

Cambridge Primary English Learner's Book 5 (2021)

Answers

Answers are given where applicable. Guidance on all activities is available in the Cambridge Primary English Teacher's Guide Stage 5 with Boost Subscription, ISBN 9781398300576.

<https://www.hoddereducation.com/english/cambridge-primary-english-teacher-s-guide-stage-5-with-boost-subscription>

Unit 1 Fiction: Stories from different cultures

Pages 5–7: Get started!

1 Example answers:

- a** It may be a strange friendship because one is a predator and the other would be prey.
b My predictions were not correct because the cockerel seems to be in control of the hyena.

2 **b** For example:

Cockerel: *selfish, greedy, lazy, demanding, arrogant*

Hyena: *helpful, kind, generous, thoughtful, hard-working*

3

| Adjectives to describe cockerel | Evidence from the story | Adjectives to describe Hyena | Evidence from the story |
|---------------------------------|--|------------------------------|--|
| lazy | <ul style="list-style-type: none"> • He sits and watches while the other animals work hard. • He's too lazy to fetch himself a drink. | helpful | <ul style="list-style-type: none"> • Hyena ploughed Cockerel's field and collected water for him from the lake. |
| greedy | <ul style="list-style-type: none"> • There was always a bowl of corn and sunflower seeds ready to be eaten on his table. • Cockerel said he could 'eat a horse!' | kind | <ul style="list-style-type: none"> • Hyena collected firewood and worms for Cockerel without complaining. |
| selfish | <ul style="list-style-type: none"> • Cockerel only loved everyone because they did his chores for him. • Hyena was soon doing all the chores for Cockerel. | generous | <ul style="list-style-type: none"> • Hyena prepared good food for Cockerel. Hyena also worked really hard, even though he was exhausted when he came back to his own family. |
| demanding | <ul style="list-style-type: none"> • Cockerel demanded firewood and water from Hyena. | thoughtful | <ul style="list-style-type: none"> • Hyena made sure that Cockerel's house sparkled in the sun and all the furniture was polished. • Hyena always kept a bowl of corn and sunflower seeds ready to be eaten on Cockerel's table. |
| arrogant | <ul style="list-style-type: none"> • He boasted to everyone that the red spikes on his comb could set everything on fire with just one touch. • Cockerel sat in the shade and watched Hyena doing his chores without caring. | hard-working | <ul style="list-style-type: none"> • Hyena did all the chores for Cockerel and made sure that his house was really clean and tidy. |

4 Their relationship is more like one of a master and his servant. The examples could include how Cockerel speaks to Hyena, for example, giving orders, and not using *please* and *thank you*. Examples include: *I'm parched! I could drink a bucket! I need firewood. I'm famished! I could eat a horse!*

5 Hyena's wife is sad that Hyena doesn't have more time or that he doesn't take better care of his own family.

Page 7: Go further

1 Example answers:

| Good friends | Good water | Good worms | Good food |
|--|---|------------------------------------|----------------------------------|
| loving, fun, trusting, best, forever, caring | cool, delicious, refreshing, icy, clear | plump, pink, wriggly, fresh, tasty | delicious, mouth-watering, yummy |

2 a–b For example:

Cockerel is shown to be arrogant and proud.

Hyena ploughs fields while Cockerel sits in the shade.

Cockerel wants a drink, so Hyena fetches one for him.

Cockerel wants firewood, so Hyena fetches it for him.

Cockerel wants food, so Hyena fetches it for him.

Hyena's wife asks him to think about his own family.

Pages 8–9: Get started!

1 a Example answers:

- Something surprising / bad will happen next because Hyena is always helping Cockerel, but Cockerel is never polite and never says 'please' and 'thank you'.
- I predict that Hyena will get fed up because he does everything for Cockerel, but Cockerel never says 'thank you'.

- 2 a–b**
- Hyena's family were all very hungry when he got home. *They were all so hungry.*
 - Hyena wasn't sure about waking Cockerel up. *Hyena was on the fence.*
 - Cockerel didn't wake up when Hyena touched his comb. *Nothing happened.*
 - Hyena tricks Cockerel into letting him comb his feathers. *'Shall I brush your feathers to make them gleam in the sun? Someone as important as you should stand out in the crowd.'*
 - Cockerel and all the hens had to leave his old house. *The animals were so angry that they sent Cockerel and all the hens to the people's village.*

3 a The following features of a fable can be identified in the story:

- The characters have strengths and weaknesses / human-qualities: Cockerel is lazy and deceitful (for example, tricking all the animals around him), hyena is loyal and taken for granted by cockerel. Later Hyena is clever.
- There is conflict between Hyena and Cockerel, which is resolved at the end (Cockerel is punished by being sent away made to crow every morning).
- The story has a moral: Liars will always be found out in the end and will be punished accordingly.

b Hyena, Cockerel, Hyena's son, the hens, the animals and people.

c Hyena's home, Cockerel's house, and the people's village.

d Cockerel lied about his red comb being able to start fires.

e Cockerel and the hens were sent to the people's village.

f Cockerel had to crow every morning to wake the people up, and the hens had to lay eggs.

g Hyena

h At first Hyena admires Cockerel because of his claim to create fire with his comb. Hyena does not want to upset Cockerel and is happy to help him. However, by the end of the story, Hyena has realised that Cockerel has tricked him. Hyena's opinion changes and he no longer fears / admires Cockerel.

i For example: Cockerel convinced the animals that he had the power of fire. Hyena worked hard for him until he found out the comb did not make fire. He was very angry. Cockerel and the hens were sent to the people's village.

Page 10: Go further

- 1 1. O 2. F 3. F 4. O 5. F
6. F 7. O 8. F O 9. F 10. F/O

2 Example answers:

Hyena went hunting / went to Cockerel's house.

Cockerel was sleeping / snoring.

Page 10: Challenge yourself!

- He became braver as he realised that Cockerel was lying.
- Cockerel was very selfish. He could have been kinder and asked others for help. He could also have done more of his chores himself and not lied to his friends.
- Hyena's strengths: loyal, kind, brave, determined, clever
Hyena's weaknesses: gullible, obsessed with Cockerel's magnificent comb
- He could think about how he treated others and how he could make it up to them. He learned not to take advantage of and not to fool others.
- For example: The most important moment is when Hyena discovers that Cockerel's comb does not create fire and he realises that he has been tricked.
- Hyena learned not to believe everything he is told and not to do everything for anyone again.

Pages 11–12: Get started!

- 1 a Lioness knew that Monkey could help her.
b There are fleas in Lioness's beautiful coat.
c Lioness loved to live in the long, tall grass and watch what was happening.
d (Your choice of appropriate adjective.) I think it is a (*adjective*) fable, with (*adjective*) characters and a (*adjective*) lesson to be learned.
e I like fables that have different characters.
f Many things can be learned from fables, which are very old stories.

2 a–c Examples answers:

| My predictions | Evidence from the fable | Reflect, revise and refine |
|--|--|---|
| For example: Lioness has fleas and they are really annoying her, so she asks Monkey to help her, which he does. It is now night, and Lioness has her tail tied to a tree. Monkey is laughing at her from the shadows, so it looks as if he played a trick on her when she fell asleep. | It is a hot day and Lioness is annoyed as it is hot and she has fleas in her fur, which are biting her. She asks Monkey for help, and he picks out the fleas for her. Lioness relaxes and falls asleep. When she wakes up, it is night and very cold, and Monkey is watching from the shadows and laughing at her as he has tied her tail to the tree. | Learners check their predictions with the text and adapt as required. |

3 Example answers:

- a She felt annoyed, hungry, possibly tired. *She was so hungry and annoyed that she hadn't caught anything.*
b Very annoyed, itchy, sore. *She couldn't rest*
c She felt shocked, cold, startled. *Many hours later, Lioness woke up as she was trembling like a leaf.*
d Very annoyed, angry. *Monkey had played a nasty trick on her.*
e Annoyed and angry. *If she squinted her eyes, she could see Monkey's outline moving in the moonlight as he laughed silently at her.*

Page 13: Go further

- 1 **a** He is mischievous / bored / wanted to cause trouble.
 b She may have felt embarrassed / upset / cold / annoyed.
 c So that she could catch Monkey, or trick him. She wanted to get back at Monkey.
 d For example: At the beginning, Lioness and Monkey seem like friends because they chat to each other in a friendly manner and Monkey helps Lioness with her fleas. However, at the end of the fable they seem like two enemies because Lioness has been tricked by Monkey, so she wants to get her revenge.

2 Example answer:

If Monkey hadn't tied Lioness's tail to the tree, maybe he would have woken her up before night fell and it got cold. They would have become good friends.

Page 13: Challenge yourself!

For example: *A story in which character A does something unpleasant to character B. Character A then receives some kind of punishment.*

Pages 14–16: Get started!

- 2 **a** This has a subject and only one verb. Usually there is no comma. The subject is the person or object (the noun or pronoun) doing the action (the verb).
 b This has two independent clauses with a connective (*and, but, so, or*). Use a comma before these connectives when joining two independent clauses.
 c This has an independent clause and a dependent clause. We use connectives to join the clauses: *because, how, which, while, after, unless, even though, until*. If the dependent clause comes at the beginning of the sentence, a comma separates the clauses.
- 3 **a** Minutes later, the sky lifted. [S]
 b The animals liked the warmth and smelled the air. [C]
 c They were tired after their big day, so they sat down. [C]
 d Even though they were tired, they wanted to watch the sky. [C]
 e Because wombat was the most tired, he closed his eyes straightaway. [MC]
 f Although they had jumped for hours, the kangaroos were still hopping around. [MC]
- 4 **a** The kangaroo jumped into the lake **to** escape a swarm of bees.
 b The magpies needed to fly **because** they wanted to travel to a new area.
 c The magpies pushed up the sky with sticks **in order to** stop it falling down.
 d The wombat was looking for food **as** it was lunchtime.
- 5 **a** Before the kangaroo jumped into the lake, **it bounced around for hours**.
 b When the magpies needed to fly, **they flapped their wings really fast**.
 c While the magpies pushed the sky with sticks, **the other animals watched them**.
 d After the wombat dug a deep burrow, **it crawled in for a sleep**.

Page 16: Go further

- 1 **a** Until the sky was lifted, they pushed the sticks.
 b Even though the sky was heavy, the animals pushed it up.
 c They thought the sky was beautiful, because of the colours.
 d While the animals walked about, the wombat went back to sleep.
 e When the sky broke apart, the colours flooded through.

2 Example answer: The animals could all enjoy the world in a new way and find ways to thank the magpies.

Pages 17–18: Get started!

- 1 **a** He is angry all the time and is unkind to everyone.
 b He teases all the animals. Maybe he doesn't have any friends.
 c He was fed up with being teased all the time.

- d Shocked, surprised
 e To be kind to everyone
 f The author does not like it.
 g For example: Ant learns to be kind to everyone.

- 2 a very kind b very easy
 c ignore someone d two things that are perfect together
 e go to bed

Page 19: Go further

1–2 Example answer:

Ant could have continued to be rude when in contact with another animal / person.

OR

Ant could change his ways and be extremely polite to the next character he meets in order not to have a disastrous outcome.

Page 19: Challenge yourself!

1 Example answer:

I would have stood up to Ant and told him not to be so unpleasant. / I would have tipped Ant into the water.

2 Example answers:

It is important to be kind and polite so that the world is a pleasant place / to show respect for others / to model good behaviour to younger children / to show people that they are valued / because it is a sign of a good upbringing or education.

Pages 20–22: Get started

2

| Paragraph | How does this language affect the mood and feeling? |
|-----------|--|
| 2 | The feeling of sadness and sympathy: <i>The lions were extremely mean to Cuka. They called him horrible names and deliberately left him out of their games.</i> |
| 3 | A feeling of belonging: <i>He started to meet other animals living in the jungle ...</i> |
| 4 | A feeling of happiness: <i>Cuka flourished as he grew immensely strong and lean. He ate delicious fish from the river, fruit from the trees and the aardvark and bush pig taught him how to look for other delicious plants.</i> |
| 5 | A feeling of excitement: <i>Cuka ran like the wind and charged down the mountain. His booming roar was so loud and ferocious that the dragon got a terrible fright and flew off into the night sky.</i> |
| 6 | A feeling of contentment: <i>As he climbed over the top of the cliff, his friends jumped on him and showered him with hugs.</i> |

- 3 a Lingu, Dido, Pupa, Tiny, Frukta

Pages 23–25: Get started!

2 Example answers:

- a He might have felt relieved and happy.
 b A house or cottage
 c To make the description vivid, and to emphasise the quantity of food

3 Example answers:

Similar: There is a message / learning in the story; there are just two main characters in most of the

fables; the character who plays the trick / creates the problem usually learns a lesson by the end; there is dialogue; there is a problem to be solved; there is a happy ending or the problem is resolved in another way in some of the fables.

Different: This fable includes human characters; in some fables the characters are friends / friendly at the start but enemies by the end, but in this fable it is the other way around.

4 Example answers:

- a Possibly feeling very alone, cold, dejected.
- b Very alone and frightened.
- c Feel relieved, happy.
- d Be very upset.

5 Example answer:

They may tell each other a story / they may share the tidying up from the meal.

Page 25: Go further

For example: *The old man lit the fire and settled down to enjoy its warmth. Ferocious rain and immense wind battered the windows outside. Suddenly, he heard a sharp rapping at the door. The man jumped. 'What's that?' He mumbled crossly 'at this time of night ...'*

Page 25: Challenge yourself!

1 For example: *a grumpy person would not have been invited into the house / they wouldn't have become friends.*

Unit 2 Non-fiction: Biography

Pages 26–27: Get started!

- 2
 - a Malavath is the youngest female to climb Mount Everest.
 - b It was unusual to be selected as a mountain climber because Malavath was very young / she had no experience of mountain climbing / her family was very poor.
 - c Her talents were athletics and climbing.
 - d The quotation shows her optimism / humour.

3 Possible answers:

| Feature | Example from the text |
|---|---|
| a Written in the third person | Poorna Malavath was born ... |
| b An opening statement about the person | ... she grew up to be the youngest girl to climb to the peak of Mount Everest ... |
| c Dates of important events in her life | In 2013 ... |
| d Direct speech | 'It's not that tall. We can climb it in a day.' |
| e Facts | Malavath reached the summit on 25 May 2014 aged 13 years and 11 months old. |
| f Caption | Malavath on top of the world / Mount Everest |

- 4
 - 1 Attended school
 - 2 Met Dr Kumar
 - 3 Joined Operation Everest
 - 4 Trained in Darjeeling
 - 5 Selected to climb Mount Everest
- 5
 - a For example: This is a good biography because it contains all the main features. The information is presented clearly in paragraphs with dates and facts, and events described in chronological order, which makes it easy to read and understand.
 - b It is written in a formal style. In the opposite style (informal), the language used would be more informal, with simple words and contractions, short, simple sentences and a personal and conversational tone.

c The writer wants you to feel proud of Poorna Malavath's achievement.

6 Example answers:

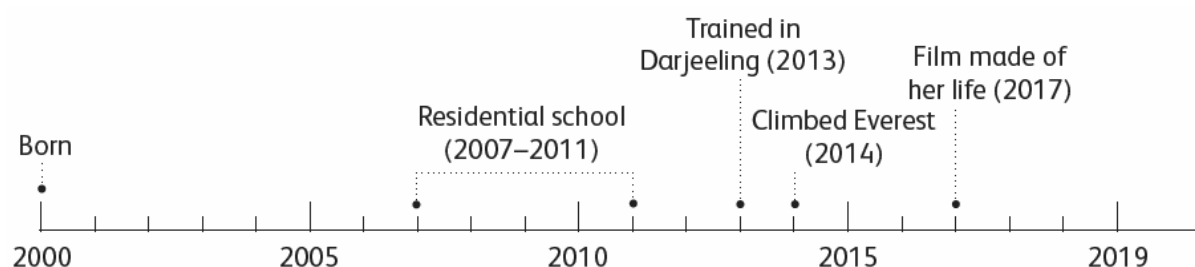
- Malavath was born in poverty. *Her family were very poor ...*
- She had to leave her family to receive an education. *At an early age, Malavath left home and attended a residential school.*
- She faced tough competition against 21 other climbers. *She had to compete with 21 other climbers to be chosen for the Everest expedition in 2014.*
- Climbing is a physically challenging activity. *The expedition actually took 52 days.*

Pages 27–28: Go further

1 Example answers:

| Paragraph | What is the topic of this paragraph? |
|-----------|---|
| 1 | <i>It introduces Poorna Malavath and states when she was born.</i> |
| 2 | <i>It tells of her going to school and her talent being discovered by Dr Kumar.</i> |
| 3 | <i>It summarises her time training at the climbing school in Darjeeling.</i> |
| 4 | <i>It summarises the expedition.</i> |
| 5 | <i>It tells of her life after the expedition.</i> |

2



3 Example answers:

- Did you miss your family?
'I missed my family very much but they wanted me to have an education so I learned to appreciate that.'
- What athletics did you do at school?
'I practised running and jumping.'
- What did you climb when you were at school?
'There were hills nearby and I would walk and climb there.'
- How did you feel when you got your place on Operation Everest?
'I was honoured and very excited. It was an opportunity to make my family and community proud of me.'
- What was the hardest thing about climbing Mount Everest?
'The cold was incredible. It was actually painful!'
- What will be your next challenge?
'I would like to climb another high mountain – perhaps in America or Europe.'

Page 28: Challenge yourself!

1 For example: *'I missed my family very much but they wanted me to have an education, so I learned to appreciate that.'* becomes: *Even though Malavath missed her family very much, she knew that they wanted her to have a good education, so she appreciated that.*

- 2 a
- She had already climbed the tallest mountains on five continents (Asia, Africa, South America, Europe, Oceania).
 - 18 years old
 - 2019 Mount Vinson Massif, Antarctica

- Goal to climb the highest peak on each of the seven continents
- She has not yet climbed Denali in Alaska, North America.
- She thanked her coaches for their support and encouragement.
- She thanked the Telangana government ministers for supporting poor children in this area of India.
- Malavath has used her fame to speak out and inspire other young people. She says, 'I want to prove that girls can do anything, everything.'

3 For example:

Between 2014 and 2019, Poorna Malavath climbed the tallest mountains on five continents (Asia, Africa, South America, Europe, Oceania).

Then, in 2019, aged 18, she travelled to Antarctica to climb Mount Vinson Massif. Her goal is to climb the highest peak on each of the seven continents. Her next challenge will be Denali in Alaska, North America.

After the climb, Malavath thanked her coaches for their support and encouragement. She also thanked the Telangana government ministers for their support of poor children in her area of India, which allowed her to do her first climb of Everest. Since then, Malavath has used her fame to speak out and inspire other young people. She says, 'I want to prove that girls can do anything, everything.'

Pages 29–30: Get started!

2 Example answer (The 2005 experiences could be in any order.):

- Parents: Wellesley and Jennifer Bolt
- Born: 21 August 1986
- Aged 12, The school's fastest runner over 100 metres
- 1999: Moved to William Knibb Memorial High School
- 2001: First medal, silver, in the Jamaican High School Championships
- Aged 15: Won the 200-metre race at the World Junior Championships in Kingston, Jamaica
- The youngest world-junior gold medallist ever
- 2005: Leg injuries
- 2007: Broke the Jamaican 200-metre record
- Nickname: 'Lightning Bolt'
- His parents ran the local grocery store.
- First school: Waldensia Primary School
- 2005: Reached the world Top 5 rankings
- 2005: Got a new coach, Glenn Mills.
- World and Olympic champion sprinter

3 Example answer:

- Paragraph 1: Introduction
- Paragraph 2: Birth and family
- Paragraph 3: Early life at school
- Paragraph 4: Junior competition achievements
- Paragraph 5: 2005 onwards – achievements and difficulties

4 Example answer: Usain Bolt is a World and Olympic champion sprinter from Jamaica. He is such a fast runner that he has been nicknamed 'Lightning Bolt'.

Page 30: Go further

1 Example answer:

- a** At his primary school, Bolt often used to be beaten in running races. **Eventually**, he was the fastest there.
- b** Bolt suffered a number of injuries, but **in the end** he recovered and won again.
- c** Bolt's new coach gave him new ideas. **Afterwards**, he could run even faster.
- d** First, Bolt won races in Jamaica. **Later on**, he was winning all around the world.

2 Example answer:

During his early school days at Waldensia Primary School, Usain became the school's fastest runner over 100 metres by the time he was 12 years old.

Later on, in 1999, he moved to William Knibb Memorial High School.

Across a period of time in 2005, Usain reached the world Top 5 rankings but he also suffered leg injuries.

Eventually, in 2007, he broke the Jamaican 200-metre record.

3 Example answer:

Usain Bolt is a World and Olympic champion sprinter from Jamaica. He is such a fast runner that he has been nicknamed 'Lightning Bolt'.

He was born on 21 August 1986 to Wellesley and Jennifer Bolt who were grocery store owners. During his early school days at Waldensia Primary School, Usain became the school's fastest runner over 100 metres by the time he was 12 years old.

Later on, in 1999, he moved to William Knibb Memorial High School. During his time there, he won his first medal, silver, in the Jamaican High School Championships of 2001. Soon, he won the 200-metre race at the World Junior Championships in Kingston, Jamaica in 2001. Usain was then the youngest world-junior gold medallist ever.

Pages 32–33: Get started!

1–3 Alternative suggestions for the overused words: **won** to *gained*, **broke** to *shattered*, **won** to *collected*, **win** to *achieve*, **win** to *receive*, **broke** to *smashed*, **winning** to *succeeding* and **won** to *earned*.

Pages 33–34: Go further

5 Example answers:

| | | |
|--|---|---|
| beautiful: <i>charming, gorgeous, splendid</i> | amazing: <i>awesome, stunning, surprising</i> | awful: <i>appalling, atrocious, offensive</i> |
| bad: <i>lousy, unacceptable, dreadful</i> | big: <i>considerable, vast, immense</i> | fine: <i>admirable, first-rate, outstanding</i> |
| good: <i>favourable, superb, superior</i> | great: <i>tremendous, colossal, extensive</i> | happy: <i>cheerful, elated, thrilled</i> |
| nice: <i>fair, delightful, pleasant</i> | really: <i>surely, truly, certainly</i> | well: <i>healthy, blooming, chipper</i> |

Pages 35–36: Get started!

- 2**
- a** Joey's parents were in the tourism business.
 - b** Joey's first instrument was an electric piano.
 - c** Joey learned to play the piano by listening to his father's music collection.
 - d** Herbie Hancock and Wynton Marsalis were major influences on Joey.
 - e** Joey now lives in New York.

3 a Opinions in the third, fourth and fifth paragraphs:

- *People claimed this was the turning point in Joey's career.*
- *Many people believed he was the world's best young musician.*
- *Wynton thought that Joey performed with a kind of musical genius.*

4 Example answers:

| Facts | Opinions |
|--|--|
| I am younger than my brother. | My brother is extremely funny. |
| My cousin is a teacher. | My cousin is the best teacher in the school. |
| Our house has a garden. | Our garden is the tidiest in the street. |
| I learned to ride a bicycle when I was five. | Riding a bicycle is really easy. |

Pages 36–37: Go further

1 a–b Example answers:

| Phrase to begin an opinion | Complete the sentence: | I know this is an opinion because: |
|----------------------------|---|---|
| People claim that ... | this was the turning point for Joey's career. | Other people may think that there are different turning points in Joey's career. |
| Many people believed ... | he was the world's best young musician. | Other people may have different thoughts about who the best musician may be, depending upon what kind of music they like. |
| Wynton thought that ... | Joey performed with a kind of musical genius. | Wynton may think this, but other people may not agree with him. |

3 Example answers:

a Some people say that playing games **is a great way to make new friends**.

b Many think that swimming **is good for your health**.

c Everyone believes that tennis **is fascinating to watch**.

4 Example answers:

a 'Thank you. This is the best present ever!'

b 'It's an honour to meet you, Mr Hancock.'

c 'I loved hearing all the other musicians and feel so lucky to have been awarded this prize.'

d 'Wow! I've always wanted to visit New York.'

Page 39: Get started!**1 a**

| in | im | il | ir |
|-----------|-------------------------------------|---------|----------------------------|
| incorrect | immature impatient impossible | illegal | irresponsible irregular |

b For example:

She took **appropriate** action to solve the problem. Laughing loudly during the speech was **inappropriate**.

He told jokes with the **intention** of making them laugh. The mix-up was **unintentional** and he apologised.

2 Example answers:

| Verb | Adjective + ful | Adverb + fully | Noun + full + ness |
|------------|--|--|--|
| to hope | hopeful I was hopeful of a good test result. | hopefully Hopefully , today we will have good weather. | hopefulness The bird looked at me with hopefulness – could I rescue it? |
| to care | careful Be careful or you may fall! | carefully Carry the glass carefully . | carefulness I treated the baby bird with great carefulness . |
| to hate | hateful What a hateful thing to do! | hatefully She hatefully tore up the letter. | hatefulness I had never seen a deed of such hatefulness . |
| to respect | respectful They were respectful of my silence. | respectfully I respectfully reminded him that it was time to go. | respectfulness The learners behaved with respectfulness towards their teacher. |

3

- stopping, stopped
- hitting, hit
- swimming, swam
- beginning, began
- kidnapping, kidnapped

- preferring, preferred
- regretting, regretted

4

- occurred
- impossible
- impatient
- irresponsible
- immature
- hopeful
- carefully
- travelling
- worshipped

Page 40: Go further

- | | | | | |
|---|------------------------------------|--|--------------------------------------|-------------------|
| 1 | disappear disbelieve | disappoint disobey | disapprove dissatisfaction | dislike |
| 2 | boast + ful + ly joy + ful + ly | delight + ful + ly peace + ful + ly | faith + ful + ly power + ful + ly | fright + ful + ly |

Page 40: Challenge yourself!

1

Cricket sensation

It wasn't **impossible** that Ezra Benn would give a **dissatisfactory** performance, but it would be **unexpected**. The **beginning** of the match was not **disappointing**, **especially** when he **powerfully** hit the ball so hard that it **disappeared** from the cricket pitch. **Thankfully**, it was soon **returned** and the match **happily continued**. **Although** he is **unusually** young for the sport, he is never **impatient** or **disrespectful** of his opponents. Who could **dislike** this young **player**?

Unit 3 Poetry: Narrative poems**Pages 41–43: Get started!**

- 2 a Neil (the narrator – as I), the whole class, teacher, Lee, mother, Granny Lenore.
b–c

| Verse | Rhymes in first two lines | Rhymes in next three lines | Which word does not rhyme? |
|-------|---------------------------|-----------------------------|----------------------------|
| 1 | today / Bay | me / see / Frisbee | sandwich |
| 2 | mac / knapsack | guarantee / sea / we | sandwich |
| 3 | drink / think | Lee / probably / definitely | sandwich |
| 4 | bread / ched- | more / door / Lenore | sandwich |

Pages 44–45: Get started!

- 2 a Granny Lenore suggests that Mother has not provided Neil with enough to eat – **one little sandwich alone**.
b Granny thinks that a sandwich is not enough to eat for **a growin' child**.
c She says Neil's favourite food is fricassee.
d Neil thinks the class will laugh at him if he takes the food.
e *Gran you have enough to feed whole class dere ...*
f Neil's heart is **heavy like lead** because he doesn't have a sandwich, but he does have an embarrassing amount of food.
- 3 1. Neil packed his bag.
2. Neil made a sandwich.

3. Granny Lenore arrived.
4. Neil's sandwich is taken away.
5. Granny Lenore told off Neil's mother.
6. Granny Lenore showed Neil what was in the basket.
7. Neil tried to persuade Granny Lenore.
8. Neil thinks the other children would laugh at him.

4 Example answers:

- determined – She intends to do what she wants to do / thinks is right.
- selfish – She doesn't listen or consider other points of view.
- loving – She just wants Neil to be well-fed and cared for.
- greedy – She encourages greed by making too much food for Neil.
- unstoppable – Even though Neil protests, she continues.
- generous – She has prepared lots of food for others.
- bossy – She keeps telling Neil what to do.
- powerful – She gets her own way.
- proud – She is proud of her own cooking.
- uncaring – She makes Neil feel embarrassed by not allowing him to take a sandwich.

Pages 45–46: Go further

1 Example answers:

- *Ah was down on the floor on me hands an' knees / Beggin' give me back me sandwich.* Neil exaggerates and it seems like a cartoon situation.
- *Ah say, Gran you have enough to feed whole class dere, / She say, dat is right, you must learn to share ...* Granny Lenore answers Neil's objections with a positive message – she has an answer for everything!
- *She was like a mad bull on stampede ...* Again, exaggeration – it is funny to think of Granny Lenore like this.

2

| What happens? | Your ideas |
|--|--|
| Who enters as you are about to leave for your trip? | For example: Uncle Claymore |
| What food have they brought for you to take? | For example: A tasty pot of vegetable stew, freshly made curry and steaming rice |
| How do you feel about having to give up your sandwich? | For example: Delighted |

3–4 Example answer:

*Ready to leave so I open the **door**
and I bump into my Uncle Claymore.
'Steady on, child, I have something for **you**.
I've made a pot of my finest veg **stew**.'*

Pages 47–48: Get started!

- 3
 - a Neil pretends he doesn't have the basket of food because he is embarrassed. He thinks the other children will laugh at him when they see all the food.
 - b The other children are amazed when they see Neil's lunch.
 - c They share the food.
 - d They say **that was well cool, Neil**.
 - e Neil probably feels proud, popular and a bit ashamed that he didn't believe his granny.

Pages 48–49: Go further

2–3 Example answer:

'Neil, my lovely child. How was your trip to the beach?' asked Granny.

'Hi, Granny. It was an amazin' day. We stayed on the beach all day,' said Neil, 'but the best part was lunchtime.'

'Why's that, then, Neil?' she asked.

'Because of your basket of food. Everyone loved the fricassee, the corn pone, the ... everything!'

4 It's my school trip next week. **We're** going to climb a mountain and **I've** never tried that before. I **would've** liked to practise first but our **teacher's** an expert and so **she'll** show us how **it's** done.

Page 49: Challenge yourself!

1 'Thank your grandmother,' said the teacher, 'for us.'

'That,' said the class, 'was well cool, Neil.'

Pages 50–51: Get started!

1–2 Possible answers:

- *You are my sunshine.* – You make me happy.
- *The sun is a golden ball.* – The sun is precious and glowing.
- *He is a walking dictionary.* – He is clever. / He has a wide vocabulary.
- *The sky is a blanket of blue.* – The sky is cloudless.
- *Her eyes were ice as she stared at me.* – She is showing that she disapproves of me.
- *The moon was a ghostly ship upon the cloudy seas.* – The moon looks as if it is upon the sea and it looks mysterious.
- *The road was a ribbon of moonlight across the valley.* – The road looks beautiful, slender and bright.
- *He is an ogre.* – He is bad-tempered.
- *His heart is a stone.* – He has no sympathy.
- *Her anger is a volcano.* – Her anger brews inside her and then explodes.
- *The lake was a mirror.* – The lake was very still and reflective.
- *Your room is a disaster zone.* – Your room is untidy.

3 Example answers:

- a** The sun was a blob of piping hot custard in the sky.
- b** The snow was a newly-laundered white blanket.
- d** The sea was an argument of waves.
- e** The dancer was a young tree swaying in the breeze.
- f** The wind was a bad-tempered giant striding across the land.

Pages 53–54: Get started!

2 a *Had some sunshine in my tea* suggests the narrator is happy.

- b** There was a hurricane outside.
- c** The speech for Miss Emily Hurricane is written in italics.
- d** The hurricane makes a sound like *a crackling laugh*.
- e** The hurricane has picked up trees, rooftops and beaches.

3 Miss Emily Hurricane has a name, she can speak, she has *silver hair* and eyes. She laughs, rants and raves, and sings.

4 Example answers:

- angry: She rants, raves and howls.
- amused: She laughs.
- bossy: She takes control.
- powerful: She can pick up trees.
- mad: She rants and raves *like she was crazy*.
- joyful and fun-loving: She is laughing.
- friendly: She invites the narrator to go with her.

- noisy: She is howling, ranting and raving.
- energetic: She sounds busy, doing lots of things.
- teasing: She gives the narrator a riddle *swim in the sky*.
- caring: She thinks she is taking the beaches to a *better place*.

5 Example answers:

| Weather event: Storm | How it behaves like a person |
|----------------------|---|
| lightning | throw spears of light cuts open the sky with a knife |
| thunder | beats a drum in the skies shakes the air like a toy |
| rain | decorates the dry ground with droplets invites the seeds to grow races down the window pane |

Page 54: Go further**1 Example answers:**

a *breakfast sky* means **an early morning or a welcoming day**

b *sunshine in my tea* means **happiness or energy**

2 This is a simile because the comparison is made using *like*.

3 *electricity for eyes, swim in the sky, beauty blemished*

4 For example:

Thunder: stamped about / grumbled / shouted / bellowed / angry / in pain / big boots
becomes

Thunder pulled on his thick boots

and stamped across the sky.

He grumbled and bellowed

as if his big belly ached ...

Page 55: Challenge yourself!**1–2 Example answers:**

| Emily Hurricane | What a mean hurricane might do |
|-----------------|--------------------------------|
| sings | screams, shrieks |
| laughs | wails, shouts |
| whistles | spits, hisses |
| invites | challenges, threatens |
| dances | stamps, battles |

3 Example answers:

- She hisses as she spitefully spits out the water she has picked up from the seas.
- She battles with bridges, challenges churches and hunts down houses.

Review 1: Fiction Answers**Pages 56–57**

- 1**
- a** The story is set in China.
 - b** The narrator lives in a village.
 - c** She didn't notice because everyone was the same / poor.
 - d** The narrator's father is hard-working (he set off early to gather / farm food) and loving (he provides well for his family / he praises his daughter).
 - e** **iii** The sentence contains a list of **verbs**.

- f**
- i** numbing
 - ii** suffocating
 - iii** tend
 - iv** triumphantly

Review 1: Non-fiction Answers

Pages 58–59

- 1**
- a** She is the youngest diving world champion ever.
 - b**
 - i** She began gymnastics when she was five years old.
 - ii** She began diving when she was seven years old.
 - iii** She won the world diving championships when she was twelve years old.
 - c** She had remarkable balance and self-control.
 - d** She was not flexible enough.
 - e** The coach would tie a rope around her waist during diving training so that she could pull her up after each dive.

f Example answers:

| Feature of biography | Example |
|---------------------------------------|--|
| facts | the minimum age for entry is now 14 years old |
| dates of important events in her life | 16 August 1978 |
| direct speech | 'When I began to practise diving, the coach would tie a rope around my waist during diving training so she could pull me up after each dive,' remembered Fu. |

- g** Sometimes, she was so close to hitting her head on the diving platform that her short hair did actually touch it.

Unit 4 Non-fiction: Information and explanation texts

Pages 60–62: Get started!

2

| Non-fiction (information) text | Fiction (fable) text |
|----------------------------------|-------------------------|
| Title | Title |
| Introduction | Themes |
| Sub-headings and sections | Chapters and headings |
| Paragraphs | Paragraphs |
| Facts | Characters and dialogue |
| Technical vocabulary | Conflict and resolution |
| Bullet points and numbered lists | Chronological events |
| Diagrams, labels and captions | Pictures |
| Adjectives for comparison | Adverbs for comparison |

- 3**
- a** The sizes of the world's oceans
 - b**
 - Four (Indian, Arctic, Pacific, Atlantic)
 - Arctic
 - Pacific
 - Oceans are important to people because they: contain plants and animals / radiate the sun's warmth around the Earth / supply seafood / recycle rainfall / provide fuel from sources below the ocean floor.
 - A comparison with Mount Everest emphasises how deep the oceans can be.

4

| Feature of an information text | Letter | Text 1 | Text 2 | Text 3 |
|--------------------------------|--------|--------|--------|--------|
| a title | A | | | |
| an introduction | B | | | |
| pictures | F | | | |
| bullet points | I | | | |
| caption | G | | | |
| sub-headings | C | | | |
| labels | H | | | |
| diagrams | E | | | |
| facts | D | | | |
| technical vocabulary | J | | | |

5 largest, deepest, smallest, shallowest, coldest, tallest

- 6 a The Arctic Ocean is **colder** than the other oceans.
 b The Pacific Ocean is **larger** than the Atlantic Ocean.
 c Mount Everest is **taller** than other mountains in the world.

7 For example: *Diagrams can be helpful to present information in a visual way. Sometimes diagrams can emphasise what is written.*

Pages 64–66: Get started!

- 2 a The introduction tells us that ice spreads or shrinks with the changing seasons.
 b Examples of facts from *Ice floes*: *Ice melts in the polar summer. / Floating ice crystals make the sea look greasy. / Grease ice forms discs of ice. / The discs build up to make an ice floe. / Ice floes join to make pack ice. / Pack ice can be up to 5 metres thick. / There may be polynyas on ice floes.*
Examples of facts from Icebergs: Icebergs float in the polar seas. / Castle-shaped icebergs snap off from some glaciers. / Castle-shaped icebergs can weigh as much as 1.5 million tonnes. / Up to 88% of a castle iceberg may lie under the surface of the water.
 c Examples of technical vocabulary from *Ice floes*: *ice floe / pack ice / polynyas*
 Examples of technical vocabulary from *Icebergs*: *polar / castle iceberg*
 d The *Fascinating facts* section is information not explanation, because it gives facts but does not provide an explanation.

3

| Question | Notes |
|---|---|
| What is an ice floe? | <i>Ice discs shaped like waves pushed together</i> |
| How is an ice floe formed? | From smaller discs of ice being pushed together |
| Where do ice floes form? | In the polar seas / near Antarctica / in the Arctic ocean |
| When do ice floes form? | In summer |
| Why are ice floes different from one another? | They have ridges and polynyas on them that are all different from one another |

- 4 a Information in the *Ice floes* paragraph is an explanation and given in chronological order as it is describing a process. All other information in the text is given in non-chronological order.
 b For example: *During the short polar summer, Over time, Eventually*
 5 *jam together, collide with each other, join up*

Page 66: Go further

1

1e Although good swimmers, polar bears aren't quick enough to reliably catch seals in open water.

2f Polar bears use the ice as a hunting platform.

3d In mild winters, bears go hungry because the sea freezes late and melts early.

4b Seals have breathing holes in the sea ice.

5g Seals use breathing holes to bob up for air after swimming underwater.

6c Polar bears sit beside the breathing holes.

7a When a seal appears, the polar bear will catch it.

2 Possible answers:

catch → capture

use → make use of

have → make **use** → find

sit → wait

appears → surfaces

catch → attack

3–4 Example answer:

Although good swimmers, polar bears aren't quick enough to reliably capture seals in open water.

Polar bears make use of the ice as a hunting platform. Seals make breathing holes in the sea ice.

They regularly find breathing holes to bob up for air after swimming underwater. Firstly, polar bears wait beside the breathing holes. Eventually, when a seal surfaces, the polar bear will attack it.

Page 66: Challenge yourself!

1 a Information: Which animals can live on sea ice?

Explanation: How do icebergs form? / Why are icebergs different shapes? / Why is the amount of sea ice getting smaller? / How do polar bears make dens on the ice?

Pages 67–68: Get started!

1 The first paragraph contains an explanation of how coral forms.

2 a They are found in warm, shallow seas and oceans.

b They grow no bigger than a thumbnail.

c They belong to the family of jellyfish and sea anemones.

d It leaves behind a hard, outer skeleton.

e It grows only a few centimetres each year.

f Some began to grow over 10 000 years ago.

g Coral reefs support a huge variety of life.

3 The author's viewpoint is that the existence of coral reefs, which are complex structures created by magnificent life forms (*created from billions of little cup-shaped stony growths ...; Colonies of living polyps create ...*) that have developed over thousands of years (*many reefs started developing over 10 000 years ago*) and which are vital to the survival of many ocean creatures (*Coral reefs support a huge variety of life. In fact, one third of all fish species can be found on coral reefs.*), is being threatened by ocean warming (*... warming oceans caused the worst coral bleaching event in history ... and almost a quarter of the coral died.*) caused by human activities (*The reef is under threat from climate change and mining on the ocean floor*).

4 Example answers:

- What colour corals can be found?
- What shapes do corals form?
- What is the name of the largest coral reef?
- How long is this reef?
- How many species of fish live there?

5 Example answers:

a How do coral reefs form? / What are coral reefs like? / The Great Barrier Reef

b A diagram to show how coral grows / An illustration of different shapes of coral / A map of where The Great Barrier Reef is

Pages 68–69: Go further

1 Paragraph 1 is an explanation because it describes the process of how coral forms.

- 2**
- Coral polyps are animals not plants.
 - Plants can make their own food.
 - Animals have to eat food.
 - Corals eat tiny floating animals called zooplankton.
 - Zooplankton live in the seawater around the reefs.
 - Coral polyps feed at night.
 - The polyps come out of their hard skeletons to feed.
 - Coral polyps have long stinging tentacles.
 - Prey is pulled into the polyps' mouths.
 - Food is digested in the polyps' stomach.
 - In the daylight, the coral polyps go back inside their hard skeletons.

3 Example answer:**How coral polyps eat**

Coral polyps are animals not plants. This means that they cannot make their own food but have to eat. They eat tiny floating animals called zooplankton that live in the sea water around the reefs. Coral polyps feed at night. They come out of their hard skeletons to feed. They use their long stinging tentacles to pull prey into their mouths. They digest the food in their stomach. In the daylight, the coral polyps go back inside their hard skeletons.

4 Example answers:

- What do coral polyps eat?
- When do coral polyps feed?
- How do they catch their prey?
- Where do zooplankton live?
- Why are coral polyps known as animals?

Pages 70–71: Get started!

1 Informal style: non-factual adjectives – *weird, marvellous*; tone of voice – rhetorical questions e.g. *So, where did they get these ideas?* and direct address; exclamations and alliteration – *slimy sea serpents*

- 2**
- a** Sailors claimed to have seen *slimy sea serpents / marvellous monsters with many tentacles / creatures with human features*.
- b** Stories may have spread because *everyone loves a good story*.
- c** The description of a sea bonze is similar to the description of fish such as skates or rays.

3

| Feature | Example |
|---|--|
| The writer speaks directly to the reader. | Have you ever heard stories of strange sea beasts? |
| The sentences are short. | This creature had fins like a fish, but looked like a human too. |
| There is some alliteration. | slimy sea serpents, marvellous monsters |
| There is some rhyme. | incredible creatures with human features |
| Adjectives give opinions. | marvellous, incredible, weird |

4 Example answers:

The writer seems fascinated by the stories of sea monsters shown by the enthusiastic tone of voice, making the monsters sound fun and interesting, for example: *marvellous monsters with many tentacles, ... fins like a fish ... but looked human too*.

OR

The writer seems doubtful about sea monsters' existence because she refers to fantastical tales, getting more fearsome each time they are told. It is as if she thinks they are made up stories or mistaken identities.

OR

The writer wants the reader to share his or her interest in sea monsters because he or she makes the text sound lively and fun. She wants the reader to question the stories but to enjoy them as well.

5 a–b

zoology – animals

technology – machines and tools

biology – living things

geology – the Earth and how it was formed

ecology – the environment

meteorology – the weather

Page 72: Go further

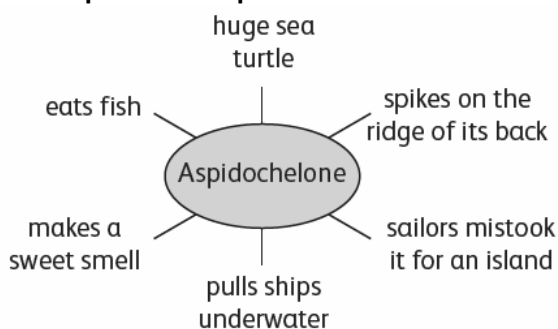
2 Example answers: depictions – pictures; formidable – scary; resemble – look like; pluck – take; encounters – meetings

3

| Feature of Informal language | Example |
|-----------------------------------|---|
| Use a snappy sub-heading. | Let's crack the mystery of the kraken. |
| Engage the reader with questions. | Can you imagine an enormous sea dragon with terrifying tentacles? |
| Use alliteration. | terrifying tentacles, cruel kraken, struggling sailors |
| Include some rhyme. | grab sailors from the ship / and then dip them into its mouth |
| Use adjectives to give opinions. | awesome beast, incredible creature |
| Make the topic sound exciting. | Imagine a storm at sea, and out of the waves rises a hideous beast ... Could it have been an enormous octopus or a super-sized monstrous squid? |

4 Example answer:**Let's crack the mystery of the kraken**

Have you ever heard of the bone-crunching kraken? In times of old, sailors feared an enormous sea dragon with terrifying tentacles that would pluck them from the decks of their ships and dip them into its massive mouth ...

Page 72: Challenge yourself!**1 Example mind map:****2–3**

| Formal | Informal |
|---|--|
| <i>The aspidochelone is a mythological sea monster that looked like an immense sea turtle with sharp spines along its back.</i> | <i>Can you imagine a huge sea turtle with massive spikes on its shell? Certainly not something you'd like to meet while you're swimming!</i> |
| Language features | |
| Long sentences Factual adjectives More formal vocabulary (immense) Precise details (sharp spines along the length of its back) | Rhetorical questions Non-factual adjectives Direct address (you) Excited tone of voice |

Pages 73–74: Get started!**1–2 Example answers:**

| | |
|---|--|
| Introduction | <ul style="list-style-type: none"> 5 June 1964: Alvin was built to take people underwater to explore |
| How Alvin can operate | <ul style="list-style-type: none"> Alvin can dive for up to ten hours. Alvin can dive for up to 30 days in a row. Alvin can hover in the water, manoeuvre over underwater ridges and mountains, or rest on the sea floor. Alvin can work with both hard rocks or delicate plants and creatures. Alvin is equipped with lights to see in the dark waters and electronic equipment to help navigate. Alvin can go to depths of up to 4 500 metres. Alvin also has two robotic arms that can manipulate instruments. Two scientists and a pilot can travel to the seafloor. |
| What Alvin has helped to discover | <ul style="list-style-type: none"> 1966: Alvin helped locate four bombs (a bomber plane had crashed off the coast of Spain). |
| How Alvin got its name | <ul style="list-style-type: none"> Alvin was made by Allyn Vine. Alvin was named by combining the first two letters of his first name (Allyn) with the first three letters of his last name (VINe). |
| Did you know? or Fascinating facts section | <ul style="list-style-type: none"> 1967: A huge swordfish attacked Alvin at 610 metres – when they surfaced, the scientists cooked and ate the fish. At 2 286 metres, a big red octopus attached itself to Alvin – it turned out to be a new species. |

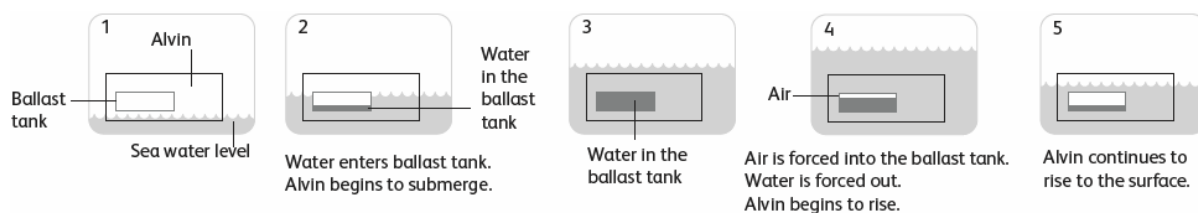
3 For example:

- Formal: *Alvin also has two robotic arms that can manipulate instruments.*
- Informal: *Alvin has two amazing robot-style arms that can even hold and work with tools.*

Page 75: Challenge yourself!

- The underwater explorers control how much water and air are in the ballast tanks.*
 - In order to sink, Alvin must be heavier than the water around it.*
 - Special tanks (called ballast tanks) fill with water.*
 - Water is pushed into the ballast tanks using pumps.*
 - Water in the tanks pushes out air.*
 - Alvin begins to sink.*
 - To travel back to the surface, the water is pumped out and air is pushed in again.*
 - Alvin can float up to the surface again.*

2 For example: **What makes Alvin go up and down? / How does Alvin sink and float?****3** For example:



Unit 5 Fiction: Stories that have been developed into a film

Pages 76–78: Get started!

- 3
- a The clocks are on the roof.
 - b Hugo climbs a (loud, dark) staircase and through an opening in the ceiling at the top of a ladder.
 - c The clocks look like huge round windows.
 - d Hugo is afraid that his hand might get caught in the clock gears.
 - e Hugo checks the time against his uncle's watch.
 - f He adds oil to the clocks.
 - g He listens carefully to check the clocks are running correctly.

4

| What is similar between the extract and the picture? | What is different between the extract and the picture? |
|---|--|
| <i>I can see gears and ropes.</i> The clock is huge and round. I can see motors. Hugo winds the clock. | I can't see weights. I can't see a ladder or staircase. Hugo's head is not tilted. |

- 5
- a The clock colours include grey, bronze and copper.
 - b There are sounds of ticking, grinding and footsteps, as well as silence.
 - c The music creates a sense of melancholy, giving the film a sense of peace and sadness at this point.
 - d He sees the city beyond and the people below him.
- 6 For example:
- The location in the film is similar to that in the book, although the film inserts more objects into the settings.
 - The main characters of Hugo and the old man are similar to the book, but in the film, the ancillary characters have been magnified to become more significant than in the book.
 - The plot is very similar between them both.

Page 78: Go further

1 For example:

- The verb *climbed* indicates going upwards and also sounds like more effort than *walked*.
- The verb *slithered* is more snake-like than *crawled* and suggests that the person slides rather than moves on their knees.
- The verb *listened* suggests more concentration than *heard*.

2 *carefully*, (tilted) *slightly*, (running) *correctly*

3 **Example answers:** concentrates – intensely, turns – with care, lifts – delicately

Page 78: Challenge yourself!

1–2 **Example answer:**

With great effort, Hugo carefully turns the gears of the massive clocks. He concentrates intensely because it is a tricky job to do. He must not disturb the rhythm of the complicated machinery, but it is difficult for him to work in this strange space, looking out on the station below him.

Pages 79–80: Get started!

1 Examples of concrete nouns used as specialised vocabulary: *wheels, edges, notches* and *grooves*.

2 *a toy / a singing bird in a cage / a mechanical acrobat on a trapeze*

3 Example answers:

- wheel: a circular object that turns | notch: a cut (usually angular)
- groove: a curved cut in an object | clockwork: something that works with cogs, like a clock

4–5 Example answers (support your answers with reasons):

- a
- Some of the dialogue is reused, but some is different.
 - Yes, he is gentle and kind.
 - Music and lighting, and the expressions of Hugo and his father, are used to reveal the automaton and emphasise it as an extraordinary invention.

6 **Abstract:** knowledge, life, shame, love

Concrete: acrobat, museum

Page 81: Go further

1 **a Example answers:** forehead, brow, eyebrows, eyelids, eyelashes, cheek bones, temples, ear, earlobe, eye socket, pupil, cheek, nose, nostril, jaw, lip, chin, dimple, freckle, pore, hair.

2 **b Example answers:** love, memories, joy, happiness, delight, regret, sadness, hope, despair, comfort, anticipation, disappointment.

3 a Example answer:

Hugo and father: shared time together / shared jokes / Hugo respected his father and loved him / father adored Hugo / they work on mechanical things / they read / they remembered. Hugo has changed: he is sadder / he does not smile / he is lonely / he has to work / he is afraid.

b Example answer:

In the past, I used to hear the boy and his father share a joke or a story about the day. The place would sound with gentle laughter – they were both quiet people. But now, there is only silence and the boy wears a pale face and no smile ever crosses it. It seems as if all love, joy and comfort has disappeared from his life now that the father is no longer here ...

Pages 82–83: Get started!

2 **a–b** *desperately, upset, failed, fiercely, quickly, grabbed, feverishly, checked, suddenly, stupid, broken, stalked, buried*

3 The words *quickly grabbed* suggest frustration or eagerness.

The words *stalked off to a dark corner* suggest that Hugo is angry and disappointed at the failure.

The words *he buried his head in his hands* suggest that he is about to cry because he is so upset and angry.

4 Much is similar between the book and the film, but the development of the characters in the film is given more time. Isabelle is presented as more cunning in the film than in the book. Hugo is shown to be more doubtful in the film whereas in the book he seems decisive.

Page 84: Go further

1 Example answers:

b He might want a letter that will tell him how his father loved him / a letter that suggests that his father's death was in mysterious circumstances / a picture of his father with a sinister figure in the background.

c The automaton may write / draw in a frenzied fashion / it might come 'alive'.

d What actually appears is a letter / picture from Hugo's father that creates a mystery to be solved.

2–3 Example answer:

Shivers ran down Hugo's spine. The tiny scratches and thin lines seemed to be forming a picture. Hugo stared with surprise as it began to take shape. Now, he was no longer disappointed that there was no letter from his father. This picture seemed like a clue to something bigger, something exciting, something that would lead him into a new future.

Page 84: Challenge yourself!

3 Example answer:

Book: anger, spitefulness, bitterness, frustration

Film: disappointment, hurt, regret

4 Example answer:

Isabelle marched towards the door, forcing the scrap of paper into her pocket. Her eyes were blind with tears of frustration. How had it come to this? Hugo was her friend but he had treated her like an enemy and she could not understand why he had been

Pages 86–87: Get started!

3 Example answer:

| Shot number | What the character or object is doing | | | | |
|-------------|--|--|--|--|---|
| | Isabelle | Hugo | The box and the paper | Mama Jeanne | Papa Georges |
| 1 | Isabelle lands on the floor, on her hands and knees. | Hugo watches wide-eyed with his mouth open. | The box has shattered into many pieces. | X | X |
| 2 | Isabelle screams. | Hugo's eyes become even wider as he watches the paper float about. | Hundreds of pieces of paper fly out of the box. They are almost like butterflies and seem alive. | X | X |
| 3 | Isabelle watches silent and wide-eyed. | Hugo watches silent and wide-eyed. | An old blanket tumbles out of the box last. | X | X |
| 4 | Isabelle is shocked and looks terrified. | Hugo is shocked and looks terrified. | The papers settle on the floor, covering all the space in the room like a carpet. | Mama Jeanne bursts into the room. | |
| 5 | Isabelle looks down at her feet. She is sorry for upsetting Mama Jeanne. | Hugo watches as the family communicate with each other. | | She shouts and stares angrily at Isabelle. | Papa Georges looks shocked but just stands and stares as if he is unable to move. |
| 6 | Isabelle sees Papa Georges and goes towards him. | Hugo obeys Mama Jeanne and begins to pick up the papers. | | Then, she orders Hugo to pick up the papers. | Papa Georges continues to stare blankly. |
| 7 | | Hugo is scared and unsure of what to do but he obeys Mama Jeanne. | | She gives Hugo a key. | |
| 8 | Isabelle follows Mama Jeanne and Papa Georges out of the room. | Hugo takes a moment to think and to breathe deeply. | | She leads Papa Georges away. | He turns and goes with her, looking back over his shoulder. |
| 9 | X | Hugo puts the key in his pocket. | | X | X |
| 10 | X | Hugo looks carefully at the papers, knowing that they are precious <i>like diamonds and rubies</i> . | The papers and blanket lie on the floor, but Hugo picks up some of them. | X | X |

4 Example answer:

An over-the-shoulder shot would give the perspective of one of the characters, for example, Hugo. A high-angle shot would make Hugo look small and more frightened than a mid-shot.

5 Example answer:

The street scene could be filmed as a long-shot to show the location, or it could be filmed with a close-up shot on Hugo, so that he is more important in the scene and the buildings are just background.

- 6 **a** Sounds like *pie*: flies, fries, skies, spies **b** fly, fry, sky, spy
 Sounds like *piece*: believe, chief, relief, niece

Pages 88–89: Get started!

- 2 **a** Hugo screamed in pain.
 b His tears were blurring his vision.
 c Hugo desperately tried to reach the doors.
 d He ran in the wrong direction.
 e He tripped and fell.
 f He fell several feet down onto the train tracks.
 g He heard a scream.

3 Example answers: *scream in pain, another scream, horrible sound of the brakes, metallic screech of the wheels*

4 Example answers: sounds of the engine, steam whistling, brakes squealing, Hugo's breath, music to create tension

Page 89: Go further

1 Example answers:

- 'Will I survive? It is as if this metal monster is going to devour me.'
- 'The sound of the brakes is shuddering right through me as if the noise is tearing me apart.'
- 'I am hypnotised by the thundering train. I can't look away from my doom.'

2–4 Example answers:

Hugo stared blankly as the dreadful moment stretched on and on. Then, suddenly, his mind became alive again. Instinctively, Hugo pressed his body closer and closer to the floor of the cold iron tracks, as if he could make himself disappear into the ground. If he were flat enough, he might escape being completely flattened by the train itself.

Page 90: Challenge yourself!

2–3 Example answer:

The film *Hugo* tells the story of a young boy, Hugo, and other characters whose lives are all linked to the massive railway station in Paris, where Hugo lives. There is Isabelle, Papa Georges and Mama Jeanne, who share a sad and mysterious past. There is the Station Inspector who ...

Some of the characters have changed between the book and the film, but I loved the new twists that the film-maker gave them to add to the humour, or to increase the excitement ...

If you've read the story and enjoyed the pictures in the book, I think you will be overjoyed with the colours and spectacle of the film, which makes this strange world come alive ...

Unit 6 Fiction: Classic literature

Pages 91–92: Get started!

- 3 **a** Sinbad found sea-grass, palm trees, cocoa nuts and fresh water on the island.
 b The island seemed to be floating freely. / A huge jet of water shot up.
 c The 'island' moved because Sinbad and the crew had disturbed the whale.

4 We collected cocoa nuts **and** filled several barrels with drinking water from a pool at its centre. / Suddenly a huge jet of water spurted out of the pool **and** shot into the air. / **And** then the island began to sink.

5 Example answers:

- It rose magnificently out of the now foaming waters and it smashed its huge body thunderously back down upon the ocean's surface.
- The gigantic whale had barely hit the unstable row boat yet it splintered into a thousand pieces.
- The tremendous wave knocked Sinbad violently about but he desperately grabbed a passing barrel.

Page 93: Go further

1 a Sentence 1: *but, and* / Sentence 2: *but, and* / Sentence 3: *and*
b and

2 Example answer: A mood of excitement / drama / panic is created.

3 Example answers:

a When a giant waved crashed into him, Sinbad struggled desperately in the treacherous water.

b While the terrifying sea creature dived under the water, Sinbad felt something brush past his leg.

c After Sinbad had been swimming for many hours, he finally spotted a remote island.

Page 93: Challenge yourself!

1 I have a knack for good storytelling, as you can tell, **and so** I wove him a marvellous tale of my travels **and** misadventures with merchants **and** whales. It pleased him greatly **and** I was rewarded with warm hospitality.

3 For example: *The walls were hung with the richest tapestries, the floor was spread with the finest carpet and a lamp that shone like a thousand stars was suspended from the ceiling.*

Pages 94–95: Get started!

2 Example answers:

| Figurative language | Examples | Antonyms (opposite meanings) |
|---------------------|--|---|
| alliteration | <i>disappointed and delighted</i> frightful fit scaled skin of the snake | <i>excited and frustrated</i> calm and gentle way smooth skin |
| similes | like Damascus steel blades dagger-like fangs | like soft cushions teeth like blunt spoons |
| adjectives | striking fangs enormous serpent fast-striking head | playful fangs tiny snake slow-moving |
| personification | danced the battle of survival | danced like old friends |
| idiom | gave as good as it got (stood up for itself) | opposites: beat a retreat (ran away from danger rather than fight) |

3 For example:

- absolutely stunned
- bitterly disappointed
- deeply shaken
- highly concerned
- badly shaken

- painfully shy / thin
- completely exhausted / overwhelmed

Page 96: Go further**1 Example answers:**

- **incredibly** high
- **amazingly** free
- **breathtakingly** fast
- **outstandingly** beautiful
- **totally** excited

2 Example answer:

I was incredibly high above the Earth – like a tiny speck heading for the clouds. We were travelling at a breathtakingly fast pace, faster than I had ever sailed in my ship. I felt amazingly free, as if the Earth no longer held me prisoner despite how outstandingly beautiful it looked below me.

Pages 97–98: Get started!

1 For example, the giants are presented from a negative perspective: *their appearance is described as ugly; their power is brutal; they kill people.*

2 a ... *they burst through the trees like nightmares.*

b ... *they scanned the beach ...*

c *Their jaws jutted out like that of wild boar and huge teeth stuck out like great tusks.*

3 Example answers:

- *an eye glowing red like a burning coal*
- *jaws jutted out like that of wild boar*
- *huge teeth stuck out like great tusks*
- *the giant nearest us simply whipped out his arm and knocked us all down with his club*

Page 98: Go further

1 positive: eyes like tiny jewels, delicate features

negative: limbs like twigs, making sounds like buzzing flies, scuttling around

2 Example answers:

| Describe his face | Describe his body | How he moved | What he did | How he sounded |
|-------------------------|---------------------|----------------|-------------------|-----------------|
| <i>pointed and pale</i> | <i>spindly arms</i> | <i>sneaked</i> | <i>bit my arm</i> | <i>shrieked</i> |
| two tiny eyes | short, stumpy | scuttled | kicked | wailed |
| beard like a black weed | legs | crawled | threw things | hissed |

3 Example answer:

This man-creature stood before me with his pale face turned upwards to my greater height. In his spindly arms he held a shiny object, which he pointed at me, wailing and hissing in a language I could not understand – nor did I want to. His face was covered in a black weed of hairs and his teeth gnashed as if he would bite me ...

Page 99: Challenge yourself!**2 Example answer:**

Sinbad stood upon the deck of his ship, hands upon his hips, surveying the crew. Although still young, Sinbad carried himself like a king or a warrior who had seen success in battle. His face was proud, his eyes twinkled and a generous smile curved across his face. He was confident but not arrogant, wearing an ornate sword ...

Pages 100–101: Get started!**2 Example answers:**

- glassware – things made from glass
- silverware – things made from silver
- Alas – unfortunately
- dependable – trustworthy and reliable
- agreeable – something that is enjoyable
- tether – tie
- precautions – preparations in case of danger
- remote – isolated

3 Example answers:

a faced – experienced, met, suffered surprised – met, blown

b The writer has chosen the more unusual words to give the story a more old-fashioned tone.

4**a Example answers:**

- We **faced** a difficult choice of whether to go over or around the mountain.
- When he saw his results, Aziz **faced** the truth that he had failed the exam.
- We **faced** the crocodile-infested river and knew we had to cross it somehow.
- Zena **faced** the problem directly and put her mind to solving it.

b Example answers:

- The burglar was surprised by **the police officers**.
- The soldiers were surprised by **an ambush**.
- The chickens were surprised by **a fox**.

5 Example answer: Nothing worked.

Page 102: Go further**1 Example answers:**

| Word or phrase | What I think it means | Dictionary definition |
|--|-----------------------|--------------------------------|
| The food was basic and wholesome . | good | healthy |
| ... despite the apparent abundance of fresh food, the people were quite thin and not a few seemed ill and weak. | | plenty |
| I chased after her and calamity struck. | | disaster |
| With trepidation I peered over the edge of my makeshift blanket to see a creature snuffling round ... | | fear temporary / substitute |

2 Example answers:

| Language from a different time | Modern expression |
|--|-------------------------------------|
| Fear began to grow in me | I was scared |
| The spirit of adventure was still strong in me | I was still keen to have adventures |
| Unbeknown to me | I didn't know |

Page 102: Challenge yourself!**1 Example answer:**

I was still keen to have more adventures and the city seemed boring to me. Soon I had booked myself onto a ship that was sailing towards the Indian Ocean. I took many things to sell, such as glass and silver, and I planned to bring back silks to sell at home when I returned. Unfortunately, that is not what happened.

Travelling to India is not easy, but that is why it could help me to make money. There were terrible storms, but the crew knew what they were doing ...

Pages 103–104: Get started!

2 'All right?' I asked him. – 'Are you alright?'

'Oh yes,' he said. – 'Oh yes, I am.'

'Too tight,' I choked. – 'You're holding me too tightly.'

3 **a** 'Did you go travelling again?' asked the porter.

- b** Sinbad smiled, 'I did.'
- c** 'What a truly awful experience,' shuddered the porter.
- d** 'Yes, indeed,' agreed Sinbad.
- e** 'Would you like to take an ocean voyage,' asked Sinbad, 'on my ship?'
- 4**
- a** *should* (there is a possibility that you might be on time)
- b** *would* (it is possible that the boy wants a new toy)
- c** *could* (there is a possibility that you come and visit on Sunday)
- Must* is like an order, *should* is like a recommendation or advice and *could* suggests a possibility.

Pages 104–105: Go further**2**

| Verbs meaning 'pleaded' | Verbs meaning 'threatened' |
|---|----------------------------------|
| <i>begged</i> <i>appealed</i> <i>beseached</i> <i>entreated</i> <i>implored</i> | <i>bullied</i> <i>menaced</i> |

3 Example answers:

- 'You could let me out and I will reward you,' *appealed* the old man.
- 'You cannot beat me! I will have a cruel revenge on you.' *bullied* the old man.

Page 105: Challenge yourself!**1 Example answer:**

'You must set me free or I shall curse you,' *menaced* the old man.

'Your curses cannot harm me while you are there in the pit,' *grinned* Sinbad.

The old man thought for a moment and tried a new tactic. 'If you free me, I will shower you with great riches that are hidden about this island,' he *bargained*.

'Now, that is of interest,' *replied* Sinbad. 'Tell me more.'

2 Example answer:

'Now, that is of interest,' *replied* **pondered** Sinbad.

Pages 106–107: Get started!

- 2**
- a** *With a backward glance*
- b** *with light*
- c** *with awe*

3 Example answers:

- With light, the walls began to gleam.
- With awe, Sinbad discovered that the cavern was carved from pure diamond.

4 Example answers:

- a** With **determination**, I sprinted to the finish of the race.
- b** With **a sense of dread**, I opened the door into the darkness.
- c** I watched the film with **great excitement**.
- d** I pushed the great rock with **all my might**.

- 5**
- a stream:** a small river / receive video from the internet
- b right:** straight ahead / something that a rule or law says that you should do
- c point:** the sharp end of something / a particular stage reached in an event or process
- d light:** opposite to *heavy* / opposite to *dark*
- e great:** large in size / impressive

Pages 107–108: Go further

2 *at great speed, sloshing from one side of the diamond cave to another*

- 3 a Sinbad set sail **with a tear in his eye**.
 b The raft travelled on **with a full sail**.
 c The raft bumped into the walls of the cave **with a crash**.
 d The sailors waved goodbye **with cheers and shouts**.
- 4 a The raft moved uncertainly, **tossing and turning in the current**.
 b Sinbad stared ahead, **holding his breath**.
 c Suddenly, a light appeared, **gleaming in the darkness**.

Pages 109–110: Get started!

2 Example answers:

- Old-fashioned expressions and language: *'I bowed low and said, "I bring with me a return gift from the caliph of Baghdad. He wishes to accept your greeting and offer his own."'* (p. 188)
- Figurative devices such as metaphor, simile and personification: *our haze of good fortune* (p. 191)
- Themes that affect all people: *freedom* (p. 199)
- Great storytelling that attracts a wide range of readers: *Sinbad is greeted by his son*. (p. 206).

3 a–b Example answers:

- Caring for a family is a heroic thing to do. – *'Even though you have limited means, you still strive every day to provide for your family. You too are a hero!'*
- Family is more important than riches. – *'After all, our families are the one thing money cannot buy.'*
- You don't have to be wealthy to be a hero. – *'Even though you have limited means, you still strive every day to provide for your family. You too are a hero!'*
- There is more to admire about a person than their wealth. – *'I am humbled to be in yours. Even though you have limited means ... You too are a hero!'*

c The possessive pronoun **yours** refers to **your presence**, for example *the presence of the porter*.

4–5 For example:

- a It doesn't matter how rich or poor you are, your goodness can make you a great person.
- b Selfishness doesn't get you anywhere; team work is the best way.
- c Traditions are always right; if they are not, they should be changed.
- d Humans are responsible for animal welfare.
- e Stories have great powers; the stories we choose to tell show a lot about us.
- f Be grateful for what you have.

Pages 110–111: Go further

1 Example answers:

| Story theme: Take care of animals | | | |
|--|--|---|---|
| Story structure | Events | Ideas for vocabulary and sentences using adverbial phrases | Dialogue |
| Introduction (how the story begins) | Sinbad has lost his way for many days in a forest, hiding from hunters who want to harm him. | <i>Sinbad stumbles tiredly onwards. He hears the hunters' shouts echoing ominously in the distance.</i> | <i>'I must find a place soon to rest safely.'</i> |
| Building the plot (laying clues or developing a storyline) | Sinbad hides when he hears people coming. | <i>Sinbad crouches fearfully in the bushes. A rough voice growls harshly close by.</i> | <i>'We will find him soon. Sinbad can't hide forever.'</i> |
| Climax (the most exciting part) | Hunters are chasing a mighty rhino and trap it. | <i>The rhino crashes heavily to the ground. The hunters shout triumphantly.</i> | <i>'Hurrah! We have it trapped securely! Don't let it escape.'</i> |
| Falling action (how the action changes after the climax) | The hunters leave to fetch their transport. Sinbad frees the rhino. | <i>Leaving the safety of his hideout, Sinbad frees the rhino.</i> | <i>'They have gone! Now I can set you free!'</i> |
| Resolution (an ending that brings all the parts of the story together) | <i>Sinbad follows the rhino out of the forest to freedom.</i> | <i>Sinbad rejoices. He praises the rhino. With a final glance at the forest, ...</i> | <i>'Oh, master of the forest, you have saved my life, just as I saved yours!'</i> |

Review 2: Fiction Answers

Pages 112–113

- 1
- a Tom says he has a toothache.
 - b He is talking to his aunt (Auntie).
 - c The word *groaning* tells you that Tom has been complaining.
 - d Tom thought that he could go fishing if he stayed home from school.
 - e Tom's aunt is cleverer: She knows that Tom is lying because he pretends that he wants to go to school but he doesn't really.
 - f The word *row* means 'a fuss' or 'noise'.
 - The phrase *made fast* means 'tied', 'secured', 'fixed' or 'attached'.
 - g By *outrageousness*, she means 'mischievous'.
 - h Aunt needed the 'chunk of fire' to frighten Tom so that he would jump back and the tooth would pull out.
 - i Aunt loops a thread around Tom's tooth and ties the other end to the bedpost. She then makes Tom jump backwards by frightening him with the burning stick.

Review 2: Non-fiction Answers

Pages 114–115

- 1
- a The divers live in Japan.
 - b The women are middle-aged. (Ms Sakai is 58 years old.)
 - c They use only wetsuits, facemasks and flippers.
 - d
 - i *renowned for their courage*
 - ii *near-celebrity status*

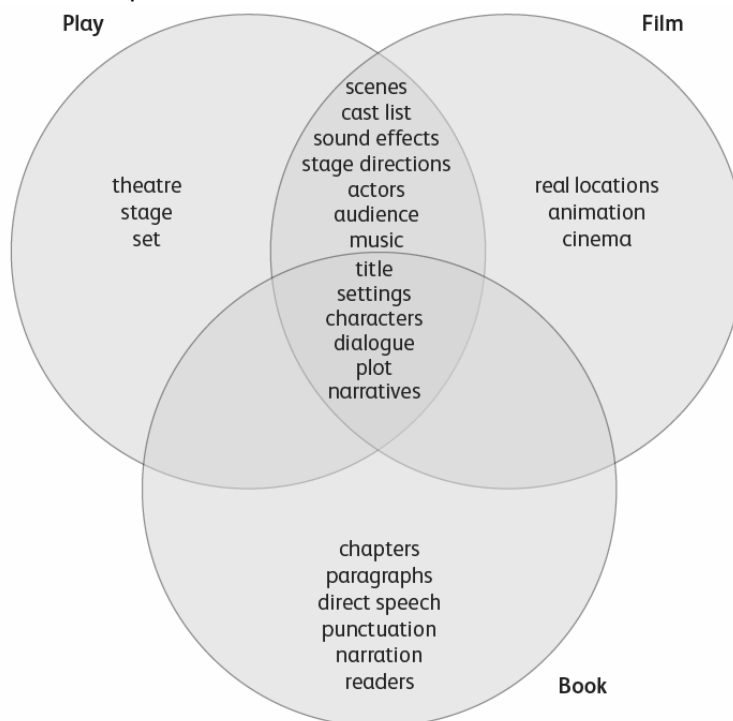
iii remote district

- e The women catch abalone, sea urchin, lobster, sea cucumber and octopus.
 f The word *Ama* means 'female diver'.
 g The women stay underwater for up to a minute.
 h The dangers that the women experience are cold and sharks.

Unit 7 Playscripts: A playscript, book and film of the same story

Pages 117–118: Get started!

- 2 a The book describes in detail how the garden looks (for example: *wet with dew*).
 b The book describes James being drawn to the peach as if by a magnet. It also says that he is walking slowly.
 c In both, James climbs over the fence.
 d In the playscript, James touches the peach and describes what it feels like (*like the skin of a baby mouse*).
 e For example:



3 a–b Example answer:

| Stage directions | | Facial expressions |
|------------------|--|---|
| 1 | [Walking and looking around] | James should look curious – eyes wide. |
| 2 | [JAMES walks towards the Giant Peach and climbs the fence that surrounds it] | James should keep looking at the peach as if he is hypnotised by it. |
| 3 | [He reaches out and touches it. Suddenly, he notices that, right beside him and below him, there is a hole in the side of the Peach] | James should look hesitant before he touches the peach. Then, when he does touch it, he should look pleasantly surprised. |
| 4 | [Examines it] | James should look curious and fascinated as if he is really interested in what he has found. |

Page 119: Go further

1

| What does the inside of the giant peach: | Answer from the playscript: |
|--|---|
| feel like? | damp, wet, sticky |
| taste like? | peach juice |
| look like? | uphill (sloping upwards), ceiling is dripping |
| sound like? | dripping sounds, James knocks his head |

2 The film is able to include close-up details inside the giant peach.

3 For example:

pineapple: outside – bark-like, rough, scales, hairs; inside – stringy, juicy, liquid, silky, smooth; taste – tangy, sweet, melting.

Pages 120–121: Get started!

- 2**
- James was flung to the ceiling and then the floor.
 - The creatures were flying about the place.
 - The Glow-worm's light failed so they were all in the dark.
 - There were screams and yells.
 - James grabbed the Centipede's legs.

3 Example answers:

| | |
|---|--|
| How to show that the characters are inside a giant peach: | The characters could mention what they see, bump into, or touch. |
| How to show that the peach has begun to move: | The characters could begin to wobble. |
| How to show that the peach is moving faster and faster: | The characters will move faster and faster, perhaps in a circle. |
| How you could use the lighting (when the lights will be on, off or flashing): | The lights will flicker, then go out, then flash on and off to suggest chaos. |
| What the characters should do and say: | The characters should bump into each other, and bounce off, moving in different directions. The characters could say 'oops', 'ouch', 'aaaghhh' and 'excuse me!' |

- 4**
- a** Centipede's shiny boots **b** Miss Spider's long legs
c James' horrible aunts **d** Glow-worm's lighting system

Pages 121–122: Go further

1 Example answer:

| What does the reader or audience: | Book | Film |
|-----------------------------------|---|---|
| see? | <ul style="list-style-type: none"> • James flung about • creatures flying through the air • chairs and sofa flying about • Centipede's boots flying about • darkness | <ul style="list-style-type: none"> • James and the creatures are flung about • the film shows close-ups of the expressions on their faces • the light is dim, but the creatures can easily be seen • there is a mixture of outside and inside shots |
| hear? | <ul style="list-style-type: none"> • screams and yells and curses and cries of pain | <ul style="list-style-type: none"> • shouts and cries • increasing pace of music |

2 Example answer:

| | Stage directions to show the actions that the characters should do: | What James could say: | Lights: | Background sounds: |
|---|--|---|---|--|
| 1 | The characters hold hands and begin to spin slowly in a circle to represent the peach beginning to roll along. | JAMES: <i>[Anxiously]</i> Oh my goodness. We're beginning to tumble! | Brightly on | Creaking and groaning sound as the peach begins to move |
| 2 | They all move faster and faster. | JAMES: <i>[Laughing]</i> This is actually starting to feel like fun. | Flashing lights so the audience can only partly see what is happening | A piece of 'mad' music plays softly, getting faster and louder as the peach accelerates. |
| 3 | They begin to duck and dodge as if things are about to hit them. | JAMES: <i>[Shouting]</i> Watch out for that sofa ... and that chair. Duck, Miss Spider. Oh dear, Centipede! | | |
| 4 | The group break away from each other and spin madly on their own. | JAMES: Aaaaaaaagggggghhhh! | Lights go out | No background sounds |
| 5 | Everyone is in a heap on the floor, looking very confused. | JAMES: <i>[Enthusiastically]</i> Well, at least the world has stopped spinning now! | Lights come on softly as if Glow-worm is lighting up | |

3 Example answer:

The writer of the play may not have shown the scene inside the peach because he has had to make a selection of what to show. A play is shown in a limited amount of time, whereas a book is read when a reader wishes to do so, with no limits.

Also, the scene inside the peach doesn't show much about the relationships between the characters – it's just a fun moment.

Or, the writer may have thought that it could be impractical to stage that moment.

Pages 123–124: Get started!**2 a Example answers:**

- pessimistic – thinks something bad will happen
- distrustful – doesn't trust people
- trusting – believes people
- fearful – scared or nervous of something
- reassuring – trying to calm another person
- optimistic – thinks something good will happen or someone
- encouraging – tries to motivate others
- bad – awful or horrible
- gloomy – a bit miserable
- good – pleasant or enjoyable
- alarmed – frightened
- panicky – losing control because of fear
- convinced – believes or trusts something
- positive – generally believes that life is good
- buoyant – usually cheerful and positive

b Example answers:

- pessimistic / optimistic
- fearful or alarmed or distrustful / trusting
- panicky / reassuring or encouraging
- good – better – the best
- I gloomy / buoyant or positive
- I good / bad

3 a Example answers:

bad – worse – the worst

| Character | Adjectives | Examples |
|-----------------------|-----------------------------------|--|
| James | encouraging and optimistic | He tells the others things to make them feel better and he believes they will be alright. |
| Earthworm | pessimistic, gloomy | He doesn't ever think that something good will happen. |
| Centipede | fearful, alarmed | He thinks that Earthworm is right and they will sink. |
| Old-Green-Grasshopper | convinced, positive | He believes James and is happy they will survive. |
| Ladybird | <i>encouraging and reassuring</i> | <i>She tells James that his idea is excellent and she explains that Earthworm always behaves this way so James isn't discouraged.</i> |

b Example answers:

- Which character is gloomier than Grasshopper?
- Who is the most optimistic?
- Who is the most alarmed?
- Who is the angriest?
- Who is the most scared?
- Who is the most annoying?
- Who is more tolerant than Earthworm?
- Is anyone more patient than Ladybird?
- Who is happier than Earthworm?
- Who is the most upset?
- Who is kinder than Centipede?
- Who is the grumpiest?

Pages 127–128: Get started!

2 At first, Spider and Ladybird are positive and Earthworm and Centipede are negative about James' idea.

3 Example answers:

Twaddle, claptrap, drivel, nonsense, moonshine, phooey, hooey, garbage, flapdoodle, bosh, tosh

4 Example answers:

- a** Glow-worm said that she was doing her best.
- b** Earthworm said that he would never be the same again.
- c** Ladybird said that it had taken years off her life.
- d** Centipede said that he refused to show himself out of doors in his bare feet.
- e** Spider said that she would weave a ladder to get them out.
- f** Earthworm said that they were probably at the bottom of a coal mine.
- g** James said that their whole ship was made of food.
- h** Ladybird said that she had told them they were bobbing up and down.

Pages 128–129: Go further

- 1**
 - a** Lady bird told them / everyone to be quiet.
 - b** Spider told James to think.
 - c** James told her / Spider to start spinning.

2 a–b Example answer:

James **decided** that they could be saved by the seagulls if they could catch them. He **told** Earthworm to climb onto the top of the peach and **instructed** Grasshopper to keep a close eye on the sharks.

James **explained** to Earthworm that the seagulls might think that he was food.

3 a–b Example answers:

- 'Why are we bobbing up and down?' asked Ladybird? → Ladybird asked why they were bobbing up and down.

- 'What do we do?' asked Centipede. → Centipede asked what they should do.
- 'Degenerates!' said Miss Spider. → Miss Spider said that the sharks were degenerates.

Pages 130–131: Get started!**2 For example:**

- I understand the viewpoint of the Cloud-Men because they don't like being disturbed.
- I understand the viewpoint of James because he is the human character and so thinks more like a person.
- I don't understand Centipede's viewpoint because he has no reason to be rude to the Cloud-Men.
- I understand the viewpoint of Earthworm because he is annoyed with Centipede.

3 Example answers:

| Character | Viewpoint (how the characters feels or behave) | Example from the extract |
|-----------------------|--|--|
| James | <i>interested</i> <i>understanding</i> <i>cautious</i> | It seems as if ... turning them into large white marbles. It's hailstones! For heaven's sake, Centipede, don't make so much noise. |
| Centipede | disrespectful / challenging terrified ridiculous | Nincompoops! Half-wits! Ow! Ow! Stop! Stop! Stop! [He dances around and makes insulting signs at the CLOUD-MEN] |
| Earthworm | critical / fearful | Now you've done it, you loathsome pest. |
| Old-Green-Grasshopper | interested amazed | But what are they doing? |

4 a Example answers:

- What are you doing?
- How do you make the hailstones stick together?
- How many do you make in a day?
- Can I try?

5 Example answer:

Centipede caused the problems with the Cloud-Men because he was rude and confrontational. The Cloud-Men were aggressive but may not have been without provocation.

6 Example answer:

In the film, the viewpoint varies between the characters. It may be easier to see viewpoints in films because there is the opportunity to observe more on screen at one time compared to books or plays. It may also be easier to hear viewpoints in the film by listening to tone and expression.

Page 132: Challenge yourself!**1–2 Example answers:**

In the play, the Cloud-Men are only shown to attack the peach, but in the book, they are shown to have families and 'normal' lives that are more like the readers' own. This is likely to make readers more sympathetic and to share the Cloud-Men's viewpoint.

3 The play is a condensed version of the book so scenes have had to be cut out. Perhaps the playwright wanted to simplify the story and show the Cloud-Men as negative, unpleasant characters, which makes James and the creatures seem more heroic.

Pages 133–134: Get started!**1 Example answer:**

The scene may be simplified in the play because: it could require a huge cast / it could be difficult to show the buildings / the play is focused more on the journey than the arrival of the characters / the playscript has used the Narrator to deliver large amounts of off-stage information before, such as at the start of the play, so the writer has chosen this structure. The actors may create a simple scene of the characters in the peach with a crowd around them clapping, and so on.

2 For example, the film does not follow the description in the book; it cuts from the Giant Peach landing, to people welcoming James in the streets, to James' new home in the park. Music, cheering, throwing ticker tape (confetti) and characters' facial expressions add to a sense of importance.

3 Example answers:

| | What happens at the end of the book and play: | How we will show this: |
|---|---|---|
| 1 | James is welcomed by the mayor. | The mayor will shake James warmly by the hand and then use his arm to indicate showing James the city. |
| 2 | James is taken on a car parade. | Some people will form the car, and James will be inside, waving. |
| 3 | The crowd go wild with excitement. | The car will transform into a crowd with everyone waving and showing happy, excited faces. |
| 4 | Children start eating the peach. | Some people will form a group to represent the peach and others will be the children eating it, and the peach will get smaller. |
| 5 | James moves into a house made from the peach stone. | Some people will form a house shape and James will stand at the door waving and smiling. |

Pages 136–137: Get started!

- 1** **a** thinner **b** centre **c** digger **d** glider
 e polar **f** shower **g** dollar **h** actors, director

2

| Word | Definition |
|----------|--|
| ladder | something to climb up |
| super | to say something is very good |
| sofa | something to sit on |
| ruler | something to measure with |
| unravel | to unwind (a thread) |
| travel | to move from place to place |
| pencil | something to draw with |
| frighten | to scare someone |
| listen | to pay attention to what someone is saying |
| pupil | a child in a class |
| China | a country |
| deafen | to make a loud noise |

Groups:

Words ending in 'er': ruler, ladder, super

Words ending in 'a': China, sofa

Words ending in 'el': unravel, travel

Words ending in 'il': pupil, pencil

Words ending in 'en': frighten, deafen, listen

3–4 Example answers:

- 'We will need a ladder to get down from the top of the peach,' suggested James, helpfully.
- 'Please don't frighten the Spider with too much noise,' requested James, politely.
- 'We must unravel the threads that have become tangled,' instructed James, calmly.

Page 137: Go further

- 1** **b** eager **c** winter **d** lower **e** water

Page 138: Challenge yourself!

1 September, October, November, December

Unit 8 Poetry: Poems from different times and cultures

Pages 139–140: Get started!

- 2 a *a woven grass mat*
b *but did not succeed*
c

| Phrases from the poem | Simpler language |
|--|---|
| <ul style="list-style-type: none"> written with greater purity the embers of affection her ill-formed words | <ul style="list-style-type: none"> words full of love warmth and care poor handwriting |

3 a **Example answers:**

- **Who** sent the poet a gift?
- **What** was the gift?
- **Where** was the poet when he received it?
- **Why** did his sister send it?
- **How** do you know the poet was grateful?

- 4 a *My dearest brother, I hope you like the mat I wove myself for you, to keep away the cold of nights on that tile floor.*

b **Example answers:**

- The reading is more continuous / fluent / ordinary when read as prose; the poem divides the sentence and slows the reading for greater consideration of what is said.
- When reading a poem, there is a tendency to emphasise first and last words of lines which makes these words stand out.

7

| Concrete nouns | Abstract nouns |
|---|------------------------------------|
| mat, parcel, village, jail, brother, poem | purity, freedom, affection, beauty |

Page 141: Challenge yourself!

- 1 plums, icebox, breakfast – concrete nouns

- 2 For example:

*I have been
picking up shells
from
smooth, sandy shorelines
while feeling
the soft breeze
in my hair
Please
take
one.*

Pages 142–143: Get started!

- 1 c For example: The language creates images by making sleep sound like a person, so we imagine a person doing these things. *I think 'sleep' could be small and quick moving as he sneaks up on people and can put things in a swirl.*
d For example: The poet seems to feel that sleep is mischievous, funny, fast and a bit confusing as it makes the poet behave in odd ways.

2 The poet describes sleep in a positive way in verses 4 and 5, whereas in verses 1 and 2 the poet uses more negative language.

3 The poet uses personification techniques to make 'sleep' seem like a living animal, or person. Figurative language in verses 4 and 5: *comes with a soothing balm, when he leaves and where he goes*.

4

| This type of figurative language compares two unlike nouns without using <i>like</i> or <i>as</i> . | This type of figurative language compares two unlike nouns using <i>like</i> or <i>as</i> . | This type of figurative language repeats the same sound, usually a consonant, at the start of words or sentences. | This type of figurative language gives an inanimate object human characteristics. |
|---|---|---|---|
| metaphor | simile | alliteration | personification |

- 5**
- a** She ran as quickly as lightning when she saw the time. [simile]
 - b** The lightning ran across the sky. [personification]
 - c** I have heard how he hurtles over the hedge. [alliteration]
 - d** A wave of despair washed over him. [metaphor]

Page 144: Challenge yourself!

1 Examples of personification in the extract: *laughter-silvered wings / tumbling mirth of sun-split clouds*

Pages 145–146: Get started!

1 Examples of personification:

wakening skies

skies pray

wind lies asleep

sea is our mother / wind is our brother / waves are comrades

kiss of the spray

dance of the wild foam

- 2**
- a** It is early morning / dawn.
 - b** The weather is windless / calm.
 - c** During the night, the weather was disturbed / restless (*like a child that has cried all night*).
 - d** The fishermen must take nets with them.
 - e** The word **hasten** tells the men to hurry.
 - f** They follow the call of the sea gull.
 - g** The fishermen will be helped by the sea, clouds and waves (*sea is our mother, cloud is our brother, the waves are our comrades*).
 - h** On land, the fishermen like *the shade of the cocoanut glade, and the scent of the mango grove, the sands and the sound of the voices we love*.
 - i** We know that they prefer the sea, because they say *But sweeter ... the kiss of the spray and the dance of the wild foam's glee*.
 - j** They will go out to the horizon (*the edge of the verge*).
- 3**
- a** light: the opposite to 'heavy' / you turn this on to see in the dark
 - b** waves: you can see these on the sea / you may have these in your hair
 - c** sound: you can hear this / it can mean 'reliable'
 - d** arms: you have two of these / it is a word that means 'weapons'
 - e** track: you might follow this through a forest / you may run on this
 - f** wind: this makes a breeze / a verb that means it's difficult to breathe after being hit in the stomach

Page 146: Go further

- 1
- Preparing to fish
 - Being at sea
 - How much the fishermen love the sea

2 Example answer:

I leave my bed at dawn, as the sun begins its journey up into the sky. I meet with my friends and we take our nets and boats, and head off for a morning of fishing.

On the sea, we follow seagulls and the sea, the wind and the waves feel like our family and friends. We feel protected by the god of the sea who controls storms.

Even though it is wonderful to return to land with its coconut and mangrove trees, and to hear the voices of our loved ones, we still love to return to the sea. Off we go to the horizon to find adventure!

4 Example answers:

- I saw a dog **bark** at the **bark** of a tree.
- I made sure that my socks were a **match** for the tennis **match**.
- In **Spring**, there are rabbits that **spring** about.

Pages 149–150: Get started!

1 For example: *regret, thoughtfulness, curiosity, excitement, security, reminiscence, doubtfulness, expectation, anticipation, separation, importance, discovery, optimism*

Examples of personification: *palm trees wave goodbye, seabirds asking why*

- 2
- a The child sees *seabirds, blue water, mum and dad*.
 - b The child remembers *palm trees, mango, storytime yard and grandmother*.
 - c The child thinks, '*will things turn out right?*'

3

| Details that create a positive mood | Details that create a more anxious mood |
|---|---|
| <ul style="list-style-type: none"> • palm trees wave goodbye • blue water rolling by • beside you / Windrush child / your Windrush mum and dad • storytime yard / and mango mornings • new beginnings / doors ... opening • think of grandmother • Windrush adventure • you're stepping into history • grandmother's words your shining beacon • learning how to fly / the kite of your dreams / in an English sky • walking good walking good | <ul style="list-style-type: none"> • seabirds asking why • doors closing and opening • will things turn out right? • think of grandmother • not knowing how long the journey |

4 Example answers:

a The poem generally presents the Windrush journey as a positive event, signalled by the colourful images and sense of movement, anticipation and excitement. However, there is some regret at leaving grandmother and mango mornings, and the sense of the unknown which awaits the child.

5 Example answer:

- b Grandmother might say, 'Be good, my child. Enjoy the adventure of the journey and a new life in a new country.'
- c Grandmother might think, 'I hope you won't be lonely, little one. I know I am going to miss you terribly but I won't let you see me cry today.'

Page 150: Go further

1–2 Example answers:

- palm trees: green – positive – suggest nature and growth
- seabirds: white / grey – positive – like a flag to follow on the journey
- blue water: blue – positive – a 'colder' colour but blue is still beautiful
- mango mornings: warm orange – positive – suggests warmth and friendliness
- midsummer light: pale yellow – positive – not as vivid as the mango mornings but still a pale beauty
- big ship: metallic grey – a little negative in comparison to the warm colours
- Caribbean eye: bright colours – positive – suggests home and family
- shining beacon: fiery colours – positive – suggests the power of grandmother's message
- kite: multi-coloured (a kite could be any colour you choose) – positive – suggest lots of new experiences
- English sky: pale blue – positive – suggests 'beautiful' but not as vivid as at home
- snow: white – positive – suggests pure and clean
- sun: yellow / orange – positive – suggests warmth and friendliness.

- 3**
- a** *Mango mornings* suggests waking up to a bright sun and fruit growing near the house.
- b** *Sea's wheel carries on spinning* suggests a long journey.
- c** *A shining beacon* suggests that the words are of hope and offer guidance *shining* through any dark times of life.
- d** *Fly the kite of your dreams* suggests that the child will have opportunities and the chance to have freedom, excitement and happiness.

4 Example answer:

Dear Grandmother,

The day I left, I had sadness in my heart for you but a smile on my face for the exciting adventure of crossing the ocean.

Holding tightly to mum and dad's hands, I climbed aboard the big grey ship and the journey began. It took many days to cross the rolling blue seas and I saw birds following the boat ...

Page 151: Challenge yourself!**Example answers:****1**

| Worries | Excitement |
|--|--|
| <ul style="list-style-type: none"> • Will I understand the language? • Will I make new friends? • Where will we live? • Will the weather be hot or cold? | <ul style="list-style-type: none"> • Will there be new foods to try? • Will I make new friends? • What new places can I discover? • Will school be different from at home? |

2 Reminiscence / regret

*My friends' faces are marked in my mind
their shouts, their smiles, their teasing me
about jokes we share.*

Anticipation

*Will there be skyscrapers
taller than our tallest trees?
Will there be lots of new foods
that will please?*

Pages 153–154: Get started!

1–2 For example:

frumious – dreadful, hungry

vorpal – sharp, terrifying

manxome – powerful, secretive
uffish – careful, deep
tulgey – thick, dark
beamish – wonderful, happy
frabjous – happy, momentous
galumphing – galloping, stomping
snicker-snack – slice, cut

- 3** **a** bite **b** sword **c** flame
 d snicker-snack **e** joy

4 Example answers:

a Real verbs: *bite, catch, shun, wrought, rested, stood, came, went*

Invented adjectives: *frumious, vorpal, manxome, uffish, tulgey, beamish, frabjous*

Invented adverbs: *whiffling, gallumphing*

b For example:

*And, as in **deep** thought he stood,
 The Jabberwock, with eyes of flame,
 Came **wandering** through the dark wood,
 And burbled as it came!
 One, two! One, two! And through and through
 The lethal blade went **slice and cut**!
 He left it dead, and with its head
 He went **galloping** back.*

5 Example answers:

- *achieve*: gain success
- *appreciate*: be glad of
- *desperate*: in need
- *disastrous*: very bad
- *familiar*: usual
- *ancient*: very old / historic
- *awkward*: difficult or clumsy
- *determined*: focused on success
- *existence*: life
- *guarantee*: promise

- 6** **a** The forest was **ancient**.
 b The sword was **awkward** to carry.
 c The boy was **desperate / determined** to kill the Jabberwocky.
 d The Jabberwocky's **existence** had come to an end.
 e The father was pleased at what his son was able to **achieve**.

Page 154: Go further

1

1. The father tells the boy about strangely named creatures.
2. A Jabberwocky appears.
3. The boy kills the Jabberwocky.
4. The boy removes the Jabberwocky's head.
5. The father is pleased with the boy.

2 Example answers:

- *beamish boy* – brave boy
- *frabjous day* – splendid day
- *Callooh! Callay!* – Hurrah! Hurray!

- 5** **a** foreign – from a different country **b** immediately – now
 c individual – on your own **d** mischievous – naughty
 e necessary – must do **f** nuisance – something irritating
 g privilege – something special **h** queue – a line of people
 i soldier – a member of an army **j** triumphant – pleased to win something

Page 155: Challenge yourself!

2 Example answer:

*The child wandered the woody mountainside
in search of the fearsome Bandersnatch
whose wicked deeds had filled the village air
with tales of terror and who had died.*

3 Example answer:

*The child wandered the woody **diwnay** mountainside
in search of the fearsome **gobbash** Bandersnatch
whose wicked deeds had filled the air
with tales of terror **malstey** and who had died.*

Unit 9 Non-fiction: Persuasive texts**Pages 156–157: Get started!**

- 1**
- alliteration
 - rhetorical question
 - exciting or good details
 - powerful adjectives
 - exaggeration
 - exciting verbs

3 Any three from:

- *Two minutes is all the time it takes to become a superhero.*
- *... superheroes do simple everyday things ...*
- *... make a huge difference ...*
- *... superheroes are just like you and me.*
- *... doing amazing things.*

4 Example answers:

| Features of persuasive texts | Yes / No | Example |
|------------------------------|----------|--|
| alliteration | Yes | <ul style="list-style-type: none"> • Our oceans are dying because we are using them as a dump ... • ... a brilliant way for you to change the world for the better. • picking up plastic litter |
| comments from other people | No | |
| exciting or good details | Yes | <ul style="list-style-type: none"> • turns you into a superhero • doing amazing things |
| exaggeration | Yes | <ul style="list-style-type: none"> • Two minutes is all the time it takes to become a superhero. |
| rhetorical question | Yes | <ul style="list-style-type: none"> • Have you got two minutes? • So why wait? |
| powerful adjectives | Yes | <ul style="list-style-type: none"> • amazing • brilliant |
| exciting verbs | Yes | <ul style="list-style-type: none"> • fight • save • hurting |

5 Example answers:

- Paragraph 2: What is the danger for us?
- Paragraph 3: How can you help?

6 Example answers:

- IT'S SIMPLE – I chose this because it's a short sentence and will emphasise that something can be done.
- AMAZING THINGS – I chose this to emphasise that what people can do is really good.

7 famil^lar diction^ory marv^ellous
mis^erable libr^oary veg^etable

Page 158: Go further

- 1**
1. Makes readers feel important
 2. Explains what the problem is

3. Makes the solution sound very possible

4. Explains why readers should help

2 Example answers:

| Look at the: | Find the language the writer uses to make you feel: | Examples from the letter |
|------------------|---|--|
| second paragraph | sorry for the ocean | Our oceans are dying ... |
| | frightened | If we don't watch out, plastic rubbish will hurt us too. |
| third paragraph | responsible | Everything you do – good or bad – has an effect on the world around you. |
| | powerful | Every small thing you do to fight plastic helps save the ocean. |

6

| vowel | a | e | i | o | u |
|-------|---------|--------------------------------------|------------------------|------------------------|------------------------------|
| | musical | jewellery frightening prisoner | business parliament | chocolate poisonous | guess biscuit building |

Pages 159–160: Get started!**3 Example answer:**

| Facts about plastic | Facts about oil |
|--|--|
| Lots of things are made from it. Toys, game consuls, dolls and collectable figures are all made from plastic. Medical equipment is often made from plastic. Plastic doesn't biodegrade like wood, or rust away. | Oil takes millions of years to form. Oil is a non-renewable resource. |
| Opinion about plastic | Opinion about oil |
| It is light, strong and cheap. | Oil is wonderful. |

4 The writer has included the facts in the illustrations in order to **show how persuasion can be successful**.

Page 161: Go further**1 Example answers:**

a Examples of synonyms for *bad*: unpleasant, appalling, vile, disagreeable, unwelcome, grim, distressing, dreadful, terrible, nasty

b Example paragraph: *Plastics are **vile** and they are **destroying** the wonders of nature in our world. They create **grim** pollution for our oceans and have a **dreadful** effect on fish and other wildlife. This **nasty** product is **ruining** the world.*

2 Examples of synonyms for *good*: benefit, advantage, tremendous, awesome, champion

Example paragraph: ***Fantastic** plastics bring **wonderful** new inventions into our lives. The **advantages** of **cheap** and **versatile** material will **benefit** everyone. Plastic is a **tremendous** invention.*

3 Too much exaggeration may make the information seem untrue or untrustworthy.

Pages 163–164: Get started!**1–2**

| Facts | Opinions |
|------------------|----------|
| A, C, D, E, F, H | B, G |

3 Example answers:

| Statements about oceans | Statements about plastics | Statements about both |
|-------------------------|---------------------------|-----------------------|
| A, B, C, G | H | D, E, F |

4 Countable nouns: *oceans, whales, dolphins, turtles*

Uncountable nouns: *weather, air, oxygen, climate change, global warming*

Example sentences:

There is a great deal of bad weather approaching.

More global warming is dangerous for the world.

- 5**
- a** There are **a number of** birds nesting in that tree.
 - b** We had so **much** fun at the game.
 - c** There are **fewer** people here than last time.
 - d** I need to eat **less** chocolate to stay healthy.
 - e** There is quite **a bit of** water left in our pond.
 - f** Not **many** learners understood the rules.

Pages 166–167: Get started!

1 The positive ideas used include clean beaches, a clean ocean, wildlife (whales and dolphins, fish and seabirds), fresh air and pleasant climate, and a friendly turtle.

2 Example answers:

- *whales are blowing waterspouts*
- *fish and seals dance*
- *dolphins are spinning*
- *pufflings fly*
- *flying fish skim*
- *seabirds squawk and squabble*

3 Example answers:

| Persuasive devices | Example |
|------------------------------|---|
| alliteration | skim across the sunlit surface; seabirds squawk and squabble; warm wind |
| personification | a turtle smiles and says ... |
| imperative commands | Imagine |
| powerful adjective | spotless beach; vast ocean; The ocean is beautiful |
| direct address of the reader | You can |
| statement of success | thank you for protecting the future! |

4 Example answer:

Imagine standing on a filthy beach, staring out at an ocean filled with plastic, dull and dead to life. Whales cannot be seen and dolphins pass by, looking slow and sick. The surface of the water is grey and lifeless ...

Pages 167–168: Go further

1 Example answers:

| Which sense is used: | Example from the extract: | How does this example persuade? |
|----------------------|---|--|
| hearing | <i>seabirds squawk and squabble</i> | <i>The alliteration makes the sound memorable and the example is familiar to lots of people, so it would be a shame to imagine it could be lost.</i> |
| sight | staring out at a vast ocean The ocean is beautiful | Readers can visualise the beautiful ocean scene. |
| smell | You can smell the fresh air and the seaweed | Everyone loves fresh air and it is healthy. The seaweed smell makes the beach seem full of life. |
| taste | taste the salt on your lips | People can imagine a salty taste and it will remind them of good days beside the sea. |
| touch | feel the warm wind on your skin | The alliteration helps to make the breeze sound pleasant and memorable. |

2 Example answers:

| Text from the extract: | How does this persuade? |
|--|--|
| The ocean is beautiful ... | <i>It is an opinion presented as a fact. The writer treats the reader as if he or she is already in agreement with the writer.</i> |
| ... you are a part of it, wherever you live ... | The word you makes it seem personal and as if the writer is speaking directly to the reader. |
| A turtle pops up, just in front of you, surprising you a little. | This sounds cute and makes the reader think about wildlife. No one would want to harm a turtle – they would want to protect it. |
| It smiles and says, 'Thank you for making a difference, thank you for taking time to care, thank you for protecting the future!' | Even though it isn't realistic, it is fun. The turtle's comment makes the reader feel good for helping. |

Page 168: Challenge yourself!**1 Example answer:**

| Sense | Persuade your friend to come to the park or beach (or a place of your choice) with you | Persuade your teacher to let you have a longer break time |
|---------|---|---|
| sight | <i>How about a change of scenery?</i> | Would you like to experience an empty classroom for a few minutes longer? |
| hearing | Would you like to hear the cry of seagulls? | Listen to the serene silence that surrounds you. |
| touch | Feel the breeze on your face as you fly through the air on the swings. Enjoy the sunshine smiling down on you as you run through the grass. | <i>You can enjoy the cool, calm air of the classroom without disturbances, without noise, without the millions of questions that children always ask you.</i> |
| taste | You can almost taste the freshness of the day when you're in the park. | Enjoy the crunch of your morning snack and savour its simple flavours – in peace. |
| smell | Breathe deep – this is freedom you can smell. Let's have some fun! | Open the windows and breathe in the beautiful fresh air – all to yourself. |

Pages 169–170: Get started!

1 For example: *to create fear, guilt, surprise, admiration.*

- 2**
- a** Quotation D uses frightening facts.
 - b** Quotation A gives examples of how Greta tried to help use less energy.
 - c** Quotation B tells of Greta's personal background.
 - d** Quotation E explains what Greta wants to do.
 - e** Quotation C shows how frustrated Greta feels.

3 Example answer:

I think Greta is trying to persuade adults because she uses formal / grown-up language.

Review 3: Fiction Answers**Pages 173–174**

- 1**
- a** David is counting to get ready to run.
 - b** It is a barbed wire fence.
 - c** We know it is a prison because of the searchlight / barbed wire fence.
 - d** It is a 'flat stretch', 'without so much as the stump of a tree for shelter'.
 - e** For example:
 - **brave**: he is taking a big risk to escape and will have to climb and run
 - **cautious**: he is planning carefully when he should run
 - **panicky**: he talks to himself and calls himself a *fool*

- **defeated:** he expects that he won't make it across the field, that they will catch him at any moment.
- f** David refused to look scared if he was caught / he wanted to appear brave and calm.
- g** For example: *I think the most tense moment is when David doesn't know whether he will be caught or not.*
- h** The story is told from David's viewpoint. For example: *The reader hears David's thoughts and views the scene through his eyes.*

Review 3: Non-fiction Answers

Pages 175–176

- 1**
- a** i persuasive text
 - b** Plastic bags are mainly used for carrying shopping home from supermarkets.
 - c** Australians use over six billion shopping bags each year.
 - d** Some bags take up to 1 000 years to disintegrate.
 - e** i break down – *disintegrate* ii use again – *reusable*
 - f** Plastic bags cause air, land and water pollution.
 - g** For example:
 - i a rhetorical question: *How can we clean up our country?*
 - ii a fact: *Australians use over six billion plastic bags a year ...*
 - ii an opinion: *People should pay for ... / Making people pay ... would encourage them to use reusable bags.*
 - h Example answers:**
 - i bags, supermarkets, animals, ocean, land, water
 - ii year
 - iii bags, animals