

Unit 1

Fiction: Historical texts



Workbook answers

Page 4: Bronze and Sunflower

- 1 a How Sunflower loved this river! She watched it flow, she followed the ripples and waves, watched it carry off wild ducks and fallen leaves, watched boats of different sizes move upstream and down, watched the midday sun paint it gold and the setting sun stain it red, watched the raindrops splash up silver-specked spray, watched fish leap from its green waves, tracing beautiful arcs in the blue sky, then fling back into the water.
- And on the other side of the river was Damaidi. Sunflower sat under an old elm tree, quietly gazing across the water. If people on passing boats scanned the long riverbank, they would spot her tiny figure.
- b midday – gold, sunset – red, raindrops – silver, waves – green, sky – blue
- c ducks d boats e fish



Workbook answers

Page 5: Meet Sunflower

- 1 Learners' own responses: expect to see answers such as *worried, surprised, happy, excited, curious, hungry, nervous, greedy, anxious, afraid, brave, angry, fed up*.
- 2 Sometimes people smile even when they are not feeling happy. They might hide their feelings because they don't want to talk about what is wrong. It is usually good to talk to your family or your friends if something is worrying you.



Workbook answers

Page 6: Meet Bronze

- 1 Learners' own responses. Check learners' answers demonstrate understanding of the emotions.
- 2 Examples:
- Can you find my coat **while** I look for my shoes, please?
 - We could go to the park **if** it stops raining.
 - They watched through the window **as** the sun began to shine.
 - I always read a book **when** I go to bed.
 - She tripped over **because** she wasn't looking where she was going.



Workbook answers

Page 7: School days

1 a	expense	cost of something
	fees	money to pay for school
	foster	bring up a child from another family
	jumble	variety or mixture
	significant	important or large

- b Learners' sentences will vary. Check correct use of vocabulary.
- 2 a My favourite lessons are sports, English and art.
- b What do you want to be when you grow up?
- c When school is finished, shall we go swimming?
- 3 Check that learners have given reasons to explain their choices and that these are ordered logically within the paragraph. Assess learners' ability to punctuate correctly.



Workbook answers

Page 8: Events at school

- 1 **transform** – change / develop / become
vivid – bright / attractive
enticing – interesting / attractive / exciting
careering – running / roaming
- 2 a Bronze likes learning: *hungry to learn*
b where he practises his writing: *in his notebook*
c how he changes: *he was calmer (than he used to be)*



Workbook answers

Page 9: Nature's light

- 1 in^{ter}est
differ^{er}ent
mem^{or}y
vege^etable
math^ematics
choco^late
- 2 For example: *I wandered into a **fearsome, dark** forest. **Massive, ancient** trees surrounded me. They blocked out the **weak, watery** sunlight. A **tingling, chilling** shiver went down my spine as I wondered what I might find in here.*
- 3 For example: *As I stepped nervously along the path, I listened to the scary sounds coming from the darkness ahead of me. On either side of me, I noticed strange plants of a kind I had never seen before. Their leaves seemed to curl and uncurl very strangely as I walked past. Suddenly, within one of the plants, I noticed a shiny, glittering object that sparkled. It was as if it had its own power! What could this be? I wondered.*



Workbook answers

Pages 10–11: How will the story end?

- 1 A story that is set in the past is called a **historical** story. Events that happen in the story may be **similar** to now, but there will be clues that it is set in past **times**. These clues might be what people **wear**, how they live **differently** and the tools or **equipment** that they use.
- 2 Answers may include:
 - When Cao writes his stories, he uses ideas from his childhood experiences.
 - Although Cao grew up in the countryside, he now lives in a city.
 - Even though Cao's life was difficult when he was young, he is now a university professor.
 - Cao has written over 30 books and he has won a major prize for his writing.
- 3
 - a gathered / called up / found
 - b because Bronze is shouting
 - c because he is so happy
 - d because Bronze has never spoken before
 - e They will feel pleased because they like Sunflower.
 - f Happy: because Bronze and Sunflower are reunited and because Bronze can speak now.

Unit 2

Non-fiction: Recount texts



Workbook answers

Page 13: Letters

- 1 a For example: *train, trip, three, tiny, thick, trees, towns, take, told*
 b Correct order: train, activities, nature, animals
 c For example: *brilliant, white, snow-capped, huge, vast, empty, little*
 d For example:
- *Paragraph 1: It is the longest train ride (4 465 km) / took 3 days / no Wi-Fi).*
 - *Paragraph 2: There was no Wi-Fi on the train.*
 - *Paragraph 3: Saw Rocky Mountains / snow on mountains / enormous trees / vast spaces*
 - *Paragraph 4: Saw a deer and a moose*



Workbook answers

Page 14: Diaries

1–2	Paragraph	Key nouns and verbs	Topic of paragraph
	1	hot, plane, car, jumped, swimming pool, 9 o'clock	travelling and swimming
	2	visited, caves, cold, river, boats, dripped	cave trip
	3	prepare, breakfast, made, fruit salad, toasted, bread	making breakfast

- 3 a Violet
 b under the ground
 c jam and bread



Workbook answers

Pages 15–16: Newspaper reports

- 1 a Anton's book was in his bag. b The key was in Ming's pocket.
c Our teacher's desk is always tidy.
- 2 a She's taken Noor's bag by mistake. b I can't go to Juan's birthday party.
c Mariam's parents won't let her stay up late.
- 3 For example: *Karl Cooper won the school prize for Maths at City Hall on Thursday 27 July. Annalise Carlos sold popcorn to raise a record amount for charity outside school every day last month. Mohammad Elnroti scored the winning goal in the football match at the championship tournament at Princetown Stadium yesterday.*
- 4 a Astronauts floated about in the spacecraft. b This made getting dressed difficult.
c There was nowhere to wash. d So, the astronauts enjoyed a long shower when they got home.
- 5 a '10, 9, 8, 7, 6, 5, 4, 3, 2, 1,' counted the mission controller.
b 'No dream is too high!' said Buzz Aldrin.
c 'We are off!' exclaimed Michael Collins.
d 'I just cannot tell you how proud we all are,' announced the President.
e 'Good night from Apollo 11,' said Neil Armstrong.
- 6 For example:
a TREE TERROR FOR TOM
b BURNSIDE SCHOOL BLASTS BASKETBALL MATCH
c GET READY FOR MOON RIDE ROCKET
d FIZZY IS FORBIDDEN



Workbook answers

Page 17: More newspaper reports

- 1 a A newspaper report has a title called a **headline**.
b They are often laid out in **columns**.
c The first paragraph briefly gives information about who, **what**, **where** and **when** events happened.
d After that, the report is written in **chronological** order.
e The report may have a photograph and a **caption** to explain what the photograph is.
f There may be **direct speech** from people who comment on the event.
- 2 Learners' reports will vary. Check they have used the key features of a newspaper report. Learners could refer back to Learner's Book page 32 for a recap of the key features before they begin writing their reports.



Workbook answers

Page 18: TV news report

- 1 Have you heard about indoor skydiving? You can feel as if you are skydiving, but you don't need to jump out of a plane. You don't even need a parachute. The air inside a clear tube is blown upwards. This will send you upwards too. You can then 'fly' and do tricks. Would you like to try it?
- 2 For example:
 - a To begin the text: *At first, ...*
 - b In the middle paragraphs: *Later, ... Next, ... Soon afterwards, ...*
 - c To begin the last paragraph: *Finally, ...*
- 3 Recounts are **non-fiction** texts and they include **facts**. Recounts can be in the form of a **diary**, **letter** or a **news report**. They give information about events in the order they **happen**.

Unit 3

Poetry: Poems that use imagery



Workbook answers

Page 20: Rhyme and alliteration

- 1 a–b Two words that rhyme: *sea, curiously*; Two examples of alliteration: *crabs, curiously*
- 2 a blue
 - b in holes / on a beach
 - c to meet the neap surf / get into the sea
 - d amazed and frightened
 - e For example: *they are exposed / they may be caught and eaten / they might not have been there before*
 - f For example: *scramble and scurry / in a hurry / nervously*
 - g quickly



Workbook answers

Pages 21–22: What is a simile?

- 1 a I compare one thing with another thing to describe it better. (simile)
 b I start words with the same sound to make them interesting. (alliteration)
 c I give two (or more) words the same ending sound so they sound good together. (rhyme)
- 2 a as flat as a **pancake**
 b as clear as **crystal**
 c as cold as **ice**
 d as easy as **ABC**
 e as helpless as a **baby**
 f as fresh as a **daisy**
 g as blind as a **bat**
 h as brave as a **lion**
- 3 For example:
*Yesterday was as chilly as an **ice cube**.*
*Today is as happy as a **puppy chasing its tail**.*
*Yesterday was as sad as an **empty nest**.*
- 4 a dishes b watches c switches
 d brushes e lunches f fishes

words ending in vowel + y		words ending in consonant + y	
singular word	plural word	singular word	plural word
key donkey tray boy	keys donkeys trays boys	country baby body memory sky factory	countries babies bodies memories skies factories



Workbook answers

Page 23: More similes

- 2 a Things she can see: tree, sky, leaves, grass, sunshine.
- b One thing she can't see: wind, because it moves the grass.
- 3 For example:
 - *The Sky is like a big kind smile.*
 - *The sunshine is like Mother.*



Workbook answers

Page 24: Creating imagery

- 1 I open the door and I see birds singing at the tops of trees, stars shining from high above, diamonds glittering from below the earth.

I close the door and I hear my thoughts humming in my head, my heart beating in my chest and my imagination making pictures in my mind.

- 2–4 Learners' own responses will vary. Expect correctly used and understood examples of alliteration.

For example:

*Through my eyes I see
the world around me like a picture book full of colour
trees that stand as tall as towers,
amazing animals that fascinate me.*

For example:

*Within my heart I have
love for my family
that is as deep as the ocean.
Inside my head
I imagine a perfect planet
full of amazing adventures.
In my hands I hold fresh,
clean air
as valuable as treasure.*



Workbook answers

Page 25: Homophones

- 1 a **flour** – powder made from grain used for making bread, cakes, pasta, pastry, and so on
flower – the part of a plant that is often brightly coloured and has a pleasant smell
 - b **dear** – someone who is loved or liked OR to mean that something costs a lot of money
deer – quite a large animal with four legs that eats grass and leaves. The male has antlers.
 - c **hair** – the stuff that grows on a human's head
hare – an animal like a large rabbit that can run very fast and has long ears
 - d **heal** – to become well again, for example after a cut
heel – the rounded back part of the foot
 - e **shore** – the land along the edge of a sea, lake or wide river
sure – to be certain about something
 - f **sea** – the salty water that covers a large part of the Earth's surface
see – to look at what is around you
- 2 For example:
- I saw a **hare** combing her **hair**.
 - I'm **sure** you will love the **seashore**.
 - If you practise your spellings all **week**, you won't be **weak** in the test.
- 3 For example:
- I sailed across the sea to see what I could see.*
- I saw a happy hare that had no hair, a fantastic flower with floury petals, and some children solving special sums.*

Unit 4

Fiction: Fantasy texts



Workbook answers

Page 27: Moin and the monster

1	Which character is	Moin	monster
	impatient?		✓
	excited?		✓
	focused?	✓	
	annoyed?	✓	
	alarmed?		✓

2 Learners' responses will vary. Check that learners understand how to use similes correctly.



Workbook answers

Page 28: The monster sings

- 1 a 'I love to sing,' wailed the monster.
b 'What's the matter with you?' asked Moin's mother.
c 'Moin has never sounded like this before,' commented father.
d 'How can I make it stop singing?' said Moin to himself.
- 2 Check learners' sentences are in context and they have been able to use the correct punctuation.



Workbook answers

Page 29: The monster goes to a party

- 1 Any three of these verbs should be underlined: *dragged, made, gave, scowled, sighed*.
- 2 a was dragging b were sitting
c was feeding d were scowling

3	Verbs that describe eating a lot	Words that describe eating a little
	<i>gobble, devour, swallow, wolf down</i>	<i>nibble, snack on, pick at</i>



Workbook answers

Page 30: Monster rules

- 1–2 a Moin is worried because / since / as soon as the teacher is looking at him.
b He is even more worried **since** / **because** he finds that the monster is missing.
c Moin makes faces at Tony **because** / **since** / **although** he can't talk to him in class.
d **Although** Tony doesn't know why Moin is making faces, Parvati does understand.
e Moin will be worried **until** he finds the monster.
- 3 a Moin is trying to show Tony that the monster is missing.
b This is the sound the monster would make.



Workbook answers

Page 31: The monster transforms!

- 1 The monster began to transform. **Its** arms grew longer and longer. As they stretched, **its** fingers became thinner and thinner.
'**It's** a nightmare!' cried Moin.
The monster just closed **its** eyes and smiled. '**It's** a miracle,' it said.
- 2 a can't b We're c Who's
d They'd e should've
- 3 For example: *The monster wagged its ears to the music. Its mouth opened and it wailed along to the sounds while hopping from foot to foot, looking as if it was treading on hot stones.*



Workbook answers

Page 32: Where does the monster come from?

- 1 For example:
friend – friendly, friendliness, befriend, friendless, unfriendly
watch – watched, watching, watchful
care – careful, caring, careless, cared, uncaring, carer
- 2 a 'Do you think the monster comes from Mars?' asked Moin.
b 'It could have travelled from the moon,' suggested Parvati.
c 'I think it belongs somewhere stranger than that,' responded Tony.
d 'You always think you're right,' replied Parvati.
e 'Come on, you two, let's stay friends,' commented Moin.



Workbook answers

Page 33: The monster goes for a ride

- 1 a adverbial phrases

b	adjective	adverb
	worried	worriedly
	gruff	gruffly
	grumpy	grumpily
	sharp	sharply
	scary	scarily

- c For example:
'I don't know what to do,' said Alma worriedly.
'Hurry up,' said Peta gruffly.



Workbook answers

Pages 34–35: What happened to the monster?

- 1 It is a fantasy fiction story because it contains an imaginary creature.
- 2 **a** By shaking the bananas and milk together after it has eaten them.
b Tony says that the monster is just a bit odd.
- 3 For example:
a *a – ache; b – bake, break, brake, Blake, cake, fake, hake, Jake, lake, make, quake, rake, sake, take, wake*
b For example: *Take, take, take the cake you baked.*
- 4 Learners' answers will vary, but check they have understood terms, such as *characters, setting, fantasy*.
- 5 Alice tripped and fell into a rabbit hole ... and she kept falling and falling and falling. ✓
The children pushed their way through the coats in the wardrobe until they found the door and stepped out into Narnia once more. ✓

Unit 5

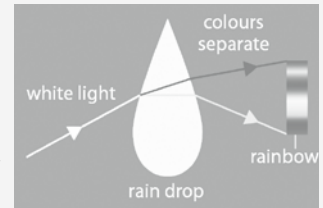
Non-fiction: Explanation texts



Workbook answers

Page 37: What are explanation texts?

- 1 Headings: *When do rainbows form? How are rainbows made?*
Learners' labels should point to the raindrop diagram and any bulleted point.
- 2 a Rainbows form in the sky.
b Rainbows form when it is raining in one part of the sky and sunny in another.
c white light
d It passes through water / a raindrop and this makes the colours separate.
e We can see a rainbow because there are millions of raindrops altogether.
- 3 Learners' explanation texts will vary. Expect to see correct use of adverbial phrases and the sentences in a logical order.



Workbook answers

Page 38: Using connectives to link information

- 1 For example: Heading: *What is a bubble?* Subheadings: *How are bubbles made? Why do bubbles burst?*
- 2 a and
b but
c so



Workbook answers

Page 39: More connectives

- 1 a When;
b Because;
c If
- 2 a Germs can spread unless you use something, such as a tissue, to 'capture' your sneezes.
b Sunlight is unlikely to be a cause of sneezing.
c Whenever I sneeze, my eyes shut tightly.
d Dust can cause sneezing since small particles can enter your nose.
- 3 a In order to wash out dust and keep the eyeball clean, people blink every 2–10 seconds.
b So that the eyeball is protected, eyes blink more in strong winds.
c If they see danger coming, our eyes close automatically.





Workbook answers

Page 40: Imaginary insect pet

- 1 An explanation text contains **facts** and often tells you **how** something happens. It may be divided into **sections** with **headings** to show the reader what they are about. Sometimes **bullet points** or **numbers** may separate the information into smaller chunks.
The explanation text may have **pictures** or **diagrams** to help the reader understand.
- 2 Learners' responses will vary. Expect to see adjectives that correctly describe the creature.
- 3 Learners' responses will vary. Expect to see a well-structured paragraph, using a variety of adjectives and the correct use of connectives and punctuation.



Workbook answers

Page 41: Prefixes and suffixes

- 1 a Prefixes circled: *transplant, replanted, disappointed*
b Suffixes circled: *gardener, warmest, planting, colder, carefully, wetness, successful*

2	Words ending with 'tion'	Words ending with 'sion'		Words ending with 'ation'
	collection action invention prevention	revision television persuasion	comprehension confusion decision	exploration explanation investigation

Unit 6

Playscripts: Understanding playscript directions



Workbook answers

Page 43: Explore the stage

1 a–b Stage directions to tell the actors how to move (D)

List of characters in the play (A)

Stage directions to show the setting (C)

Sound effects (F)

Lines (what the actor should say) (E)

Section of the play – like a chapter in a story (B)



Workbook answers

Page 44: Words and actions

1 a Learners' own responses. For example:

VILLAGER 1: (*loudly*) New Year is coming! Alert! Alert!

VILLAGER 2: (*anxiously*) Oh no! Oh no! Oh no!

VILLAGER 3: (*worriedly*) Run! Run! Nian is coming! Run for your life!

b For example:

VILLAGER 4: (*fearfully*) Nian is back. Who will he eat this year?

VILLAGER 5: (*quietly*) Let's hide in the mountains so he can't catch us.

VILLAGER 6: (*defiantly*) I'm not afraid. I will teach Nian a lesson about being a bully.

c Learners could read with family members or friends at home or with other learners in the classroom.

2 a The Old Woman

b For example: *Nian may arrive and find the Old Woman, and she may teach him how to be nice.*



Workbook answers

Pages 45–46: Focus on actions

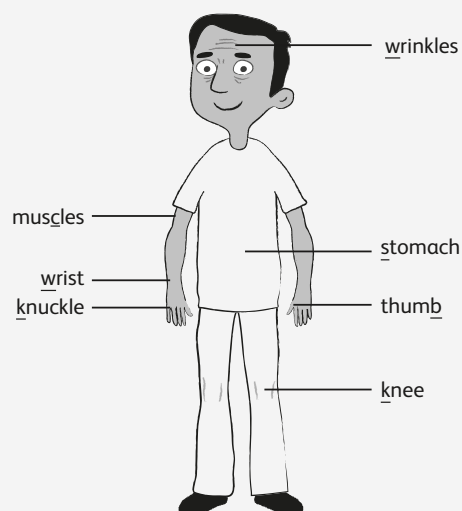
1 For example:

Script Scene 2	Stage direction	How should the character speak?
<i>Enter OLD MAN.</i>	<i>[looking around the village]</i>	
NARRATOR 1: Who's this? A stranger! Why would a stranger come here today?	<i>[exit stage, running away]</i>	They sound surprised but determined to leave.
NARRATOR 2: We can't help him – we have to go.		
OLD MAN: Please – I have not eaten for two days. Can you give me some food and drink?	<i>[goes up to Old Woman]</i>	He should be polite.
OLD WOMAN: Yes, of course – I-I will make some dumplings for you.	<i>[standing up]</i>	She should sound kind and eager to help.
OLD MAN: Why don't you run with all the others? They say the monster will come tonight and eat everyone and everything.	<i>[following Old Woman]</i>	He should sound puzzled.
<i>Moves chair to front of stage, OM sits down. OW bustles about miming cooking.</i>		
OLD WOMAN: As you see, I am too old to run and climb up the mountain. I think this will be my last dinner.	<i>[coughing]</i>	She should sound sad.
OLD MAN: Don't you worry. I know how to scare Nian away. All I will need is something red – he hates that colour – and something to make a lot of noise – he has very sensitive hearing!	<i>[Old Woman and Old Man exit stage]</i>	

2 Learners could read the scene at home with family and friends, or within the classroom.

- 3 a script
b scene
c stage
d actors
e characters
f stage directions
g plot
h costumes
i props

4





Workbook answers

Page 47: Playing for laughs

1 a–b For example:

Action	Order	What does Nian do? How does he look?
Old Man puts firecrackers all around the house.	2	
Old Man hangs red paper on the walls.	1	
Nian enters, ready to terrify everyone.	3	<i>Nian has a snarling face, like a lion. He takes big steps and looks around. Sometimes he laughs as if he is about to enjoy himself.</i>
The red paper startles Nian.	5	Nian stares with wide-open eyes and shakes his head from side to side.
Nian runs away.	8	Nian runs chaotically about the stage before exiting.
Nian jumps backwards onto the firecrackers.	6	Nian dramatically makes a big jump backwards, looking terrified.
Nian notices the red paper.	4	He looks from side to side as if he thinks he might be trapped.
Firecrackers explode everywhere.	7	Nian leaps about in shock and fear as the bangs occur. He looks like a scared child, not a scary monster.

- c Learners' responses will vary but they should be encouraged to talk about how the stage directions helped them to play the part.



Workbook answers

Pages 48–49: The end of the play

1 a For example:

Nian	Villagers	Old Woman	Old Man
very fierce very hungry	scared terrified	a good cook not strong kind generous	clever kind brave grateful cunning inventive

b A narrator doesn't take part in the actions of a play. They just tell about them.

2 a victory, villager, villain, vile, vine, visitor

b trial, tricked, tried, triumph

3 Learners' own sentences.

4 For example: *At the start, the villagers were afraid of Nian and thought they knew what would happen. At the end, they are puzzled and surprised and much happier than before.*

a carefully, a bit worried

b The village is tidy / it doesn't look as though Nian has visited.

c It might have been eaten by Nian.

5 For example:

The Old Woman may be dressed in poor clothes, but with a smart, clean apron to show the pride she takes in her cooking.

The Old Man may also be poor looking, but with a bright red scarf to show that this colour has power.

Unit 7

Fiction: Texts with dilemmas



Workbook answers

Page 51: Tiger Boy

- 1 Neel's dilemma is whether to swim with his friends or go home and study.
- 2 a in a pond b jumped / bobbed / wrestled / dunked
c Ajay d studying / math e April
- f The boys are having fun: *Their heads bobbed as they wrestled and dunked each other.*
Neel is a good swimmer: *feeling as sleek and fast as a river dolphin.*
- 3 Learners' opinions will vary. Check they have given logical reasons.



Workbook answers

Page 52: The letter

- 1 Neel sees and hears: *Ma, stove, baby goats (bleated), family's hut, rooster (crowed), hens (clucked), sudari trees.*
- 2 a Ma was moving slowly having been sick and the headmaster hurried by.
b Rupa felt shocked.
c baby goats, a rooster and hens
d For example: *There is an outdoor stove; Ma has been sick; the family live in a clay hut.*
- 3 swivelled, fell open, dropped



Workbook answers

Page 53: Meet the villain

- 1 Good qualities: *beautiful, brave, cheerful, generous, energetic, enthusiastic, helpful, lively, patient, polite, sweet, talented*
Bad qualities: *awful, clumsy, cruel, disagreeable, dull, fussy, gloomy, idle, impulsive, mean, nosy, selfish, thoughtless*
- 2 For example: *She is as sweet as honey. He is as cheerful as a songbird at first light.*
- 3 For example: *She is as mean as a thorn. He is as nosy as a meerkat.*



Workbook answers

Page 54: Neel's nightmare

- 1
 - a I dreamt – something that is not real or it is hoped for; I thought – more likely to be something real
 - b I strolled – relaxed, slow pace; I galloped – fast, urgent pace
 - c I whispered – quiet, secretive; I muttered – quiet but unpleasant or dissatisfied
 - d I breathed – factual, describes normal breaths; I gasped – quick intake of breath in shock or surprise
 - e I washed – factual, to clean with water; I scrubbed – intensive, determined, harsh type of washing
- 2 For example:
 - *I gasped as loudly as if I had seen someone return from the grave.*
 - *I whispered as softly as a breeze that barely moved a stem of grass.*
 - *I galloped towards safety, head down, like a runaway horse.*



Workbook answers

Page 55: Night-time search

- 1–2 Evaluate plans and writing for clear sensory description, including use of powerful verbs and precise adjectives. For example: *Rupa and Neel **peered** into the **chilly** darkness. How could they know what might lie down those **gloomy** tunnels? As she inched forwards, hands **outstretched** to the smooth surfaces of the tunnels, Rupa could feel and hear water as it **dripped** from the rocks around her ...*



Workbook answers

Page 56: Found!

- 1 For example:
 - a delighted, happy, contented, satisfied
 - b supersonic, whirlwind, rapid, fast
 - c wise, brilliant, intelligent, clever
- 2 For example: *I was more than **satisfied** with my gift – I was **delighted**.*



Workbook answers

Page 57: The chase

- 1 Most of the sentences have two clauses, and the final sentence has four clauses.
 - a cautiously climbed / one step at a time / he stepped as lightly as he could
 - b floorboards creaked
 - c dust shimmered in the night air / a dark shadow
- 2 For example:
 - *A door swung open.*
 - *Dust shimmered in the night air as a cold draft touched his face.*
 - *A dark shadow shifted inside the room.*



Workbook answers

Pages 58–59: Final dilemmas

- 1 a Tiger cub: *twitched, raced*; People: *leaned, stroked, unlocked, walked*
b They represent Neel's thoughts.
- 2 For example:
a **bound** – *jump / leap / run*
b **cradling** – *holding / hugging*
c **cavorting** – *playing / tumbling*
- 3 a villain
b hero
c plot
d dilemma
- 4 a Neel passed the exam because everyone is happy.
b Baba bows to show respect to Headmaster.
c Headmaster says that Baba has done a good job as a parent.
d Ma is crying because she is happy.
e Rupa makes a garland to make Neel feel special.

Unit 8

Poetry: Poems from different times and cultures



Workbook answers

Page 61: Places

- 1–2 a To show that Mama Africa is important / powerful.
- b This line is repeated because it is what the writer notices most about Africa. / She wants to compliment Africa.
- c **aroma** – smell (*taste* is incorrect but would be a valid deduction); **splendour** – beauty / glory (*size* / *power* are incorrect but would be valid deductions)
- d Because she feels that Africa is like a parent / loving



Workbook answers

Page 62: Animals

- 1 a 'What is your favourite animal?' asked the teacher.
- b Ifti replied, 'My favourite animals are lions and tigers.'
- 2 One day a spider said to a fly,
'You pass this way each day
so why have you never honoured my home by dropping by?'
The fly replied,
'Madam, you must think that I am not clever
because I know that if I step inside
you will keep me forever.'
- For example:
'Would you like a treat to eat?' the spider invited.
'Come inside my comfortable home,' offered the spider.
'What a handsome creature you are!' said the spider.
- 3 dough – although;
thought – fought;
trough – cough;
plough – bough



Workbook answers

Page 63: Games

- 1 couldn't; I'll; You'll; We won't; don't; doesn't; didn't; He's; She hasn't
- 2 For example:
running fast *dodging clumsily* *sprinting swiftly* *darting quickly*
laughing wildly *panting loudly*
- 3 Learners write their own poems.



Workbook answers

Page 64: Landscapes

1–2 a flashes

b scintillates

c gleam

d winding



Workbook answers

Page 65: Events

1 Icarus has fallen into the sea and is marked by only a splash and his legs and feet.

2 For example:

Noun	Phrase		Each line ends with:
The sun	on	the distant horizon fading into the sea ...	didn't see him fall.
A ship	in	<i>the bay</i>	
Its sails	full of	<i>the breath of the wind</i>	
A shepherd	beside	<i>his bleating flock</i>	
The sheep	among	<i>the rocks on the hillside</i>	
The sheep dog	next to	<i>his master</i>	
A farmer	in	<i>the sun-drenched field</i>	
A horse	with	<i>a plough making shadows</i>	
A fisherman	along	<i>the rocky sea shore</i>	
But, Icarus	with	an almost silent splash	plunged into the sea.

Unit 9

Non-fiction: Persuasive texts



Workbook answers

Page 67: Funtimes Theme Park

1–2 Sit back and enjoy the thrills and spills of the Simon Snake's

Slippery Super Slide. (a) (b)

You'll never have travelled so fast without an engine.

Grab (g) a mat, climb to the top, take a look down to Earth ... it's like you're in outer space! (e)

Are you ready for a ride? (c)

Hop on for the helter skelter slide of your life! (f)

3 It has thrills and spills / it's fast / it's high / it's long.

4 For example: *Sensational Slippery Slide*



Workbook answers

Page 68: Polly's Ice-cream Palace

1 Fact: You can find us next to the train station. / We have hundreds of delicious treats for you to choose from. / You can order from our website www.pollys.org

Opinion: Polly's Ice-cream Palace is the best in the world. / You'll never be hungry again.

2 a Have a wild time at our **exciting** and **amazing** aqua park.

b Join us for an **active** and **informative** canoe adventure.

c Don't miss the **challenging** and **competitive** chess championship.

d You can't beat this **exciting** and **energetic** music workshop.

3 For example:

- *I loved the friendly staff at the aqua park.*

- *I couldn't take my eyes off the action at the chess championship!*



Workbook answers

Page 69: Winter Wonderland Hotel

1 persuade; buy; alliteration; good; bad; exaggerate; questions; comments; facts; opinions




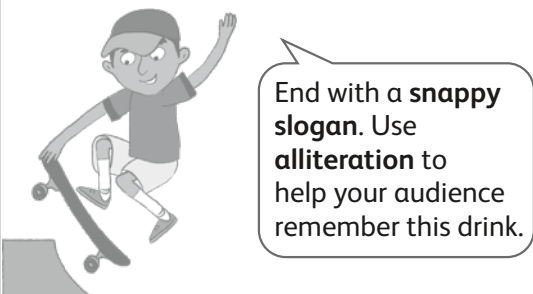
2 a friendlier b grandest c most magical



Workbook answers

Page 70: Video adverts

1 For example:

Video image	Script, music and sound effects
	<p><i>Have you ever developed a real thirst after an afternoon's skating?</i></p> <p><i>[Energetic music to match the skater's tricks and speed.]</i></p>
	<p><i>He/She says, 'Even I sometimes need some inspiration.'</i></p> <p><i>[Sound of can opening.]</i></p> <p><i>STARJUICE is made with only the freshest fruit. No sugar added for a really tangy refreshing taste. Try our strawberry and banana, apple and mango or peach and pineapple flavours.</i></p>
	<p><i>'One can is all you need to put the fizz back into your fun.'</i></p> <p><i>[Music plays softly behind the speaking.]</i></p>
	<p><i>Get off the couch and get your own can of STARJUICE.</i></p> <p><i>[Music returns.]</i></p>



Workbook answers

Page 71: Creating an advert

1 a For example: *mountains of; tons of; masses of; heaps of; loads of; plenty of; a lot of; some; enough; a little*

b For example:

Plan your advert using:	
a name for the club that is easy to remember	<i>'Go For It' Guitar Group</i>
alliteration	<i>There's plenty of people to play with and practise your performance skills.</i>
exciting or good details	<i>Older players share ideas and skills with younger ones.</i>
exaggeration	<i>You will have mountains of fun and make masses of friends.</i>
questions	<i>Have you wondered what it's like to play in a band?</i>
powerful adjectives	<i>new and challenging chords</i>
exciting verbs	<i>strum, improvise, collaborate</i>

c Assess learners' use of visual and language features in their advert. For example: *questions, alliteration, exaggeration, comparative and superlative adjectives, snappy slogans.*