

Unit 1

Fiction: Stories with flashbacks



Workbook answers

Page 4: The Eye of the Wolf

2 For example:

- a *He moves from one end of the enclosure to the other / The wolf frowns.*
- b *The boy's eyes move slowly as if he's following a game of tennis in slow motion.*
- c *He's been true to his word for ten years now*

3 a *Does he really think I'm that interesting?* The wolf is asking the question inside his head because the boy is watching him; the wolf is puzzled and annoyed about the boy's behaviour.

b *The wolf frowns.*

c For example: *The writer uses a very short sentence to change the focus from what is happening to how the wolf feels and thinks.*

4 Answers should include a correctly punctuated paragraph that offers an explanation or examples of the wolf's reasons for avoiding humans, for example: *being hunted / witnessing humans destroying his habitat.*



Workbook answers

Page 5: Flashback

1 For example:

- a Her laughter was like **a summer stream bubbling over stones.**
- b His memory was like **a huge library full of the fattest books.**
- c The children ran as **wildly as a herd of stampeding buffalo.**
- d The elephant was as unstoppable as **a massive boulder rolling down a hill.**
- e The river looks like **a blue ribbon lain across the land.**

2 For example:

- a The skilful spider's secret, silky threads stretched across the sky.
- b His room is a pigsty.
- c The waves crawled stealthily towards the cliff.
- d When it's dark, we see the stars that shine, the stars that shine in the dark.

3 Answers should include a correctly punctuated paragraph that moves the story to a flashback, in other words, moving the story away from the early morning domestic scene to another point of the character's life. Note answers that include examples of figurative language.



Workbook answers

Page 6: Blue Wolf's story

- 2 a The grass flattened out because of the helicopter's downdraft.
b The hunters couldn't see Shiny Straw because she was exactly the same colour as the grass.
c The wolves were laughing because the helicopter and the men were in the pond with the ducks.
- 3 a on the seashore; in a rockpool; beside the cliffs
- b **Example answers:**
- I noticed a diamond **on the soil beside the potato patch.**
 - The sun shone **on the heads of the crowd at the tennis match.**
 - The children marched **in the shade underneath the bridge.**
 - Animals gathered **beneath the shady trees beside the water hole at the edge of the reserve.**
- 4 Answers should include a correctly punctuated paragraph that describes the scene in the picture using prepositional phrases for precision. Note answers that include purposeful alliteration.



Workbook answers

Pages 7–8: Using precise words to describe characters

2 Learners' own answers, for example:

- a Grey Cousin describes humans as *Two legs and a gun* because this is how they might appear to the wolves. Wolves have four legs, so they would notice this difference between themselves and humans, and a gun would be the main thing the wolves notice about the men.
- b Black Flame is describing a human's skin, and then the fur coats that the hunters would wear (made from the animals they have killed).
- c Learners' own answers, for example: *A human being is a collector* could mean that humans are different from animals who kill to eat because they *collect* things such as skins from their prey.

3 a All of the suggested adjectives could be given as answers and learners' reasons may include a range of opinions.

b Learners' own answers, for example:

The wolves think humans are (adjective) because they frequently kill / they kill young and old alike / they do not respect nature / they just want money.

c Learners' own drawings and labels. Example labels:

Young wolves: curious, inquisitive, excited, fearless, interested.

Older wolves: cautious, fearful, protective, anxious.

4 For example:

Starting letter for adjective	Positive character adjectives	Negative character adjectives
A	amicable	aggressive
B	brave	brutal
C	creative	cruel
D	determined	disagreeable
F	frank	foolish
G	good-natured	ghastly
J	joyful	jealous
L	likeable	long-winded
M	merry	malicious
N	neighbourly	nasty
O	open-minded	opinionated
P	persistent	pestering
R	reliable	rash
S	sincere	spiteful
T	tolerant	tedious
U	understanding	unpleasant
W	witty	witless

5 Answers should include a correctly punctuated paragraph that provides a clear description of a character, using well-chosen adjectives.



Workbook answers

Page 9: Creating a character portrait

- 1
 - a The boy was so tired; he needed to go to bed.
 - b The night was long and cold in the desert; stars shone in the cloudless skies.
 - c After the meal, the boy told stories; everyone held their breath to listen.
- 2 Learners' own answers, for example:
 - a As soon as daylight appeared, **they began their journey.**
 - b Whenever he heard a sound, **he hid.**
 - c While the food was cooking, **everyone talked about the day.**
 - d Although the journey was long, **she knew it would be worth it.**
- 3
 - a There were stories about yellow africa about the sahara about an africa filed with sand and sunshine and solitude and scorpions and silense.
There were stories about yellow Africa, about the Sahara, about an Africa filled with sand and sunshine, and solitude and scorpions, and silence.
 - b It was during on of these nightes that an old tuareg chief, who was at least one hundrd and fifty years old, declared Toa we'll call this boy africa.
It was during one of these nights that an old Tuareg chief, who was at least one hundred and fifty years old, declared, 'Toa, we'll call this boy, Africa!'



Workbook answers

Page 10: Predictions and punctuation

- 1 'I can't believe that this is my new home,' thought Africa.
Pa Bia looked at the boy and said, 'You are welcome here, son.'
Africa replied, 'Thank you, sir.'
Ma Bia looked on and smiled, 'You can stay as long as you like, young man.'
- 2
 - a The children have homework each day: maths, science, English and French.
 - b We could go anywhere for our holiday: North America, South America, Australia, for example.
 - c I can make you a sandwich if you like: cheese and onion, tomato, egg and cress?
- 3 For example:
 - a Tomorrow will be a fine day; **we can go and explore again.**
 - b Last week, I made a new friend: **her name is Ana.**
 - c Under the sea, there is another world to be explored; **I'd love to dive in a submarine someday.**
- 4 Learners' own answers.



Workbook answers

Page 11: Final flashbacks

- 2
 - a *Africa would never forget the day ...*
 - b Ma Bia describes the zoo as *a sort of garden filled with animals*. She means that a zoo is a collection or variety of animals. Learners give their own opinions with reasons about whether or not this is a good description of the zoo.
 - c The walls of a town may seem like a prison to Africa because he lived in the forests and plains (open country) before.
 - d Africa might feel *sad* and *alone* even though he lives with Ma and Pa Bia in France because Africa had animal friends too in Africa and he is far from his original home.
 - e *The walls of our town seemed a prison to him.*
- 3 Answers should include a correctly punctuated paragraph that includes learners' opinions and their reasons for the opinions.

Unit 2

Non-fiction: Biography and autobiography



Workbook answers

Page 13: Biography or autobiography?

1	Feature	Autobiographies	Biographies
a	Written by the subject	✓	
b	Written about the subject		✓
c	Written in the first person	✓	
d	Contains information about childhood, achievements and experiences	✓	✓
e	More likely to contain personal reflections	✓	
f	More likely to have an opening statement that explains who the subject is		✓

- 2 a I was born on 27 May 1965. My birth certificate tells me that I was born in Sao Paulo.
But, I'd describe myself as a nomad; I'm at home anywhere in the world. Autobiography
- b Archie Deacon was the finest trapeze artist of his generation. In 1912, he performed a triple back somersault while flying high above an enclosure of hungry lions – much to the enjoyment of the crowds below. Biography
- 3 Learners' own answers, for example:
- a Facts: I am ten. / My favourite colour is green. / I have two sisters.
- b Opinions: She/he is very kind / is the best friend in the whole world / can run really fast.



Workbook answers

Page 14: Adding extra information

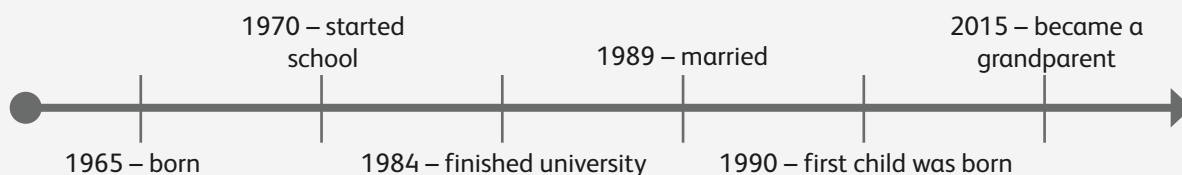
- 1 a The crocodile, which was lurking in the shallows, suddenly attacked the deer.
b My sister, who is really good at holding her breath, can swim for 25 metres underwater.
c The park, where I used to live, had a lake and a beach.
d The children, whose bicycles were stolen, gave a report to the police.
- 2 Learners' own answers, for example:
- b Did you see the man who **stole the bicycle**?
c Can I borrow your book that **has the pictures of dinosaurs in it**?
d After a while, all the computers which **had been broken were fixed**.
- 3 a I began drawing pictures of insects (ants, beetles, cockroaches) when I was quite small.
b My mother was (hardly surprisingly) not at all pleased when my insects escaped about the house.
c To resolve this problem, my father (a very good carpenter) made me a special tiny cage to keep them in while I did my drawings.
d Then (once I had finished) I could release them back into the garden.
- 4 For example:
I have two sisters (Hettie and Nora) and three brothers (Alfie, Angus and Archie).



Workbook answers

Page 15: Opening statements

1 Learners' own answers, for example:



2 a telescope

b upgrade

c biopic

d co-operate

e half-time

f autograph

g anti-clockwise

3 Learners' own answers, for example:

a I can see the stars through this telescope.

b I'm going to upgrade my computer next month.

c I watched a biopic about Jane Goodall.

d If you and your partner co-operate with each other, you will finish on time.

e Let's talk again at half-time.

f Can I have your autograph?

g Turn the tap in an anti-clockwise direction.



Workbook answers

Page 16: Presenting a clear personality

2 Learners' own answers, for example:

a Jessica was crying in the first paragraph because she had been bullied.

b Jessica may have been crying in the second paragraph because she has had success.

3 b They stand menacingly by the gates

c I feel insecure and frightened

d a hidden tale of hurt

4 Accept correctly punctuated paragraphs that give an account of sporting success, including some understanding of Jessica's events.



Workbook answers

Pages 17–18: Using language to affect readers

- 1 Learners' own answers, for example:
 - b After a while, **she realised she wanted to study chimps.**
 - c Soon, **she was able to spend time with them in the wild.**
 - d Eventually, **she could pass on her knowledge to others.**
 - e Nowadays, **she has her own organisations that promote care of animals.**
- 2 Learners' own answers, for example:
 - b A rhinoceros appeared **from among the trees.**
 - c The hot-air balloon drifted **high above the ground.**
- 3 Learners' own answers, for example: I found myself **on the bottom of the ocean at the edge of an almighty trench next to an underwater volcano.**
- 4–6 Assess learners' abilities to plan and write an autobiographical account. It should consist of correctly punctuated paragraphs that contain precise vocabulary and a mixture of long and short sentences.

Unit 3

Poetry: Exploring figurative language



Workbook answers

Page 20: What is figurative language? (1)

1	Adjectives that describe positive feelings	Adjectives that describe negative feelings
	blithe cheerful exuberant radiant	carefree elated gleeful cantankerous crotchety grouchy churlish waspish prickly

- 2 a Winter strode across the land in heavy boots. – personification
 b When you tell a lie, the moon gives a sigh. – rhyme
 c Leaves rustled like old sweet wrappers in a forgotten pocket. – simile
 d Who knows when autumn ought to occur? – alliteration
 e A new year is a box full of surprises. – metaphor
 3 Note learners who can create examples of all or some of the figurative devices.



Workbook answers

Page 21: What is figurative language? (2)

- 1 a wide-eyed b tight-fisted
 c rock-bottom d short-tempered
 e little-used f man-eating
- 2 a **minute**: a period of time – **minute**: very tiny
 b **bow**: a hair decoration – **bow**: to bend at the waist in greeting
 c **wound**: to wind up the mechanism of a watch – **wound**: an injury with broken skin
 d **row**: to paddle in a boat – **row**: a fight
- 3 For example:
 a For a minute you were minute; Took a picture; you were cute.
 b I had to bow to tie your bow → which was the colour of snow.
 c I wound up your wound with a bandage → to help you to better manage.
 d We had a row over who should row → the little wooden boat. It's my go!



Workbook answers

Page 22: Exploring metaphors

1 Learners' own answers, for example:

Onomatopoeic words	What might make this sound?
a sizzle	water on a hot plate
b click	a switch being turned on or off
c rustle	paper
d howl	a wolf
e slurp	a person drinking
f whirr	the rotors of a helicopter
g gurgle	water going down the plughole
h tick	a clock
i pop	a balloon bursting

- 2 a The writer wants you to imagine water swirling down a plughole (perhaps with accompanying sound). It means something is being wasted or is disappearing.
- b The writer wants you to imagine darkness suddenly being brightened by light. It means the character has had an idea.
- c The writer wants you to imagine the contrast between the negativity of a storm (clouds, darkness, thunder, lightning) and the beauty and brightness of a rainbow. It means that disaster has been followed by triumph.
- 3 Learners' own answers, for example:
- a I felt sad. – A grey fog shrouded my thoughts.
- b It was dark. – The blanket of night fell.
- c It was light. – Dawn smiled upon the world.
- d She was hungry. – Hunger's claws tightened their grasp.
- e He ate quickly. – He was a food-eating machine.



Workbook answers

Page 23: Developing metaphors

- 1 a The blank white page of paper is compared to a meadow.
- b The meadow has to have snow on it for the metaphor to work, because the meadow must be white, like a blank page.
- c When a person crosses a snowy field, he or she makes or leaves footprints.
- d Writing a poem on a blank page is like making marks and footprints in a snowy meadow.
- e Learners' own opinions, for example: I like the metaphor because it is interesting and beautiful.
- 2 Learners write their own poems based on the pictures, for example:
- An egg
is a parcel
waiting to be unwrapped
from the inside.*



Workbook answers

Pages 24–25: Comparing poems

1 a–b Answers should include an adjective and an example from the poem.

For example:

- The poet feels admiration for the world when he describes the world as **great**.
- The poet feels respect when he says **I tremble to think of you**.

c

Figurative device	Example from the poem
rhyme	go / flow
personification	You friendly Earth
metaphor	you are such a dot

2 a Humans are very special.

b Learners' own answers, for example: The poet writes about how wonderful the Earth is but then says that humans can actually do something the Earth can't (that is, think) and so this makes humans seem even more special.

3 Learners' own answers, for example:

- tiny humans
- like sticks / like ants on two legs
- Take better care of me / relax and calm yourselves

4 Assess learners' abilities to independently structure a poem, and their use of figurative language.

Unit 4

Fiction: Science fiction stories



Workbook answers

Page 27: Science fiction setting

1 For example:

Sentence	Reason for verb choice
a A new robot arrived / <u>appeared</u> at my house.	I chose appeared because it sounds like more of a surprise.
b The robot <u>changed</u> / adjusted the television channel.	The word changed means to choose a new channel whereas adjusted sounds like a repair.
c The robot lifted / <u>heaved</u> a sofa into its new place.	The word heaved shows that the sofa was very heavy.
d This clever robot corrected / <u>amended</u> my homework for me.	To me, amended suggests that something was improved; corrected suggests that the robot says it is wrong.
e I drank / <u>sipped</u> a lemonade while the robot watched / <u>studied</u> me.	The word sipped shows that the person only took small drinks each time. The word studied shows that the robot watched the person closely and with careful attention.

2 **More / fewer:** children, feet, ideas, people, sheep, sweets, tigers

More / less: food, help, imagination, time, mess, money, space, water

3 Assess learners' abilities to write a correctly punctuated paragraph to describe meeting a robot. Note learners who can use a range of verbs precisely.



Workbook answers

Page 28: Mixing narration with direct speech

2 For example:

Eager watched them go. He was fascinated by the people passing, of all shapes and sizes and ages and colours. As his brain began to distinguish one human from another, he realised that there were robots too. Some reminded him of Grumps, others were faster and more flexible. One in particular was tall and very beautiful, it seemed to him, with curvy limbs and golden metal. He felt an impulse to run up to her and make friends but she walked straight by as if she had not seen him. Perhaps she didn't recognise him as a robot.

It was true that he could bend and twist and stretch, and screw his face into hundreds of expressions, but he didn't look like a human or a regular robot. He noticed that people were beginning to stare at him, and shrank back against the outside wall.

3 a 'Look at that robot!' a small child exclaimed.

b 'Where?' asked the mother.

c 'It's standing by the wall,' answered the child, 'and it looks a little nervous.'

4 Note answers that include an accurately punctuated paragraph containing some examples of both narration and direct speech.

© Eager by Helen Fox. Reproduced by permission of Hodder Children's Books, an imprint of Hachette Children's Books, Carmelite House, 50 Victoria Embankment, London imprint, EC4Y 0DZ.



Workbook answers

Page 29: Register in dialogues

- 1 Learners' own answers, for example:
 - b 'Would you like an ice cream?' offered Mum with a smile.
 - c 'Hold on tight,' I screamed in panic.
 - d 'Please don't go,' I implored with a tear in my eye.
 - e 'Help,' I cried with alarm.
- 2
 - a Informal
 - b Formal
 - c Neutral
- 3 Assess learners' abilities to write a correctly punctuated dialogue using some examples of informal speech.



Workbook answers

Page 30: Controlling pace in stories

- 1 Learners should look back at the extract on page 28 of the Workbook.
 - a *Eager watched them go.*
 - b *Perhaps she didn't recognise him as a robot.*
 - c Either one of: *One in particular was tall and very beautiful, it seemed to him, with curvy limbs and golden metal. / It was true that he could bend and twist and stretch, and screw his face into hundreds of expressions, but he didn't look like a human or a regular robot.*
- 2
 - a parenthesis
 - b The underlined part of the sentence contains a comment.
 - c The parenthesis could have been marked with brackets or dashes.

3	From French	From German	From Japanese	From Hindi
	ballet	glitch	karate	bangle
	café	kindergarten	ninja	cheetah
	genre	rucksack	origami	jungle
	rendezvous			shampoo



Workbook answers

Page 31: Conveying ideas and opinions

- 1 a–c The theme of freedom is explored in this extract of the story when Gavin discusses slavery with Socrates; Gavin believes that people, not robots, are slaves because people have free-will whereas machines do not.
- 2 Learners' own answers, for example: Slavery is morally wrong; one person should not have the power to own another, as if they were an object.
- 3
 - a **All** children deserve to be free from harm.
 - b **No** child should have to suffer hunger **every** / **each** day.
 - c **Every** / **each** child should have the opportunity for a good education.



Workbook answers

Page 32: Using parenthesis in a story

- 1
 - a Fleur, who is Gavin's sister, didn't like Eager at first.
 - b Eager's first mistake – one of many – was to try to wash the baby in the washing machine.
 - c Grumps, Gavin's house robot, was run over by a car.
 - d Eager's quick-thinking – fortunately – saved Gavin from the marauders.
- 2 Learners' own answers, for example:
 - b Eager could think for himself – **which was unusual for a robot** – and was sent to live with Gavin's family.
 - c At first, Gavin was a little embarrassed by Eager – **who was rather odd-looking** – but he grew to appreciate him.
 - d When Gavin was attacked, Eager – **with his inventive thinking** – saved him.
- 3

a allowed – aloud	b accept – except
c past – passed	d days – daze
e court – caught	f threw – through



Workbook answers

Pages 33–34: Using a range of techniques to create mood

- 2
 - a The building allows Eager to enter because he is a robot (and the building thought he was a member of staff).
 - b Sphere flew up high towards the roof.
 - c Eager first follows a corridor towards a lift.
- 3
 - a subtle – gentle, quiet
 - b vault – tower, ceiling
 - c particle – dot (something very small)
 - d cavernous – huge, cave-like
- 4 For example:

Techniques used	Examples from the extract
a Descriptions of sounds	whoosh
b Descriptions of the size of the place	immense titanium door glass vault cavernous entrance divided into floors Eager walked on for some time.
c Descriptions of Eager's thoughts	Eager was surprised not to be stopped

- 5 Learners' own answers, for example:
 - a Moment by moment, Eager **got closer to the door**.
 - b The building was a **vast labyrinth**.
 - c The ceiling was as high as **a cathedral spire**.
 - d Eager **pressed the top button**.
- 6 Assess learners' abilities to write a correctly punctuated paragraph to describe Eager's exploration of the building. Note learners who can achieve a tense mood, and those who can create a selection of figurative language.



Workbook answers

Page 36: What is an argument text?

- 1 An argument is a form of **explanation**; it presents a **point of view** about a topic. An argument that presents an opinion either for or against a particular topic may be called a **one-sided** argument. An argument that presents both sides is called a **balanced** argument.
Arguments are usually written in **formal** language, and they may also be delivered as speeches.
- 2 **a** It is a one-sided argument, because it only presents opinions about the benefits of physical education.
b It is good for learners' health. **c** 4-5 **d** In addition to that, / Furthermore,
- 3 Assess learners' abilities to construct a correctly punctuated paragraph. Note learners who can use adverbs and adverbial phrases to signpost their ideas.



Workbook answers

Pages 37–38: Interesting introductions and conclusions

- 1 Learners' own answers, for example:

Title: Should children be allowed to have their own mobile phones?			
Arguments for	Support	Arguments against	Support
It allows easy communication with parents.	Example: if a child misses a bus home or is lost.		
A phone is a mobile computer.	It gives access to encyclopaedic information at the tap of a key.	Children's minds are overloaded with online information.	Mental health issues among young people.
It is an entertainment system.	No need to have bored children; there's always fun on the phone.	Phones are detracting from face to face social engagement.	People in a group on their phones rather than interacting.

- 2–3 Assess learners' abilities to construct correctly punctuated paragraphs. Note learners who can use rhetorical questions, adverbs and adverbial phrases to signpost their ideas. An example introduction is as follows: *Children need time to play and unwind from school, but many are allowed continual access to online media. Instead, they could be playing with friends or spending time communicating with their families. Do children really need to have constant access to calls, games and social media? This argument will present to you the reasons for and against allowing children to have mobile phones.*
- 4 Learner responses will be personal, but a good conclusion includes sentences that sum up both sides of the argument and contain the writer's opinion on the topic. An example conclusion is as follows: *To conclude, mobile phones are part of today's world and children need to know how to use them responsibly. However, they do impinge upon children's creative, sport and personal development time. On balance, I believe that children should have limited access to mobile phones, under the supervision of their parents until they build their skills to cope with the possible dangers of modern media.*
- 5 For example:
 - a** Would you want to be kept in a cage as a pet?
 - b** How is it acceptable for cars to travel too fast outside schools, causing accidents?
 - c** Surely city air is not clean enough to breathe.



Workbook answers

Page 39: Correctly spell nouns that end with similar sounds

- 1 Words ending in 'ence': sentence; silence; intelligence
Words ending in 'ance': balance; brilliance; performance; importance; distance
- 2 a I will need your **assistance** to complete this task.
b This point is of great **significance** to the argument.
c We will need to have a **conference** to discuss your arguments.
d The headteacher is making a special **appearance** to listen to your ideas.
e Your **intelligence** has been shown in the strength of your arguments.
- 3 a explosion b protection
c occasion d optician
e discussion f position
g politician h solution
i technician j collision
k location l admission



Workbook answers

Page 40: Writing a balanced argument

Connectives that:			
sequence points	show connections between points		introduce contrast between points
To begin, To conclude,	In addition, Alongside this, Thus, Consequently,	As well as that, For this reason, Hence,	However, On the other hand, Alternatively, In contrast,

- 2–3 Assess learners' abilities to construct correctly punctuated paragraphs that give reasons to show that all children should read at home. Note learners who can use connectives to signpost their ideas.



Workbook answers

Page 41: What is the passive voice?

- 1 a Cars create pollution in cities. **A**
b Pollution has been increased by traffic in city centres. **P**
c Some people take medicines every day. **A**
d Medicines are tested in laboratories by scientists. **P**
e I won the argument. **A**
f The argument was presented by Sam. **P**
- 2 a A school uniform is worn by everyone.
b A speech was given by Ali.
c A super argument was written by Hameed.
- 3 Learners' answers, for example:
b It is believed that **walking each day benefits your health**.
c It is thought that **exercise stimulates the brain**.
d It is considered that **making few car journeys helps the environment**.

Unit 6

Poetry: Exploring imagery, form and structure



Workbook answers

Page 43: Exploring imagery

- 1
 - a Alliteration: the repeated sound of any letter
 - b Consonance: the repeated sound of a consonant
 - c Assonance: the repeated sound of a vowel sound
 - d Sibilance: the repeated sound of the letter 's'
- 2 Encourage learners to use their imaginations to create images in their minds as they read the poem.
- 3
 - a The poet focuses on the eagle's claws / feet.
 - b The poet uses alliteration / metaphor for this depiction.
 - c With *the azure world*, the poet is describing the sky.
 - d Images that show that the eagle is up high: *Close to the sun in lonely lands / The wrinkled sea beneath him crawls / He watches from his mountain walls*
 - e The poet uses the simile *like a thunderbolt* to capture the eagle's speed and power, and that he descends from the sky.



Workbook answers

Page 44: Different forms of poetry

- 1
 - a Learners should write text to describe what they see in the pictures. Encourage them to choose their words carefully to create powerful images.
 - b Ask learners to review the syllable structure of a tanka poem before they begin to redraft their written text. Encourage learners to consider the sound patterns in their poems as they write. Remind them that drafting a poem can be messy as they refine the wording and structure of their poem. Once they have planned and refined their poems, they should rewrite them neatly.



Workbook answers

Pages 45–46: Narrative poems

- 2 **a** A small dragon is found in a woodshed and a person tries to feed it but it wants something different.
- b** The setting of the poem is a woodshed.
- c** The narrator is the person who finds that dragon.
- d** The poet makes the dragon seem mysterious by describing its eyes, which reflect a different world (of the forest); he mentions unusual food – *the roots of stars*; there is an unresolved problem – the dragon wants something that is not yet known.
- 3 Accept points that could benefit from a pause or hesitation. For example: *I've found a small dragon ... in the woodshed.*
- 4 Assess learners' abilities to create a suitable continuation of the story (for example: the narrator tries to care for the dragon by taking it back to the forest / finding its parents). Also assess their ability to construct a verse with appropriate line breaks. Note learners who can use figurative language.
- 6 **a** *was quivering* **b** *eyed, hung* **c** *lay, bowed, reared up, sheathed, stole away*
- 7 **a** *eyed the ground* – looked at
- b** *bowed her head* – nodded
- c** *sheathed her tongue* – kept her tongue inside her mouth
- d** *stole away* – left quietly
- 8 Assess learners' abilities to correctly layout and punctuate dialogue. Note learners who can maintain either a formal or informal tone.



Workbook answers

Page 47: Exploring a range of features in one poem

- 1 **a** to avoid saying something clearly **b** to have to do something you don't want to do
- c** to wish someone good luck **d** to be too late for something
- e** to be sharp thinking
- 2 **a** I am unwell.
- b** We will deal with that situation when we need to.
- c** They've been teasing me.
- 3 Accept answers that demonstrate an understanding of local idioms.



Workbook answers

Page 48: Creating a poem with a range of features

- 1–2 Learners' own answers, for example:
 The frogspawn is bubbled like a **creature in a snow globe**.
 The legs of a tadpole are **pulsing silken threads**.
 The eyes of a tadpole are **balloons beneath blind coverings**.
 The creature bites its way out like a **ravenous dinosaur**.
 The tiny form is a beautiful **jade set of scissors**.
 With hopeful leaps it hops away like **an eager adventurer on a mission**.
- 3 Assess learners' handwriting for fluency and accuracy.

Unit 7

Playscripts: Plays by a significant author



Workbook answers

Pages 50–51: What is a monologue?

- 1
 - a Monologue → a speech by one character in a play
 - b Stage direction → instructions to actors
 - c Cast → characters' and actors' names
 - d Protagonist → main character
 - e Dialogue → a conversation between two or more people
 - f Scene → a section of a play
 - g Setting → what the stage should look like
 - h Props → equipment used on stage
 - i Prologue → an introductory scene in a playscript
- 2 Learners read an extract aloud, paying attention to the punctuation.
- 3 Learners write their own stage directions.
- 4
 - a His birthday month name would change to Zachuary / apples are now Zaccles / Zactastic
 - b Check that learners can create new words using letters from their names as part of the new words.
 - c The writer has changed the names of things to add humour and show how Zachary wants to be special.



Workbook answers

Page 52: Injecting humour

- 1
 - a to create suspense
 - d to show a pause
 - e to suggest that words or thoughts are trailing off
- 2
 - a dash -
 - b brackets ()
 - c comma ,
 - d ellipsis ...
 - e colon :
 - f semi-colon ;
- 3 Learners should circle a, b and c.
- 4
 - a ZACHARY: I know! I'll pack my bags and go ... on an adventure.
 - b MUM: Zachary. Well, you know he's always been a little ... strange.
- 5
 - a ZACHARY: There are so many things that get on my nerves (people telling me I'm ordinary, people not noticing me, people saying that other children are wonderful).
 - b MUM: Zachary is a good kid (in his own special way).
- 6 Answers should include a simple scene that includes the correct layout for a playscript and correct examples of ellipsis and parenthesis.



Workbook answers

Page 53: Using stage directions to support narration

1 For example:

A ache	B bend	C cut	D dream	E exit	F fire
G glue	H home	I interest	J jump	K keep	L light
M master	N nose	O offer	P place	Q question	R race
S step	T twist	U use	V view	W waste	X x-ray
Y yawn	Z zone				

Doctor	Mechanic	Footballer
stethoscope examination	spanner reassemble	dribble adversary opponent
medicine prescription	deconstruct road test	tactics tournament championship
consultation diagnosis	overalls hammer	strike

3 Answers should include a simple scene that includes the correct layout for a playscript and include some examples of specialised vocabulary.



Workbook answers

Page 54: Using narrators for special effects

2 a–b Scene 7

[ZACHARY trudges sadly for a while. The SCIENTISTS join him, concerned.]

ZACHARY: Same watch – great! Same birthday – excellent! Why is nobody noticing how interesting I am? Why can't I be amazing and stand-outy ... at anything?

SCIENTIST 1: After a bit of sorry-for-himself trudging, Zachary leaves the city behind. He crosses desert which is packed full of small people who live below cacti.

[They are seen.]

ZACHARY: Hey, fantastic tiny strange ones! I'm a 'human'. What are you people called?

ZACHARIES: Zacharies!

ZACHARY: Ahhhh!

c For example: squeaky and high-pitched.

d For example: He is frustrated / exasperated.

e The Scientists are narrators who don't take part in the plot. They don't take part in the plot, but just describe what Zachary is doing.

- 3 a switch b teacher c lunch d peach e torch
f catch g stretch h sandwich i ostrich j spinach



Workbook answers

Page 55: Endings that link with beginnings

1 a Cliffhanger ending – Readers are left in suspense.

b Unresolved ending – Readers do not know what happened to complete the story.

c Ending that link with beginning – Readers can see a form of symmetry in the story.

2 Posters should include reference to humorous moments in the play so far and appeal to an audience.

3 a–c Explanations should give reasons for learners' choices, for example: *bright colours chosen to attract attention / pictures chosen to suggest a fantasy world / Zachary looking bad-tempered and funny.*



Workbook answers

Page 57: Persuasive language

1 Learners read the extract. Remind them that their voices can be used to increase appeal and offer emphasis by reading expressively.

2	Language feature	Examples in the advert
	Precise adjectives	historic, precious, meditative
	Direct address	you'll find, you can marvel, you'll see
	Rule of three	a treasure trove of pearls, jade ornaments and precious gem stones.
	Alliteration	treasure trove / Happy to hike? / monumental mountain
	Rhyme	you'll see, it's a guarantee!
	Rhetorical questions	Fancy a shopping spree?
	Imperative verbs	Visit the Jade Market
	Superlatives	perfectly prepared / world's most exciting mix
	Memorable slogan	Find happiness in Hong Kong

3 Example answer:

- Rule of three: Manila is full of colour, rhythm and flavour.
- An imperative verb: Don't delay – get your dancing shoes on today.
- A superlative adjective: Manila has the best examples of colonial architecture.
- A rhyme: You'll never have seen a city so pretty!



Workbook answers

Page 58: What is a persuasive news article?

1 Persuasive news articles present **personal** opinions about **current** events. They aim to **persuade** readers to think carefully about a topic or change their **opinions** or to take **action** to change something.

2 • reference to a story in the news → 1

• a personal opinion → 2

• a request for the reader to think or do something → 3

3 a The building of a zoo.

b The writer questions whether a zoo is necessary.

c For example: Let's not go cuckoo over a new zoo.

d Answers should include an image that suggests a negative attitude towards zoos.



Workbook answers

Page 59: Considering other viewpoints

1	Adverbs and adverbial phrases that add a similar point	Adverbs and adverbial phrases that introduce a counter-argument
	in addition furthermore moreover similarly	nevertheless nonetheless however in contrast on the other hand conversely

2 Example answers:

- a It is cruel to keep animals in zoos. **Conversely**, this could be considered a safe place for them too.
- b Homework is considered to be essential for children's education. **Nevertheless**, it is unpopular with many children.
- c Plastic is the most convenient product for wrapping food to keep it fresh. **On the other hand**, it is disastrous for the environment.
- d It is unreasonable for footballers to be paid so much money. **However**, is it also unreasonable to impose restrictions on salaries?



Workbook answers

Page 60: Planning a complete persuasive news article

- 1
 - a Give the door a **nudge** and it will open.
 - b I **dodged** past my opponent to score a goal.
 - c You will need a **wedge** of lemon for this recipe.
 - d Oh no! I've **smudged** my drawing.
 - e **Porridge** is a breakfast food.
 - f Use your **judgement** to decide if this is correct or not.
- 2 Example answers:
 - a trudge: We had to trudge through mud to cross the field.
 - b cartridge: I need a new cartridge for my ink pen.
 - c grudge: Try not to hold a grudge.
 - d jungle: Lots of amazing animals live in the jungle.
 - e revenge: Stories are often about someone looking for revenge.
 - f giant: The giant lived in a very tall tower surrounded by tall trees.
- 3 Answers should include examples to support the points made in the plan and learners should identify language features to use in their writing.



Workbook answers

Page 61: Creating maximum persuasive impact

- 1 Emotive language is used to affect readers' **feelings**.
- 2 a To save water / not waste water.
b For example: Don't make our planet a desert
- c **Example answers:**
 - **precious:** This word emphasises how valuable water is by reminding readers of precious treasure.
 - **parched:** This word makes readers imagine dried-out land, or a dry throat, so they can clearly imagine how awful this would be.
 - **cracked:** This word makes readers imagine dry and cracked soil where nothing grows, and also perhaps their own lips being dry and cracked from being dehydrated, so that they can picture the effects of the horrifying experience of not having water.
- 3 Answers should include a paragraph of persuasive writing that contains some emotive language. Paragraphs should be correctly punctuated.

Unit 9

Fiction: Stories by a significant author



Workbook answers

Pages 63–64: Making meanings clear

1 a–b For example:

Adjective	Quotation or explanation
overwhelmed	<i>She was trying hard not to let herself think too much. / It was too much. / her mind had become almost numb</i>
desperate	<i>After those great sobs had subsided earlier</i>
concerned	<i>Sade sighed.</i>

- 2 For example: Femi might feel fearful, confused, powerless or ignored.
- 3 Answers should include paragraphs that show understanding of the differences in age and understanding between the two characters. Paragraphs should be correctly punctuated and include some examples of well-chosen vocabulary.
- 4 Answers should contain examples of sentences that use commas in the same way as the sentences provided in the table.
- 5 a Please don't rush, Sade.
b I need to you to be quiet, children.
c I saw confused children, and teachers.
d Catch, Femi.
e In the streets there were crowds of angry protestors, and police officers.



Workbook answers

Page 65: Flashbacks within stories

- 1 The children listened to their father in silence. Outside, the compound lay drowsy in the still, dry heat of the sun. It was the harmattan season, when winds from the Sahara blew south, shrouding everything in fine misty dust. / This was the time in the afternoon when Sade liked to seek refuge in her father's study ...
- 2 a The weather is hot / dry / still.
b The weather makes Sade remember the previous days with her father and mother.
c The details she mentions are the fan, books and side table.
d Sade and her father value one another.
e The expression means that they are very similar.
- 3 For example:
a shrouding – covering
b seek refuge – go to / escape the heat
c absorbed in – concentrating on
- 4 Answers should include a paragraph to describe a setting. Paragraphs should be correctly punctuated and include some examples of well-chosen vocabulary.



Workbook answers

Page 66: Writing from a character's viewpoint

- 2 a This part of the story is from Sade's or the writer's viewpoint or perspective.
- b Miss Harcourt asks Sade four questions.
- c She answered in as few words as possible because she was anxious and feeling bombarded / she doesn't know whether to trust Miss Harcourt.
- d For example: Miss Harcourt is shown to be attractive / interested and concerned / well-meaning.
- e For example: Sade might have the impression that the teacher is unusual / attractive / nosey / inappropriately dressed / demanding.
- 3 Answers should include some description of Sade and some reference to Miss Harcourt's intentions and feelings. Paragraphs should be correctly punctuated and include some examples of well-chosen vocabulary.



Workbook answers

Page 67: Developing characters

- 1 b Between the bushes, I could see **a suspicious, red-furred fox with a bushy tail** staring at me.
- c At last, **a senior teacher with a sympathetic face** appeared.
- d From the darkness of the forest, **a strange but beautiful** creature emerged.
- 2 a For example:
 - face: open and smiling
 - eyes: light brown and almond-shaped
 - height: average
 - clothes: tired but clean
 - expression: friendly and hopeful
 - voice: soft but confident
- b Answers should include a clear description of a child that includes expanded noun phrases. Paragraphs should be correctly punctuated and include some examples of well-chosen vocabulary.



Workbook answers

Page 68: Narration and direct speech

- 2 All four direct speech examples use both incomplete sentences and colloquial expression.
- 3 Learners' own answers, for example:
 - a Did you think you might reconsider / change your mind? Are you afraid?
 - b Marcia and I have come to help you. We thought you might be a little nervous because it is your first time.
 - c Stealing is easy. Anyone can do it.
 - d No. That's not big enough.



Workbook answers

Page 69: Exploring themes in a story

1	Metaphor	Meaning
a	Actions speak louder than words.	What you do is more important than what you say.
b	A journey of a thousand miles begins with a single step.	Even great things have small beginnings.
c	A watched pot never boils.	If you focus on something too much, it doesn't help.
d	Don't bite the hand that feeds you.	Treat those who are good to you with respect.

2 For example:

	Metaphor	Literal meaning
a	Don't count your chickens before they hatch.	Wait until you know for sure.
b	Don't put all your eggs into one basket.	Don't rely on just one result.
c	Don't judge a book by its cover.	Appearances may be deceptive.
d	If you play with fire, you'll get burned.	If you try something risky or dangerous, you may be hurt.

3 Check that learners have given clear explanations and have proofread their writing.



Workbook answers

Page 70: A story within a story

1 Answers should include a plan for a simple fable that offers a moral message. The sentences to tell the story should be correctly punctuated and contain well-chosen vocabulary.



Workbook answers

Page 71: Identifying mood

2 Learners' own answers, for example:

- a Papa's *steady voice* and nestling close to her father and Femi helps Sade to feel secure.
- b Sade finds it difficult to say the word *home*, because *home* is no longer a physical place / she can't return to Nigeria / she doesn't know where home will be.
- c Like a tortoise, the family carry *home* with them (in their hearts and relationships with one another) rather than it being a fixed physical location.

3 a All of the moods can be found in the extract: excitement, reflection, hope, relief, uncertainty, pride, doubt

b For example:

- I think there is a mood of doubt / uncertainty because the family do not actually know what might happen to them or where they may live.
- I think there is a mood of excitement / relief because although the future is uncertain, it holds promise.
- I think there is a mood of pride / reflection because Sade has survived the difficulties and looks to the future.

4 Answers should contain clearly expressed opinions about the story. Paragraphs should be correctly punctuated.