation</li> </ul>	<ul style="list-style-type: none"> <li>• below</li> <li>• under</li> <li>• through</li> </ul>	<ul style="list-style-type: none"> <li>• amazement</li> <li>• refreshment</li> <li>• agreement</li> </ul>

**Page 132: Challenge yourself!****1**

• Who: *best friends from school; cousins who hate each other; strangers who arrived at the same time; one child who thinks they are amazing and one who is really grumpy; a child who is amazed by everything and a child who is scared by everything; a very posh child who hasn't been cold / muddy / wet before and a child who loves scouting and so on.*

- How: *landed in a balloon; got lost on a boat trip; fell out of a boat; fell through a secret door; squeezed between some trees; fell down a hole when caving; went through the back of a wardrobe; went behind a waterfall* and so on.
- What: 'Help!'; 'Wow'; 'Awesome!'; 'W-w-what is going on?'
- Feelings: *excited; irritated; worried; trying to use their phone; bored; cold; wet; trying to be positive; trying not to panic; only seeing the bad* and so on.

### Pages 133–135: Get started!

- 1 Agree that a T-Rex is a huge and powerful dinosaur – and very dangerous to Tom and Jamie. They are scared: *whispered, gagged, w-what, stammered, breathed, yelled*.
- 2 **a** They arrived in the time of the dinosaurs in the previous extract; it was exciting but now it's dangerous. The boys are feeling scared because a T-Rex is a dangerous dinosaur.  
**b** For example: *I'm enjoying this story because I'm interested in dinosaurs. I'm not enjoying this story because I don't think it is possible to time travel. I like the part where Tom and Jamie are hiding from the dinosaur because it is so dramatic. The descriptions of the dinosaur, including how it smells and what it has in its teeth, make it dramatic because I can imagine being there. I was scared when the dinosaur roared.*
- 3 **a** Onomatopoeia: *Thud! Aargh! RAAAAAR! Ugh!*  
**b** *Bad breath! W-what is it? The rocks shook. Watch out!*  
**c** *Suddenly, a blast of slime flew from the hole and splattered Jamie's face. Suddenly, a long claw stabbed down into the crevice.*  
**d** *rotting, stinky, bad*  
**e** *whispered, stammered, breathed, yelled*  
**f** *the trees of the jungle, a dark slimy hole, a blast of slime, slivers of rotting flesh, bad breath, stinky ginkgo fruit, an enormous yellow eye, rimmed with bright red scales, the gap in the rocks, the Fossil Finder, serious trouble, a long claw* (any three)
- 4 *Thud! It's here! Raaar! Ugh! Bad breath! We're in trouble! Watch out!*
- 6 For example: *The T-Rex towered over the boys. It had enormous fangs covered in slivers of rotting meat. It looked at them with mean yellow eyes that were edged with red scales. Ooze dripped from its nostrils. At the end of its arms were long, sharp claws that could get into small cracks.*
- 7 **a** The T-Rex has smelled them and is trying to get to them to eat them.  
**b** They see its teeth and one eye and one claw.  
**c** The boys can see the rim of its eye and flesh stuck to its teeth. They can smell it and snot from its nose reaches them.
- 8 In an adventure story, the main character always escapes from the monster! For example: *There is an earthquake and the T-Rex falls through a hole; Jamie takes a photograph and the flash scares the T-Rex; a pterodactyl attacks the T-Rex; Jamie and Tom find a tunnel beneath the rock that takes them to somewhere safe; Tom and Jamie run around a swamp and the T-Rex falls into the swamp while chasing them; Tom presses the Fossil Finder and it takes them back to their own time.*

### Page 135: Go further

2 For example:

- One-word sentence with onomatopoeia: *Squelch! Rumble! Crash! Zap!* and so on – depending on what is happening in the scene.
- Short question: *Where now? What next? What was that? Which way? There? What?*
- Short command: *Quick! This way! Leave it! Run! Down here!*



- Sentence starter (Suddenly): *Suddenly they were falling. Suddenly it was all quiet. Suddenly, something swooped down from the sky and grabbed Tom and lifted him into the air.*
- Noun phrases and adjectives: *crumbling tunnel, thundering footsteps, terrifying drop, reaching claw, sudden pop*

### Page 135: Challenge yourself!

For example: *Perhaps they face a pack of velociraptors. Perhaps they find themselves on a cliff that is breaking apart. They become lost and cannot find the cave where they started. Tom eats something that makes him sick. A pterodactyl steals their bag. They get back to the cave but it takes them to a new era. They are looking at some dinosaur eggs when the mother arrives and attacks them.*

### Pages 136–138: Get started!

- 1 *Back at the stream, as before, where we hid, The Wanna tree, That's how, They're your footprints.*
- 2 *wear / where, past / passed, sore / saw, hear / here, threw / through, two / to, guest / guessed*

For example:

- Tom and Jamie **wear** T-shirts.
  - Tom spots **where** Wanna has left footprints in the mud.
  - Tom and Jamie are taken into the **past**.
  - Tom **passed** the Wanna tree.
  - The T-Rex snot made Tom's face **sore**.
  - Jamie **saw** Wanna's nest.
  - Tom could **hear** the T-Rex roar.
  - Look, **here** is where we hid from the T-Rex.
  - Wanna **threw** a ginkgo fruit at Tom.
  - Tom and Jamie went **through** the cave.
  - Wanna left **two** footprints in the mud.
  - The cave took the boys **to** the time of the dinosaurs.
  - Tom invited Jamie to be his **guest** for dinner.
  - Tom **guessed** that it was Wanna's footprints that brought them to the time of the dinosaurs.
- 4
    - a The boys retrace their footsteps and are transported back to their own time.
    - b Ask volunteers to tell the story.
    - c

Beginning: *The boys go through a cave into the time of the dinosaurs.*  
Middle: *The boys meet a dinosaur called Wanna.*  
Middle: *The boys are attacked by a T-Rex.*  
End: *The boys go back through the cave.*

## Unit 8: Poetry: Poems with different structures

### Pages 143–144: Get started!

- 1–2 *roar / soar, howl / growl, swoop / loop, bark / shark, trees / bees, rats / cats, sting / everything*  
*snails / whales, leap / sheep*  
*swifts / swoop*

- 3**     **a** growl – fowl **b** loop – swoop **c** where – whale  
**d** dolphins – golf **e** honey – valley **f** seals – leap  
**g** tiger – angry **h** rats – that
- 4**     We must remember that the Earth is not just for us but for all animals and plants as well.  
 Locate the phrase *we share the air* and the list of plants and animals.
- 5**     Repeated words are *with, that, and, and later or*.  
 For example: *The first five lines share the same pattern (noun then verb), lines 8 to 11 share the same pattern (adjective, adjective, noun).*

**Page 145: Go further**

- 1**     **a** dolphin **b** chameleon **c** whale **d** mice **e** lizard **f** chick **g** giraffe **h** octopus
- 2**     For example:  
**a** With lions that roar, With eagles that soar, With wolves that howl  
 And dogs that growl, With swifts that swoop  
**b** With slow-growing trees, And pollen-mad bees, With nibbling black rats, And honey-eyed cats,
- 3**     **a** With white sharks that grin,  
**b** With blue whales that spout,  
**c** With black rats that nibble,
- 4** **a** And roaring wild lions,  
**b** And soaring black eagles,  
**c** And barking red foxes
- 5**     Verbs: *roar, soar, howl, growl, swoop, bark, leap, swims, sings*  
 Adjectives: *grinning, growing, nibbling, spouting*
- 6**     For example: *parrots that talk, seagulls that squawk, condor that glides, octopus that hides, bouncing kangaroo, cunning raccoon and so on.*

**Page 145: Challenge yourself!**

Look at the pattern that needs to be followed. First find the nouns, adjectives and verbs in this section:

*Whether it's got leaves  
 Or claws or fins  
 Or feathers,  
 Whether it leaps  
 Or squawks,  
 Whether it's a lonely goat  
 Or a hairy spider  
 With venomous sting  
 We share the air with everything.*

**Pages 146–147: Get started!**

- 3**     **a–c** The poem is about tadpoles and not aliens.  
 For example: First verse: *the poet sees frogspawn in the pond – she thinks they look like planets*; Second verse: *the pond is full of fast moving tadpoles – the poet thinks they look like comets*; Third verse: *the tadpoles have grown back legs and are hiding in the pondweed*; Fourth verse: *tiny froglets are jumping out of the pond – she thinks they look like aliens invading*.
- 4**     **a** The tadpoles are comet shaped and they move quickly.

**b** The froglets are like aliens because they look very different and are swarming out of the pond like aliens out of a spaceship from their world to ours – aliens are often shown to be green.

**c** Perhaps she thinks the frogs are very strange and amazing, and very different from other animals; perhaps she thinks that the pond is its own tiny universe.

#### Pages 147–148: Go further

**1** For example: *It is a beautiful black and orange colour, it migrates thousands of miles between where it lives and where it lays its eggs, and it lives in enormous colonies.*

**2** For example:

Verse 1: *alien pods, tiny dots of life, hidden jelly tots, secret spots*

Verse 2: *stripy jackets, liquorice allsorts, zebra stripes, little clowns*

Verse 3: *hide away, changing room, green cupboard*

Verse 4: *fashion parade, tree on fire, lollipops.*

**4** **a** For example: *Caterpillars are munching like tractors. Caterpillars are creeping like a slinky. Caterpillars cling on like climbers.*

**b** For example: *Gaudy butterflies emerge like film stars. Orange butterflies emerge like fire. Fluttering butterflies emerge like an early autumn.*

**5** For example:

*great journey for tiny eggs* (7 syllables),

*silent for ten days* (5 syllables)

*hiding over – it's show time* (7 syllables).

**6** For example: *tangerine flashes* (5 syllables), *ginger snaps burst into life* (7 syllables).

#### Pages 149–151: Get started!

**2** alphabet poem

**3** **a** The poem is about all the positive aspects of planet Earth and our life on it.

**b** The poet feels that the planet is wonderful but it needs protecting.

**c** The poet wants us to take care of the planet by saving the rainforest, recycling, working together, protecting sea life and to give food to others, reduce pollution, be kind, eat organic food, and so on.

**d** The condor is sad because it is trapped in the zoo alone.

**e** We should look after the Earth and the animals on it.

**4** **a** Recap metaphors. The Earth is like a spaceship because it gives us a safe home in the middle of space.

**b** ship / share

**5** bred / bread, ewe / you, groan / grown, hi / high, hole / whole, knew / new, led / lead, peas / peace, poor / pour, quite / quiet, raise / rays, threw / through, saw / sore, see / sea, son / Sun, wheel / we'll, would / wood, write / right

**6** **a** re + cycled

**b–c** *recount* (count again), *reaction* (a response to something that happened), *react* (to respond to something that happened), *recover* (get over something such as an illness, or to put a cover over something again), *rebuild* (build again), *recreate* (make again), *reread* (read again), *reuse* (use again), *replay* (play again), *reheat* (heat up again), *refund* (give someone their money back)

#### Page 151: Go further

**1–2** For example: *How can dolphins be caught in nets? Why do people catch dolphins? Why is a dolphin a 'smiling friend'? What does 'no fumes with lead' mean? How can an axe creep? Who is the mother in the poem? What is ozone? Why does the poet want to be quiet?*

**3** it: *the climate; life; ozone; the Sun*

we: *the people of the Earth*  
she: *mother*

### Page 151: Challenge yourself!

- Different options for similes or metaphors: *forest is like a maze, or a blanket, protective fingers; an endangered animal is alone, friendless, something hunted; Earth / planet is like a spaceship, an island, a jewel, ball of water.*
- How the objects might feel or act: *a forest might cry in the rain, or claw at the ground or put arms around its inhabitants; an endangered animal might feel cross, or might remember times when there were more of them; the planet might sleep or laugh or cry or shiver.*

### Pages 152–153: Get started!

5 is; hear

6 a fell b forgot c brought#

### Page 154: Go further

1 For example:

- *He started to shake / When he noticed a snake / And he let out a terrible yell.*
- *When he met a new neighbour / He got out his sabre / Which the man knocked away with a bat.*
- *They swam through the leaves / That fell from the trees / And a mighty fine pair they did make.*
- *He sulked all day / With nothing to say / But at night he would flutter and squawk.*
- *It caused a sensation / across the whole nation / Then her brother brought home an impala.*

3 a froze, began, drew, drank, shook, understood

b For example:

Who **froze** at the sound of the bells.

Who **began** to play tubular bells.

Who **drew** pretty patterns on shells.

Who daintily **drank** tea from shells.

Whose house **shook** with the ring of

### Pages 155–157: Get started!

3 a place b place c time

d place e place f time

4 a *in the eerie wastes of moors* (in the wide, empty moorland)

b *cinder eyes* (black eyes); *coat laced with coal and star* (black and white fur)

c *howls in gaps and loosens doors* (he howls and scratches the doors of houses); *mourns for the world of*

d Sad about the past; he is looking for something.

e Cold and snowy.

### Page 157: Go further

1 For example:

a After dark, the wolf pads through the silent forest.

b He creeps through the moorland leaving footprints in the snow.

c He slinks along the path between the trees.

2 For example:

a After dark, the wolf's howls and growls echo through the silent forest.

b Animals scatter and cry as the wolf creeps through their forest.

## Unit 9: Non-fiction: Instructions

### Pages 158–160: Get started!

#### 3 a–b Example answers:

- March on the spot.
- You will need clothes you can jump in, comfortable sports shoes, a water bottle and a timer.
- How do you feel?
- What a great work out!
- Regular exercise at the right level will help to make you feel happy and fit and confident!
- c Listen out for learners sounding enthusiastic, not shouting.

4 The use of paragraphs, headings, numbered points, timer buttons, images and extra flashes help the reader to know what to do and to be able to find the different information quickly.

### Page 161: Go further

#### 1 Fact

- a Exercise at the right level will make you feel fit and confident.
- b Joe is wearing comfortable sports clothes.
- c Joe says we must rest for 20 seconds after each exercise.
- d 'Squats' is an exercise where you crouch down and stand up again.

#### Opinion

- e Squats are really fun to do.
- f You will feel great after doing this work out.

### Pages 162–163: Get started!

- 1 It is a list of advice. The text is a list of suggested behaviours, not specific actions. There is no prescribed order in which the behaviours need to be done – they are not dependent on each other in any way.
- 2
- Get more exercise: *Be active for 60 minutes a day; Go outside.*
  - Eat and drink more healthily: *Eat a rainbow; Eat whole grains; Drink lots of water; Don't drink sugary drinks.*
  - Spend less time looking at a screen: *Go outside; Don't look at a screen close to bedtime; Get lots of sleep.*
  - Get some sunshine: *Go outside.*
- 3 it's, can't, we're, they're, don't, you'll
- 4 they're, we're, he'll, shan't, hasn't, they've

### Pages 165–167: Get started!

- 2 a For example: *Fold, Unfold, Tuck, Use, Wait*  
b For example: *First (when), When it is dry (when), and Making sure the points are together (how).*
- 3 a the eyes b the bookmark
- 4 a to – place b into – place; with – manner c in – time d in – manner
- 5 Because the bookmark will look best if each fold is as neat and accurate as possible.

### Pages 168–170: Get started!

- 2 For example:

- a numbered points; diagrams  
b paints, rainbow, glue, pop-up  
c same age as the learners  
d as a birthday card or to say thank you to a friend or family member  
e it has numbered points; it's asking the reader to do something; diagrams; command verbs.
- 3 **Facts**  
a Rainbows can sometimes be seen in the sky.  
c Rainbows are made by light on water.  
d A 'How to make' text is an instruction text.  
**Opinions**  
b No one can be sad when they see a rainbow.  
e Rainbows are beautiful.
- 5 **a–b** If you have used paint, wait for your paper to completely dry.  
Turn the rainbow paper over and make another 1cm fold.  
When you open the card, the rainbow will unfold.
- 6 **b** for example: the 'c' for 's' and 's' for 'z' in *exercise*, the 'ui' spelling  
for 'oo' in *fruit*, the 'e' at the end of *breathe* (make connection / contrast with *breath*).

**Page 171: Go further**

- 3 For example:  
a Before you start, **make sure your table is clean.**  
b If you don't have any coloured paper, **you can use white paper and coloured paint, pencils or crayons.**  
c Fold the paper neatly when **it is dry.**  
d Be careful when you use scissors because **you might cut yourself**

**Pages 172–173: Get started!**

- 5 a invisible, inactive, incorrect, insensitive  
b **Example answers:**
- We can see mud on our hands but germs are invisible.
  - If you have been inactive for a little while, get up and move.
  - If we wash our hands in the incorrect way, we might still have germs on our hands.
  - We can harm another's mental health if we are insensitive to their feelings.

## Quiz 3 Answers

## Pages 175–176

- 1 a 'Look out!' said Caleb. 'That wave is going to hit us.'  
 b 'Quick! Get into the lifeboat,' shouted Dad.  
 c 'We can't go,' sobbed Caleb. 'Zac is in the galley. He can't get out.'  
 d 'Here he comes, Caleb,' cried Dad. 'Let's go!'
- 2 a sad  
 b amazed  
 c scared  
 d cross
- 3 c The plane crashes and Hasani and Dalila find themselves lost in the rainforest.
- 4 a alliteration III The sheared sheep shivered and shook.  
 b metaphor II The atmosphere is a warm blanket around Earth.  
 c simile I The stars sparkle like diamonds.
- 5 a haiku
- 6 a Ella fed the goats and gave the donkey a rub behind its ear.  
 b The wind blew and the wolf howled, and we hid under our bed covers.  
 c Tomas forgot to take his PE kit to school. He was told off.  
 d Scientists knew that many animals were losing their habitats.
- 7 a slowly, slowness  
 b careful, carefully, careless  
 c painful, painfully, painless  
 d placement, replace  
 e rewrite  
 f incorrect, correctly, recorrect  
 g treatment, retreat
- 8 a If the dough is too sticky, add some more water.  
 b Bananas are a great snack because they have lots of fibre.  
 c When the chocolate has melted, take it off the heat.  
 d Computer games are fun but that can stop you sleeping well.
- 9 For example:  
 1. Fill a pan with water.  
 2. Put the pan on the stove and turn on the heat.  
 3. Put an egg on a spoon.  
 4. Carefully, place the egg in the water.  
 5. When the water starts to boil, set a timer for five minutes.  
 6. When the timer goes off, use the spoon to remove the egg from the water.  
 7. Place the egg in an egg cup and slice off the top with a knife.  
 8. Enjoy your egg!