

# Unit 1

## Fiction: Stories from different cultures



### Workbook answers

Page 4: *Why Cockerels Crow* (Part 1): A fable from Malawi

- 2
  - Cockerel loved everyone helping him, especially when they did his chores for him.
  - The first time, Hyena ploughed his field for him for free!
  - Nobody wanted Cockerel to set things on fire, so they did everything they could to be friendly and respectful towards him.
- 3 For example:

Implicit information about a character	Which character behaves this way?	Quotation as evidence
lazy	Cockerel	Cockerel loved everyone helping him, especially when they did his chores for him. Cockerel sat in the shade and watched, without a care in the world. Cockerel was sitting with his feet up on an old table under the trees.
untruthful	Cockerel	He told everyone that the red spikes were like flames that could set everything on fire with just one touch!
scared	Hyena	Nobody wanted Cockerel to set things on fire, so they did everything they could to be friendly and respectful.
hardworking	Hyena	The first time, Hyena ploughed his field for him for free!

- 4 Learners' own answers. Learners should draw on the inferences they made from the text, to portray Cockerel as selfish, lazy and obnoxious.



### Workbook answers

Page 5: *Why Cockerels Crow* (Part 2): A fable from Malawi

Sentence	Fact	Opinion
a A male chicken is called a cockerel.	✓	
b The sky looks amazing this evening.		✓
c It was the most exciting football match I'd ever played.		✓
d After the concert, we walked home through the park.	✓	
e Tomorrow is Tuesday.	✓	

- 2 The fable is great. It's called *Why Cockerels Crow*. It's a fable from Malawi. The two main characters are Hyena and Cockerel. Cockerels crow because they like to wake people in the morning!
- 3 **Example answers:**
  - a Water covers most of our planet, but we aren't looking after the oceans as well as we should.
  - b I find it remarkable that the oldest elephant lived for 86 years.
  - c I think it is terrible that some children in the world don't have enough to eat.



## Page 6: Why Monkeys live in Trees: A fable from South Africa

- 1 Many hours later, Lioness woke up as she was trembling like a leaf. The sun had gone down, the wind was blowing a harsh wind and Monkey was nowhere to be seen. Lioness tried to stand up, but she couldn't! She looked at her tail and saw that it was tied around the tree in a big bow!
- 2 a frustrated, grumpy, famished, desperate  
b For example: Lioness feels **frustrated** because she is **hot and has been hunting all day but has caught nothing**.
- 3 For example:  
I had almost given up hope of ever finding food when, through the leaves, I spied what looked like a gazelle. I was exhausted and starving hungry, but I felt as if I had struck gold. Silently, I crept towards it. I pounced greedily but the gazelle squealed and escaped, thundering to safety.



## Page 7: The First Sunrise: A fable from Australia

- 1
  - a The kangaroos were so happy, without hesitation, they jumped straight into the lake.
  - c Howling like a wolf, tearing the leaves from branches, the wind was growing stronger every moment.
- 2 For example:
  - a row / paddle: propel, pull, scull
  - b balance: teeter, tip, wobble
  - c tumble: fall, plunge, drop
- 3 For example: The child was straining as hard as she or he could, pulling on the oars, attempting to paddle to safety. The current was gathering up the boat, leading it towards doom, sending the child into immediate danger.



## Workbook answers

Pages 8–9: The Elephant who lost his Patience: A fable from India

- 1 a *didn't like anyone / angry eyes / would tease*  
 b *Ant ran away as he knew they would hurt him if they got too close. / Ant knew King Elephant wouldn't do anything.*  
 c Lions: **frizzy** Baboons: **brightly coloured**  
 d For example: **tiny** – minute / **angry** – menacing / **frizzy** – crinkly

### 2 Example answers:

- This is my chance to put things right – I can't let those orangutans continue to suffer.
- Oh no! Not those men again. They hurt me last time.
- Keep calm. Keep calm, Kaya. Don't let them see that you're scared.

- 3 a I learned how to use a computer one step at a time. He is very clever.  
 b Can you walk me through that? They greeted us coldly.  
 c I'm finding your explanation hard to swallow. Can you show me how to do that?  
 d He's a really bright spark. I did it slowly and carefully.  
 e Break a leg! She exaggerates a lot.  
 f You'll need to take what she says with a pinch of salt. I don't really believe you.  
 g They gave us quite a frosty reception. Good luck!  
 h The police will get to the bottom of this mystery. She can't make up her mind.  
 i She's still sitting on the fence about your idea. They will find out what happened.

### 4 Example answers:

- The chocolate bar disappeared from my lunchbox, I'll get to the bottom of this!
- I received quite a frosty reception because I was late for my appointment.
- Marcus is the brightest spark in my class.

### 5 Example answer:

'Let's see if we can mend this bicycle. It's not **rocket science**, you know,' said Lola.

'OK, **bright spark**. I know you find things easy but I don't,' replied Luca.

'Don't worry. If we work together, **we can make mincemeat of this**.'

'All right, if you **give me a hand** and **walk me through** what I need to do, I'll **give it a shot**.'



## Workbook answers

Pages 10–11: The Lion with the Red Eyes: A fable from Somalia

- 1 a Cuka was the **loudest** of all the lions in the jungle.
- b Lingo moves **more slowly** than Cuka.
- c Dido ran fast, but Cuka ran **faster** because he reached the dragon first.
- d Cuka fought **better** than the dragon.

2 a

Positive	Comparative	Superlative
badly	worse	the worst
much	more	the most
little	less	the least
well	better	the best
joyfully	more joyfully	most joyfully
fast	faster	fastest
far	further	furthest

- b Learners' own sentences.
- 3 a For example: **Dramatic: huge, massive, charged, booming, loud, ferocious, terrible**
- b For example: **Without a second thought**
- c For example: **ran like the wind**
- 4 b The tiger moved between the tall trunks of the forest trees.
- c High above the forest floor, the orangutans fed and played and slept.
- d Small creatures were sleeping inside delicate nests.
- 5 b A bear patrolled the forest tracks, silently searching for prey.
- c Sliding silently and cautiously, a snake moved across the forest floor.
- d Men tramped along the trail, snapping sticks and chopping back bushes.
- 6 For example:
  - Gripping firmly and chattering loudly, colourful parrots were perched high in the canopy of the trees.
  - High in the canopy of the trees, colourful parrots were perched, gripping firmly and chattering loudly.
  - Enjoying the cool freshness, elephants drank deeply from the waterhole.
  - Elephants drank deeply,, enjoying the cool freshness from the waterhole.
  - Hanging their heads and straining with the weight, donkeys pulled carts through the narrow streets of the town.
  - Through the narrow streets of the town, donkeys pulled carts, hanging their heads and straining with the weight.



## Workbook answers

### Page 12: The Broath with the Rocks: A fable from Scotland

#### 1 a–b The corrected summary:

Curiosity got the better of the old man and he **passed** the salt and pepper mills out to the cook through the window.

‘Do you know I once made the perfect rock broth with cabbage and **carrots?**’

‘I have fresh cabbage and carrots!’ **called** the old man. ‘There ... **to** your left.’

‘... and **I** am sure that it had onions and neeps in as well,’ continued the traveller.

‘**There** on your right!’ the old man pointed excitedly **through** the window.

After adding lots of delicious ingredients, the old man could smell the sumptuous flavours floating through the open window.

#### 2 Learners’ own paragraphs, for example:

The traveller and old man sat next to the roaring fire, each with their own bowl of broth, and each with their own thoughts. The only sound was the gentle crackling of the logs in the fireplace and the soft plop of their spoons as they scooped up the broth.

‘The only way you can make delicious broth is to work as a team and help each other,’ said the old man.

# Unit 2

# Non-fiction: Biography



## Workbook answers

Page 14: What is a biography?

2 For example:

Feature	Example from the text
Written in the third person	Mae was born ...
An opening statement about the person	Mae Jemison became the first African-American woman to blast into outer space.
Dates of important events in her life	Mae was born on 17 October 1956 ...
Facts	... she trained to be a doctor ...
Direct speech	'She well and truly deserves this magnificent achievement.'

3 For example:

- Paragraph 2: This paragraph is about Mae's family background and education.
- Paragraph 3: This paragraph is about Mae's chance to become an astronaut.

4 For example:

- The writer includes information about a TV programme because it shows Mae's interest in space exploration (which becomes her goal in later life).
- Mae was a bright student who left school at 16, rather than 18 like other people.
- Neil Armstrong was the first person to walk on the moon, so his approval is important in recognising Mae's achievement.



## Workbook answers

Page 15: Chronological order

1 Paragraph 2: Afterwards, Later on,  
Paragraph 3: eventually, finally

2 21 April 1926

8 May 1945

20 November 1947

6 February 1952

2 June 1953

1977

2002

2012

3

c	s	p	e	e	c	h	s	b
h	w	r	f	t	p	f	t	k
r	d	g	h	s	w	e	a	o
o	p	i	n	i	o	n	t	c
n	y	n	s	n	g	y	e	s
o	j	z	a	f	d	d	m	l
l	b	d	j	d	a	s	e	x
o	c	t	g	l	b	c	n	y
g	s	p	b	u	d	a	t	e
i	q	k	n	r	v	l	a	h
c	u	b	c	b	k	k	e	g
a	r	v	n	r	h	d	f	l
l	g	a	d	v	e	r	b	s



## Workbook answers

### Page 16: Writing to engage a reader

1 For example:

a **pleasant** smell

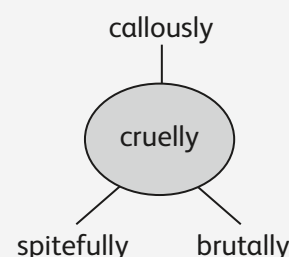
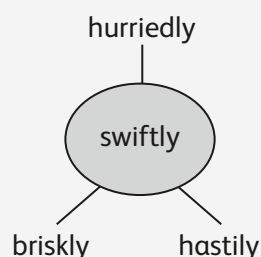
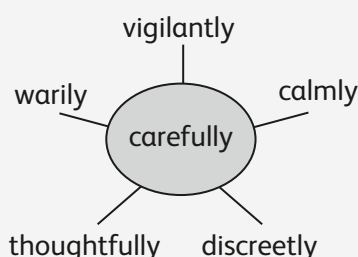
a **superb** castle

a **generous** person

a **comfortable** armchair

a **charming** song

2



3 For example:

- When I entered, Francois **hurriedly** thrust the letter he was reading into his pocket.
- Emyl looked **thoughtfully** at the picture, trying to understand why Alicia liked it so much.
- Anya **callously** crushed the bird's eggs she had found.



## Workbook answers

### Page 17: Using facts and opinions in biography texts

2 a Not very well, for example: *he left school at the age of 13, unable to read or write.*

b He developed many different talents, for example: *make music and write children's poetry books as well, first poetry book published 1980, injected life into British poetry, encouraged a whole new population of people.*

c His first poetry book was very successful: *The book was so popular that there have been three editions so far.*

d He wants to make poetry popular and able to be enjoyed by the majority of people. *He made poetry popular again and encouraged a whole new population of people who did not read books but could see poetry live on stage or on TV.*

3 a **crosses many class boundaries**

b **represents**

4 For example:

Facts: *Born in Birmingham; left school at age 13; his first book was called Talking Turkeys*

Opinions: *one of the most famous British poets; loved by the public and critics; represents the modern face of Britain*



## Workbook answers

### Page 18: Prefixes and suffixes

1	in	im	ir
	visible expensive secure credible complete correct active	possible mature mortal polite patient	responsible regular

2 b dislike – like

c disgracefully – grace

d illegally – legal

e illogical – logical

f beautiful – beauty

g unhappiness – happy

3 For example:

b plan: I am **planning** to announce my annual holiday after this anniversary.

c flip: Do you like **flipping** pancakes and then dipping them in dripping chocolate?

d swim: It's best to go **swimming** in a pool that is brimming with friends in the dimming light.

e begin: Let's start at the **beginning** of the tunnel.

f prefer: I **preferred** the fake furry coat to the squirrel fur one.



# Unit 3

## Poetry: Narrative poems



### Workbook answers

Pages 20–21: Features of narrative poems

1–2

	My Best Friend	The First Online Lesson
<b>The beginning:</b> Who are the main characters and where is the setting?	The poet and the mobile phone (cell phone), the parents, the new best friend	The person on the computer, the computer, the teacher
<b>The middle:</b> What is the issue and how is it resolved?	The poet has no friends, thinking the mobile phone (cell phone) is the best friend. When the mobile phone (cell phone) dies, the poet finds a new best friend.	The person cannot hear anything in the first online lesson.
<b>The end:</b> What happens in the end of the poem?	The poet is happy and enjoying life. Also a warning about using a mobile phone (cell phone) too much.	The person presses the right button and can hear the first online lesson.
Can you retell what happens in the poem, in the correct order?	Learners work together to answer.	Learners work together to answer.
How does the poet use personalisation and / or metaphors in this poem? Give examples.	The mobile phone (cell phone) becomes a person: <i>She helps me with my homework, And plays my favourite tunes, We always text and video chat, We watch movies under the covers, And can't stop giggling out loud.</i>	<i>Like baby birds about to be fed, My tomato face looming, My teacher's eagle eyes staring at me, My teacher's talons, The noise was like a crack of thunder in my ears</i>

3 Learners make notes about ideas for their own narrative poem.



### Workbook answers

#### Page 22: Finding out about characters

- 2 a They seem to be violent (they are armed and they rob a bank), unusual (**strange**) and fearsome (**forbidding, frowned**). They are **reckless and bold**. They also like to enjoy life because after the robbery they are **merry**.
- b Their faces are **forbidding and strange** – fearsome and unusual.
- c They wear boots and spurs, and carry guns.
- d They travel on horseback.
- e After the robbery, they laugh and are merry.
- f *Four horseman rode out from the heart of the range ..., Through the gullies and creeks they rode silently down ..., They stuck-up the station and raided the town.*

#### 3 Example answers:

The writer seems to approve of the outlaws because he describes their success. The rhymes and the rhythm of the poem give it an upbeat or jolly tone.

OR

The writer seems to disapprove of the outlaws because he focuses on how **strange** and fearsome they are. He calls them **bandits**.



### Workbook answers

#### Pages 23–24: Writing dialogue

- 1 a We have fish and **chips** for this evening's supper.
- b Liam's **books** were on the table where he'd left them.
- c I saw a chimpanzee and **its** baby eating the zoo-keepers' lunches.
- 2 a You **shouldn't** talk with your mouth full or **you'll** make a mess.
- b I'll bring my bike if **you're** able to bring yours too.
- c **We'd** better not make too much noise or the **neighbours'll** be annoyed.
- 3 a won't – don't                      b couldn't – shouldn't / wouldn't                      c would've – should've / could've

#### 4 Example answer:

I asked for help with my apostrophes

and this is what people said to me:

Mum said that she **would've**

but she was doing yoga

Dad said that he **should've**

but he was cooking pasta

Brother said that he **wouldn't**

'cos he was making a mixture

Sister said that she **couldn't**

as she was painting a picture.

- 5 a 'I am going to ride my go-kart later,' said Pablo.
- b Karla announced, 'My pet hamster has just had four babies!'
- c 'I will take you swimming next week Ben,' Mum promised.
- 6 a 'See this, Aysha?' Oliver called proudly. 'It's the present my grandma gave me.'
- b 'I think,' said Ali, 'I know of someone who may be able to help us.'
- c 'You can trust me,' said Min. 'I'll be really careful.'



### Workbook answers

#### Page 25: What is a metaphor?

- 1–2 a \_\_\_\_\_ is a dazzling firework, full of surprises. [M]  
 b \_\_\_\_\_ works as hard as a busy honeybee. [S]  
 c \_\_\_\_\_ prowls the kitchen, a tiger searching for prey. [M]  
 d \_\_\_\_\_ has a voice like a whisper on a gentle breeze. [S]  
 e \_\_\_\_\_ sings as beautifully as a bird on a summer's eve. [S]  
 f \_\_\_\_\_ is a high voltage live-wire of electricity. [M]  
 g \_\_\_\_\_ is a fountain of knowledge. [M]  
 h \_\_\_\_\_ zooms around the playground like a high-speed racing car. [S]  
 i \_\_\_\_\_ is a bubbling ball of excitement. [M]

#### 3 Example answers:

The mountains are **protective walls around the lake**.

The lake's surface is **glistening glass**.

The trees are **towering sentinals surrounding the lake**.

The snow is a **carpet of glimmering crystal**.



### Workbook answers

#### Page 26: Personification

- 1 For example: The **wind / storm / tornado**

#### 2 Example answers:

- a powerful: *I can drive storm-clouds and shake tall towers ...*  
 b gentle: *I can carry ... the scent of a pink.*  
 c silent: *... steal through a garden and not wake the flowers* OR *lie quiet as quiet.*  
 d destructive: *And strip the leaves from the great oak tree.*

#### 3 Example answers:

- a flood, rush, drench  
 b *If I'm in a hurry, I flood the streets as I rush by.*  
*Sometimes, for fun, I drench people without umbrellas*  
*and gleefully watch as they try to hide.*

## Unit 4

# Non-fiction: Information and explanation texts



### Workbook answers

Page 28: What is an information text?

1–2 Types of glaciers / How glaciers are formed / Where to find glaciers

3 a	a title	X
	an introduction	✓
	sub-headings	X
	sections	✓
	facts	✓
	bullet points	X

b For example, add in:

Title: Glaciers

Sub-headings: How are alpine glaciers formed? (above paragraph 2) / What is an ice sheet? (above paragraph 3)

Bullet points in paragraph 3: As ice sheets spread, they cover everything around them with a thick blanket of ice, including:

- valleys
- plains
- even entire mountains.



### Workbook answers

Page 29: Differences between information and explanation texts

1 Information texts can be **non-chronological** but explanation texts are usually **chronological** because they explain a **process** in the order that it happens. The two types of texts can be **combined** to give a wider range of **information** about a topic.

2 b Where      c When      d How      e Why

3 start – source      made – created      held – trapped  
spoiled – contaminated      dirtiness – pollutants



### Workbook answers

Page 30: Writing an information text

1 When learners have completed their information text, ask them to check that they have included all the criteria listed in the speech bubble. Learners could present their information texts in different ways (for example, *using the computer*) and share their texts with a partner for peer assessment. They could discuss which parts work well and make suggestions about how other parts could be improved.



## Workbook answers

Pages 31–32: Different styles of information text

- | 1 | Viewpoint                           | Which text? |
|---|-------------------------------------|-------------|
|   | Written for much younger readers    | C           |
|   | Written in a chatty, friendly style | B           |
|   | Written as an expert                | A           |
- 2 The expert's viewpoint uses more technical language and the text for younger readers uses simpler language and explains things in smaller steps.
- 3 **Example answer:** Amazon dolphins have fat foreheads and skinny beaks. This beak helps them to catch fish between branches in the river, or to dig up shellfish from the mud. They have broad flippers and a small fin. They have small eyes and they find their way using sound and echoes.
- 4 **Example answer:** *In 1872, a merchant sailing vessel known as the Mary Celeste was encountered drifting mid-ocean. The ship was deserted. The abandoned ship was still seaworthy.*



## Workbook answers

Page 33: Choosing how to lay out an information text

1–2 For example:

The Mariana Trench is part of a global network of deep troughs that cut across the ocean floor. (A)	In 1951, the British vessel HMS <i>Challenger II</i> returned to the spot with an echo-sounder and measured a depth of nearly 7 miles (11 kilometres). (A)	It is located in the western Pacific east of the Philippines. (D)
It is a crescent-shaped scar in the Earth's crust. (A)	Only two people have descended to the planet's deepest point: Mariana Trench. (B)	It is more than 1 500 miles (2 550 kilometres) long and 43 miles (69 kilometres) wide. (A)
Thousands of climbers have successfully scaled Mount Everest, the highest point on the Earth. (B)	If Mount Everest were dropped into the Mariana Trench, its peak would still be more than a mile (1.6 kilometres) underwater. (C)	The depth was first measured (about 5 miles, or 8 kilometres) in 1875 by the British ship HMS <i>Challenger</i> , using a weighted rope. (C)

- 3 Look for creativity and effectiveness in the design of the layout of the information text. Check that features, such as sub-headings, sections, pictures and diagrams are purposeful and engaging.

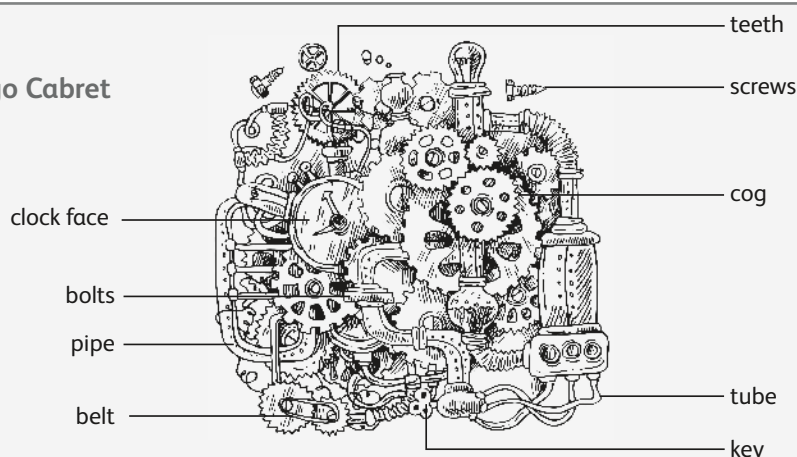
## Unit 5

# Fiction: Stories that have been developed into a film

### Workbook answers

Page 35: The Invention of Hugo Cabret

1



2	Verbs that you could use to describe cleaning this machine	The equipment you would use to do this type of cleaning	Adverbs to show how you would perform this action
	wipe dust wash soak sterilise scour brush scrape scrub mop disinfect	a cloth a cloth or brush a cloth or sponge a bowl or bucket a bowl / hot water a brush or something rough a brush a metal scraper a brush a mop a bucket and cloth, mop or brush	gently, delicately carefully thoroughly fully completely energetically neatly accurately forcefully enthusiastically hygienically

### 3 Example answer:

Hugo began his daily inspection of the magnificent machine. He took out his cloths and his brushes, ready to wipe any dust gently from the surfaces of the clock faces. He always did this very carefully before beginning to energetically scrub any spills from the tubes and pipes ...

### Workbook answers

Page 36: Concrete and abstract nouns

1 a Hugo went to his room.

b His mind was spinning. / He was thinking about the automaton.

c Hugo was drawing to try to relax or remember the details from the notebook that has been taken from him.

d Drawing calms Hugo's mind.

2 a exhaustion: *he finally returned to his room*

b distraction: *so he reached for a scrap of paper*

c imagination: *imaginary machines*

d anger: *frustrated*

e quietness: *his mind calmed down*

f obsession: *his mind wouldn't stop spinning*

g tiredness: *tried to sleep*

h concentration: *drew pictures of clocks and gears*



## Workbook answers

### Page 37: Changing a story from a book to a film

#### 1 Example answers:

Sentence	Explain what Hugo thinks or feels
Hugo's eyes lit up when he saw the automaton move.	He is excited or amazed.
Hugo tightly clenched his fists.	He is angry, afraid or trying to control himself.
Hugo began to shiver so he rubbed his hands together.	He is cold or nervous.

#### 2 Example answers:

- a Hugo might **frantically** search for his notebook.
- b Hugo might **courageously** help Isabelle across the station.
- c Hugo might **curiously** open the door to the tunnels.
- d Hugo might **anxiously** hide in a corner.
- e Hugo might **joyfully** find a note from his father.

#### 3 Example answers:

- a Hugo was hungry. → Hugo's belly rumbled like thunder.
- b Hugo was afraid. → Hugo's eyes widened and he stared at the Station Inspector.
- c Hugo was happy. → Hugo's eyes lit up and a smile seized control of his face.



## Workbook answers

### Page 38: Storyboards

#### 1–3 Example answers:

Sections for the shots	Camera angle	Sketch
Hugo had indeed been busy in the last week. He had finally repaired all of the mechanical man's broken pieces and painstakingly loosened what was too rusty to move. He had sewed it a new outfit, and oiled and polished its mechanisms. The mechanical man was finally holding a brand-new handmade pen with a specially cut metal nib.	Mid-shot of Hugo working on the automaton.	
Hugo moved a candle closer to him.	Over-the-shoulder shot to show Hugo from behind – as if someone is watching him.	
In the middle of the mechanical man's back was a heart-shaped hole, outlined in silver.	Over Hugo's shoulder shot to show what he sees.	
Since leaving the toy booth moments ago, Hugo's right hand had been clenched into a tight fist, which now he slowly opened like a flower.	Close-up of Hugo's hand with the key in it.	



## Workbook answers

Pages 39–40: Using precise details in books and films

1 a For example:

Hugo could see:	Hugo could hear:	Hugo could smell:
tracks shower of sparks people policemen	smoke steam Station Inspector handcuffs	silence a noise like sighing smoke sparks

- b The people feel 'normal' as they are unaware of the things that have happened.  
 c Hugo feels as if everything is out of control and everything has gone wrong.  
 d The policemen will handcuff Hugo.  
 e Hugo faints.

2 a For example:

What will Hugo see?	What will Hugo hear?	What will Hugo smell?	What will Hugo taste?
<i>stars</i>	sounds	smoke	fear
Precise words to describe these sensations			
<i>twirling and twinkling in the midnight skies</i>	strange sounds of murmuring that echo in the darkness	smoke – as if a match has been lit	metallic taste of fear

- b Learners' answers should include a description of what Hugo was able to sense (see, hear, smell or taste) in his dream. Encourage learners to write richly detailed and descriptive paragraphs.

3 a Asim and Adam wrote a film review. Theirs was even better than the magazine's!

b 'Is the book yours?' asked Betty.

c The film makes some characters more important to the story than in the book because they are so interesting.

d We had to ask the girls to move and explain that the seats were ours.

4 **They** – Jin and Maris; **I** – Jin; **it** – the film; **I'm** – Maris; **it** – the film; **he** – Maris' friend

5 For example:

a This is my bed and that is **yours**.

b Those books are **theirs**.

c **Ours** is the second room on the right.

d Is that T-shirt **mine**?



# Unit 6

# Fiction: Classic literature



## Workbook answers

Page 42: The Seven Voyages of Sinbad the Sailor

- 1 a As a result                      b so / at that moment                      c until  
d Since                              e wherever                              f Consequently
- 2 a Although                      b in spite of                              c Fortunately / Luckily  
d nevertheless                      e As well as                              f also                              g Luckily / Fortunately
- 3 Learners can choose from the following connectives to write their sentences collaboratively: *unluckily, unfortunately, sadly, however, on the other hand, moreover, in addition.*



## Workbook answers

Page 43: The second voyage

1	Sentence	Simile	Metaphor	Personification
a	The serpents in the cave were ribbons of destruction writhing about Sinbad's ankles.		✓	
b	The teeth gleamed like cold, steel knives about to cut steak.	✓		
c	The ground rushed to meet us as we landed.			✓
d	I felt like a rocket flying to the stars above.	✓		
e	The wind whispered around my head, but I walked on.			✓
f	The eyes were two red hot coals burning through the darkness.		✓	

- 2 For example:  
b **highly** threatening claws                              c **carefully** sharpened beak  
d **painfully** shrill cries                                      e **deeply** piercing eyes
- 3 For example: The roc descended like a bullet. Its painfully piercing screams tore the heavens apart like a lightning bolt made of the purest, most punishing sound. Its highly sharpened beak gaped above the sailors, ready to gather them up and devour them. The roc was a weapon of war, a war it raged with mankind.



## Workbook answers

### Page 44: The third voyage

1 For example:

muscular

towering

immense

powerful



awe-inspiring

solid

beastly

ham-fisted

mountainous

2 a–b For example:

• **furiously** hurled

• **casually** tossed

• **heartily** heaved

• **easily** uprooted

• **spitefully** plucked

• **effortlessly** pulled

c The immense creature raised a mighty fist and **purposefully grabbed** at a tree. He **heartily heaved** the whole trunk and **easily uprooted** it with a single pull. For a moment, he **spitefully plucked** away the wider branches to make the tree more spear like. Then, raising the mighty oak above his head, he **furiously hurled** the whole thing towards Sinbad.

3 a The giant's arms and feet are tied.

b Sinbad shows sympathy for the giant with the word **pitifully**.

c He feels sympathy because the giant was merely attempting to feed himself.

4 For example: weep, shed tears, sob, wail, bawl, whimper, snivel

5 **Example answer:**

The mighty giant sat and wept like a small child. His great sobs and snivelling filled the air with mournful cries. The confused creature was alone, isolated and unable to understand what had happened to him. From time to time, his whimpers became wails as the pain increased ...



## Workbook answers

### Page 45: The fourth voyage

1 a Sinbad was in the sea for two or three days.

b He was wearing red a turban, which he was able to wave and use as a flag.

c The captain was suspicious of Sinbad because Sinbad was ragged / looked desperate.

d The precious jewels that Sinbad had were pearls.

e Sinbad thought the crew might steal from him / harm him to take the pearls.

2	Word in the extract	Meaning
	<i>aimlessly</i>	<i>without aim – no direction</i>
	perceived	see
	rapidly	hurry
	unwilling	didn't want to do this
	motley	mixed, varied
	disembarked	got off



## Workbook answers

### Page 46: The fifth voyage

1	Verbs that describe how loudly someone is speaking	Verbs that show an emotion	Neutral verbs that do not show an emotion
	<i>mutter</i> <i>roar</i> <i>yell</i> <i>whisper</i> <i>scream</i>	<i>congratulate</i> <i>compliment</i> <i>snap</i> <i>grumble</i> <i>growl</i> <i>hiss</i> <i>splutter</i> <i>praise</i>	<i>reply</i> <i>show</i> <i>demonstrate</i> <i>say</i> <i>note</i> <i>describe</i> <i>report</i> <i>observe</i> <i>mention</i> <i>comment</i>

- 2 a 'What have you done to me?' said the Old Man of the Sea when he awoke.  
 'You have done this to yourself,' said Sinbad, 'with your bad treatment of me.'  
 'Release me immediately,' he said.  
 'Of course I won't,' Sinbad said.  
 'You would just trick me again.'
- b For example:  
 'What have you done to me?' **roared** Old Man of the Sea when he awoke.  
 'You have done this to yourself,' **replied** Sinbad, 'with your bad treatment of me.'  
 'Release me immediately,' he **ordered**.  
 'Of course I won't,' Sinbad **laughed**. 'You would just trick me again.'
- 3 Look out for varied use of verbs to report direct speech. Note learners' ability to place the reporting clause between direct speech.



## Workbook answers

### Page 47: The sixth voyage

- 1 a Sinbad hit his head against a wall.  
 b He had tied himself to the raft, so he didn't fall in the water.  
 c He was quite happy (*merrily*).  
 d He saw local people.  
 e He had met people before who had harmed him.  
 f He wanted to be on land (*solid ground*) and off the water.
- 2 For example:  
 a **clean out** → completely  
 b **surely** → certainly  
 c **merrily** → happily  
 d **in a friendly manner** → with a smile  
 e **despite their perceived hospitality** → despite how nice they seemed  
 f **after my turmoil-filled journey** → after my difficult trip



## Workbook answers

### Page 48: The seventh voyage

- 1 Classic literature includes books that were written **long ago** and more **modern** ones. They are usually stories which have survived the test of **time** because they include **stories** that have captured the **imagination** and **thoughts** of many people. Classic literature generally contains **themes** that affect everyone, such as **bravery**, **honour** or **duty**.
- 2 For example:
  - b friendship: Sinbad shows friendship to his crew.
  - c honour: Sinbad always returns to his sultan with news and riches.
  - d kindness to animals: This is shown in Sinbad's attitude to the monkeys.
  - e greed: Sinbad fears that he will be at the mercy of a crew who want to take his property.
  - f selfishness: Sometimes, Sinbad had to be selfish to save himself.
  - g courage: Sinbad conquers his fears of the roc, the giant, and so on.
- 3 Look for evidence that learners can support opinions with examples and / or reasons.

# Unit 7

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



### Workbook answers

Page 50: Comparing playscripts and books

#### 1 Charlie and the Chocolate Factory (E)

##### Scene 1 (A)

NARRATOR: *[Enters in front of curtain.]* Welcome to the tale of a delicious adventure in a wonderful land. You can tell it will be delicious – can't you smell it already? (D) *[Sniffs]* (B)

**Characters (C)**  
(in order of appearance)  
Narrator  
Augustus Gloop  
Veruca Salt  
...

2	Book	Play
When does Charlie pass the factory?	on his way to school	as he goes to school
What does the smell make him do?	he takes long deep sniffs	the smell makes him feel faint and dreamy and he falls asleep and walks into the fence
What words are used to describe the chocolate smell?	gorgeous, chocolatey	wonderful

#### 3 CHARLIE: Oh, how I love that smell!



## Workbook answers

### Pages 51–52: Stagecraft

- 1 a The giant peach is going down a slope.  
 b *terrific pace / faster and faster and faster*  
 c As the peach approaches, the people scream and scatter.  
 d The giant peach knocked over a telegraph pole and flattened two parked cars.
- 2 For example:

Lines from script	How the Narrator should sound and what he or she should do
I wonder what that noise was?	<i>[Sounding concerned and looking to all sides and up and down.]</i>
It's going faster and faster and faster.	The Narrator should emphasise each <i>faster</i> , sounding more alarmed each time, and move their head around and around as if watching the peach roll.
They're screaming and scattering to the right and left.	The Narrator should speak faster and look from side to side as if watching people run away.
It's just knocked over a telegraph pole and flattened two parked cars.	The Narrator should sound shocked and cover their eyes as if in horror.

- 3 Look out for learners who demonstrate detail in their sketches and choose suitable expressions of surprise.
- 4 a The **peach's** skin was not even bruised by the bounces.  
 b As the peach passed, a **child's** hat was blown off.  
 c A telegraph **pole's** wires became tangled up.  
 d Two parked **cars'** windows were smashed.



## Workbook answers

### Pages 53–54: Characters

- 2 a James has an idea of how they may escape the sharks.  
 b Centipede is desperate as he fears they will be eaten.  
 c Ladybird tells the others to be quiet to allow James to speak.  
 d In this extract, *frantically* means *desperately* or *excitedly*.  
 e The sharks were hoping to eat the creatures and James.

3 For example:

James	Ladybird	Earthworm	Centipede
inventive doubtful optimistic hopeful hesitant apologetic	calming reassuring convincing optimistic encouraging	impatient	panicky hopeful

- 4 Learners complete the sentences with an appropriate comparative or superlative form. Remember, these are all irregular adjectives and adverbs.
- a Is your headache still **bad**? Yes, it's **worse** than yesterday. It's **the worst** it's ever been!  
 b The last series was **good**, but this year's is even better. You have to watch it!  
 c This is **the best** film I've ever seen. It is amazing!  
 d There are **fewer** plays being made because they are rather expensive to make.  
 e The film did **worse** than expected. It wasn't popular at the box office.  
 f The book went a lot **more** into the characters than the film did. I preferred the book.  
 g Everyone seems to have **less** time to read these days. It's a real shame.  
 h He said that all of those horror books were scary, but this one is **the least** scary. So I think I'll try reading that one. I do get scared quite easily!

5 Look out for learners who can choose appropriate adverbs and adverbial phrases of manner to use as stage directions. For example:

JAMES: [*Thoughtfully*] There is something that I believe we might try ...

EARTHWORM: [*In a panic*] Tell us! Tell us quick!

CENTIPEDE: [*Pleading*] We'll try anything you say ...

- 6 a challenge – difficulty      b plan – scheme      c journey – voyage  
 d friends – comrades      e insects – creatures      f destruction – damage

7 For example:

The peach was **tiny** and when it rolled **sluggishly** down the hill, it destroyed **nothing** in its path.



### Workbook answers

#### Page 55: Reported speech

- 1 a Earthworm **moaned** that he would be the first to be eaten.  
b Centipede **bragged** that his shoes were always clean.  
c They all **urged** that James should find a solution to the problem.  
d Earthworm **yelled** that he needed to hide inside the giant peach.  
e Spider **boasted / revealed** that she could spin beautiful threads.
- 2 For example:  
a Earthworm whined that he didn't like it at all.    b Spider asked if anyone could see them.  
c James shouted that it was working.    d The officer wondered if it was following them.  
e The captain commented that he didn't like it.
- 3 For example:  
JAMES: I know what to do!  
LADYBIRD: What's your plan?  
JAMES: Hmm – I don't have one just yet ...  
LADYBIRD: Don't worry. I'm sure you'll soon think of one.





## Workbook answers

### Pages 56–57: Characters and viewpoints

- 1
  - a James is surprised that Earthworm swallows soil.
  - b Earthworm is proud that he can swallow and eject lots of soil.
  - c Earthworms break up the soil, which helps farmers to grow things for people.
  - d James feels that it is unbelievable / ridiculous / unnatural that Earthworm swallows soil.
  - e Earthworm is a bit annoyed with James and infers that he is not very clever as he doesn't understand the point or the importance of earthworms eating soil.
- 2
  - a Miss Spider sighed because spiders are not loved and she is sad about this.
  - b Spiders catch flies and mosquitoes.
  - c James shows that he thinks of Miss Spider as a decent person. He says, 'I know you are' (a decent person).
  - d She says, 'I am a decent person.'
- 3 **Example answer:**

'Don't be sad, Miss Spider. We just need to help more people to meet spiders properly so that they can appreciate how kind and thoughtful they are. It can't be too much fun to have to stay in one place waiting to catch flies, but that helps people to live in fantastic fly-free homes'.
- 4 Learners' frames should show Miss Spider as a kind and caring character. For example:
 

**Frame 1:** A kind, friendly and sweet, but sad-looking spider talking to James:  
 'But what about you, Miss Spider?' asked James *[smiling]*  
 'Aren't you also much loved in the world?' *[James sits next to spider.]*  
 'Alas, no,' *[Miss Spider answers in a sad small voice]*

**Frame 2:** A web behind Miss Spider showing flies and mosquitoes, with James and Miss Spider beside it:  
 'I am not loved at all. And yet I do nothing but good. All-day long I catch flies and mosquitoes in my webs. *[Miss spider pointing to web sadly]* I am a decent person.'  
 'I know you are,' said James *[smiling]*.
- 5 Learners' frames should show Miss Spider as scary and unpleasant. Learners should base their frames on the same text from the extract on Workbook page 56, but should think about how they can make the viewpoint negative rather than positive. For example:
 

**Frame 1:** A scary-looking spider gobbling down insects while she talks to a scared-looking James:  
 'But what about you, Miss Spider?' asked James *[looking very scared and worried]*.  
 'Aren't you also much loved in the world?' *[James edges away from the spider]*.  
 'Alas, no,' *[Miss Spider answers sarcastically, sighing dramatically]*. 'I am not loved at all. And yet I do nothing but good. All-day long I catch flies and mosquitoes in my webs *[gobbling up insects at a fast pace]*. I am a decent person.' *[Said with an evil eye on James.]*

**Frame 2:** Miss Spider's horrible face with a wide nasty grin right up close to James, looking like he will be her next meal. 'I know you are,' said James *[backing away as fast as possible, looking really terrified]*.
- 6 The **same** events can be seen from **different** viewpoints. In a film, how a character looks, speaks and behaves can help to **suggest** a viewpoint. In books, writers' choice of words will show whether they want you to **think** of a character in a **positive** or **negative** way.



## Workbook answers

### Page 58: Working as a group

- 1 Ask learners to take on the role as director of the play *James and the Giant Peach*. Remind them that they should have a reason for choosing actors for each role. For example: *X would be good as Miss Spider because she is a good gymnast and so could make Miss Spider seem elegant and agile. Y would be good as Centipede because he is very good at pretending to be angry.*
- 2 Share learners' recommendations for successful group work and display these in the classroom.



## Workbook answers

### Page 59: Spelling unstressed vowel phonemes

- 1 a separate, remember, different  
b For example:
  - It was **necessary** to use the seagulls to escape from the sharks.
  - They had to **separate** the children from the giant peach.
  - They will surely **remember** this experience all their lives.
  - All the creatures have **different** personalities.
- 2 Even though there were lots of interesting things to see on their adventures, the creatures were often frightened. However, James was the steady centre of their world and could generally find a solution to the problems they faced. They became James' new family as they all cared for each other.
- 3 For example:  
James was an **intelligent** boy with **original** ideas. The insects all had **similar** opinions of James and trusted him to help them to survive. At the end of the story, they were greeted by **officers** and a **helicopter** helped to remove the peach from the Empire State Building. This was the best **medicine** for a happy ending.

## Unit 8

## Poetry: Poems by famous poets



### Workbook answers

Page 61: Simple poems with powerful messages

- 2 a The words the mother uses are *tacks ... splinters ... boards torn up ... places with no carpet*.  
 b The verbs the mother uses to show her efforts are **climbin' ... reachin' ... turnin' ... goin' ...**  
 c She advises her son, *don't turn back*.  
 d She means an easy path (to life).
- 3 The poet uses apostrophes to make the words sound like **non-standard English**.



### Workbook answers

Page 62: Exploring figurative language

- 1 a The wind whispered through the dry grass.  
 b The fire swallowed the entire forest.  
 c Flags danced in the breeze.  
 d The sun smiled down on us.  
 e The alarm clock screamed at me to get up.  
 f The streetlights winked in the darkness.  
 g The flowers were begging for water.
- 2 a Lightning **did spectacular gymnastics** across the sky.  
 b The cutting wind **prowled** the mountain trails.  
 c The sofa **complained** as Aunt Millicent sat down.  
 d The last piece of pizza was **calling** my name.  
 e The creeper **wove its fingers** tightly around the tree.
- 3 For example:  
 a The houses **hugged the river**.  
 b The chimneys **pointed fingers to the sky**.  
 c The boats **snuggled in the water**.  
 d The trees **danced happily** along the walls.  
 e The clouds **grumbled** away.  
 f The river **wandered its way** through the landscape.



### Workbook answers

Page 63: Exploring meaning in a classic poem

- 1 The places and objects in verse 1 include: *river, fields, sky, road, Camelot, waterlily, daffodil and Shalott*.
- 2 a The Lady only weaves at night. T ☐ F ☒  
 She will die if she looks down on Camelot. T ☒ F ☐  
 She likes being in her room. T ☐ F ☒
- b Language that makes verse 2 of the poem sound old-fashioned / historical, includes the words: *daffodilly, always, stay, weaveth, no other care and hath*.



### Workbook answers

#### Page 64: Exploring mood

- 1
  - a The Lady of Shalott saw the waterlily, helmet, plume and Camelot.
  - b The *web* (weaving) flew out of the window.
  - c The mirror cracked (*from side to side*).
  - d She said, *The curse is come upon me*.
- 2
  - a For example:  
The mood is mysterious: we don't know exactly what is happening or why.  
The mood is frightening: strange things are happening.
  - b For example:  
Verse 1: pleasant / peaceful mood: The poem just describes a place.  
Verse 2: mysterious / tragic mood: The lady seems trapped but we don't know why.
- 3 For example:  
*The walls did tremble, the castle shake.*  
*The building tumbled into the lake.*  
*But the lady arose without injury*  
*to enjoy the new freedom of her victory.*



### Workbook answers

#### Page 65: Words that do not follow rules

- 1 Check that learners can correctly spell the word list provided and that they know the meanings of the words.
- 2 For example:
  - a surprise: a b-urp can cause a surprise
  - b though: th oh you great horse
  - c because: big elephants can add up sums easily
- 3
  - a bill – check  
sweets – candy  
chips – fries  
tap – faucet  
lift – elevator  
clever – smart  
angry – mad
  - b Learners' sentences will vary, but they should use and spell the example words appropriately and correctly.

## Unit 9

## Non-fiction: Persuasive texts



### Workbook answers

#### Page 67: Features of persuasive texts

- 1 a Walk to school.
  - b
    - a rhetorical question: *Do you need to drive that car to school today?*
    - alliteration: *a walking wonder*
    - powerful adjective: *major*
    - exaggeration: *Take one step in the right direction and you can change the world!*
  - c The two problems with traffic mentioned in the letter are traffic fumes (which cause pollution and health problems) and traffic congestion (which slows the speed of traffic).
  - d The reader can walk rather than drive to school.



### Workbook answers

#### Page 68: Using facts and opinions to persuade

##### 1 Example answers:

Facts: green / brand-new / convertible

Opinions: most incredible car in the world / a lot of money / fantastic to drive / makes me look very cool / goes very fast / people will be really impressed

- 2 A – emotional                                      B – calm and logical                                      C – argumentative

##### 3 For example:

In class, we usually use pens and pencils, but these are not the main methods of writing in today's world. On-screen writing, particularly on mobiles / cell phones is generally preferred by most people. Pencils can break, pens can run out of ink but mobile / cell phones can even convert spoken messages into writing – what a wonder!



### Workbook answers

#### Page 69: Organising a persuasive text

- 1 Discuss with learners how to use the table on page 69 of the Workbook as a planning device. Explain that the terms *most* – *medium* – *least* importance are to help learners consider which information will have the most impact on a reader or listener. Remind learners that statements of opinion are best supported with evidence or examples, where possible.



## Workbook answers

### Page 70: More methods of persuasion

1 For example:

	How money could be used	Sentences to persuade
Children's charity	Help children to go to school	<i>Imagine a classroom full of smiling faces, eager for education and a better future.</i>
Animal charity	Help to protect rhinos from poachers	<i>Build a new future where rhinos can live freely, safe from poachers.</i>
Charity to help homeless people	Provide a night in a shelter with hot food	How proud would you be to know that you had provided some comfort to a person less fortunate than yourself?
Charity to help elderly people	Invite lonely people to a weekly lunch	Be part of a community that cares and see those smiles of satisfaction on your guests' faces.
Animal charity	Give veterinary care to abandoned pets	Imagine seeing a weak and feeble kitten abandoned on the roadside become an active, agile, entertaining ball of fur.

2 Learners' answers will depend upon which charity is chosen. Look out for learners who can make their persuasive speeches sound more positive by adding phrases or sentences that focus on hope of improvement. For example:

- Paragraph 2: Help to make a difference.
- Paragraph 3: Just imagine what your efforts can do – see the smiles on people's faces.
- Paragraph 4: Think about what the future will look like – a world that is fairer and safer.



## Workbook answers

### Page 71: Persuading a chosen audience

1 Discuss with learners which charities interest them, or which they already support. Invite them to explain to a partner why they feel strongly about the issue in question. Remind learners that they are writing to persuade their peers, so an informal tone would be appropriate if they wish to use one.

Offer starters for the speech, such as:

- *Good afternoon everyone, thank you for your interest in my cause ...*
- *Which one of you would like to (spend a night on the streets / go hungry each day)?*