



Answers to Workbook 9

Note: It is expected that learners will use dictionaries and thesauruses in their answers to the questions testing understanding of vocabulary.

Chapter 1 Capturing the experience

Pages 6–7

Different purposes ... different audiences

- 1
 - a Managed/copied
 - b Crossing (over)
 - c Very near to each other/almost touching
 - d Good-natured
 - e Roguishly/malevolently
 - f Very carefully and thoroughly cleaned
 - g Harshness
 - h Heavy and slow moving
- 2 Twelve; the writer talks of 'forty-eight limbs' (four per person).
- 3 They were made of thin pine tree trunks placed across muddy ground. Travelling on them was very uncomfortable as the tree trunks often sank into the mud or rotted away or tilted upwards, which caused the coach to bounce up and down.
- 4 The suspension took the form of leather straps as these were more able to cope with corduroy roads than ordinary springs.
- 5 Smaller bridges were simply made of tree trunks with planks across them; there was no side parapet to prevent the coaches falling off. Larger ones had very high parapets. They were not stable but despite instructions that horses should be walked over them, the driver ignored them.
- 6 The weather in winter was very cold and harsh so it was necessary to ensure the horses stayed alive.
- 7 He chose the ones with most life in them ('the most furious kickers').
- 8 The trees had been burned down to clear the land.

9 Credit any appropriate comments that are supported by textual reference.

10 Credit any appropriate comments that are supported by textual reference.

Pages 9–10

Extract: 'Nepal – Annapurna Circuit'

- 1
 - a Caused me to lose my composure
 - b Everywhere you looked
 - c Very noticeably not present (in contrast to the writer's experience in India)
 - d Everyday/unremarkable
 - e The scenery was so awesome that he stopped breathing
 - f The greatest challenge
 - g Re-evaluate
 - h Surrounding atmosphere
- 2 India was loud and frenetic; Nepal was quiet and peaceful, like a completely different world.
- 3 Not having to rush around but simply be able to do everyday things like sitting down and relaxing helps to recharge one's batteries.
- 4 His intention was to walk the Annapurna Circuit, which begins in Pokhara.
- 5 It is a three-week trek through undulating ground with very high peaks and deep gorges. There are magnificent views but also the risk of Acute Mountain Sickness (AMS) as well as the other problems such as blisters that cause problems for walkers.
- 6 It's not necessary to carry food supplies and cooking equipment, etc. as you stay in overnight accommodation on the way. The writer considers this a 'godsend' (something he greatly approves of) as carrying supplies for three weeks would make the journey considerably harder.
- 7 He usually likes to push himself to the limit and go as fast as he can. This is not a suitable approach for the Annapurna Circuit as it would increase the risk of AMS and also mean that he would miss the opportunity to take in the views and ambience of the area.
- 8 'Ups and downs' means 'trials and tribulations' as well as the literal sense of 'undulating'.
- 9 The writer begins with a comparison to India, which adds context to his post and allows him to compare and contrast the two countries at the beginning, to show how much he needs to slow down and acclimatise. This allows us to see how difficult it is for him, as he explains later on that he usually does difficult hikes. After he explains the terrain and the type of hiking available, he explains about the impact of tourism on the environment.

Page 11

Extension activity: Comparing texts from different times

Credit any appropriate comments that are supported by textual reference.

Page 12

Punctuation revision

1

Punctuation mark	Meaning
Exclamation mark	Used after an interjection to suggest strong emotions
Ellipsis	Used to show where a word or phrase has been omitted without changing the meaning
Dash	Used to show a break in the sentence and can be used instead of brackets or a colon
Hyphen	Used to join words or parts of words to indicate they are linked in meaning
Parentheses/brackets	Used to separate words that add extra information or explanation from the rest of the text

2 Learner's own answer

Pages 13–14

Literary techniques: euphemism, hyperbole and litotes

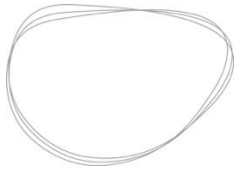
1 Learner's own response as these questions require learners to put ideas into their own words.
For example:

a She did not weigh much.

2 Learner's own response

Evoking experiences

- 1 Learner's own response: look for evidence of a range of emotive and sensory language to persuade the reader. The writing is written in the style of either a newspaper or website by using short headlines, an informative tone, a short intro paragraph and clear information. Some learners may use subheadings.
- 2 Learner's own response but as the writing is directed at a younger reader it could have an informal style with a balance of opinions.



Answers to Workbook 9

Note: It is expected that learners will use dictionaries and thesauruses in their answers to the questions testing understanding of vocabulary.

Chapter 2 Remembering and informing

Pages 17–19

Presenting information

- 1
 - a Impossible to travel through or pass by
 - b A place where the ship can be seen well
 - c Large obstacles; difficulties
 - d A difficult or scary situation
 - e Determined and driven (with a hint of good fortune)
 - f Fully stocked and loaded with supplies
 - g A steady stream of obstacles and difficulties
 - h Absolutely necessary
- 2 It was incredibly difficult, particularly physically, with such jarring movements of the ship.
- 3 Because it was a very monotonous and repetitive time of the voyage and may not make for interesting reading; he might want to forget about such a difficult time in an otherwise successful expedition.
- 4 To emphasise how small the ship is compared to the ocean and the difficulty of the waters.
- 5 He seems very fond of the ship and almost seems to admire it. In the last paragraph, he states that only the Roosevelt could have made the voyage, implying it is the best ship he has been aboard.
- 6 The use of 'soar' indicates a freedom of everybody's spirits and an immediate lightening of the mood. The weather (and therefore probably the sea) is now calm, people are singing and the climate seems warmer – it is in stark contrast to the difficulties of being aboard the ship in the first paragraph.
- 7 It is an accurate account of the voyage so using formal language makes it a more serious piece of writing. It also makes the account more objective – if he had written just about his feelings, it would be more like a diary and an emotional journey rather than an informative account of how the expedition unfolded. It was also written in the twentieth century, when using formal

language for autobiographies and memoirs was more commonplace.

- 8 Learners will form their own impressions, but responses may include that he seems to be a very reliable narrator of his account and a serious and experience explorer. He doesn't seem overly fazed by the difficulties of the journey and seems to take it all in his stride – indeed, there is no information about his feelings or emotions, which indicates he is a serious man. He does not mention any relationships with the crew so he may be a bit of a loner.
- 9 Learner's own response

Pages 21–23

Travel by Train

- 1
 - a The writer has used trains to travel to work (which requires him to dress formally) every day.
 - b Shuffle along the seat to look out of the moving train's window at the scene outside that passes as if it is part of a film
 - c Those who wish to travel as cheaply as they can
 - d Someone who is enchanted by the beauties of nature
 - e Pay an extra fee
 - f Obligatory/required
- 2 He is humorously imagining that, as a tourist, he has taken the seat of a commuter, to whom he apologises.
- 3 There is a continuous and varied view from the window; in general, trains in Europe are frequent and on time and, even if trains are delayed, as a tourist you are not in a hurry so you can enjoy the experience. Long train journeys allow you to meet and make friends with people from different countries.
- 4 Italian trains may depart on time but there is no guarantee that they will arrive when they should do – in fact, the 'ritardo' column on timetables implies that delayed arrivals are to be expected. The writer wonders why, in this case, the railway authorities don't simply revise the timetables to match what actually happens!
- 5 The article is aimed at North Americans visiting Europe – it is necessary to fly across the Atlantic before buying a train ticket.
- 6 People on a limited budget can save on hotel accommodation by sleeping on the train.
- 7 Sometimes there are last-minute alterations to train times, so it is important to check.
- 8 A ticket does not guarantee a seat so to ensure having one it may be necessary to pay a supplement for a seat reservation.
- 9 The main audience is North Americans visiting Europe. The references to 'budget-minded' and 'special offers' suggest that it is aimed at learners.

- 10 Credit any appropriate comment that is supported by textual reference.
- 11 Some people may prefer a more formal style for advice; some people may prefer only facts rather than opinion; some may prefer bullet-pointed text because it is easy to scan and consume. Others may find this style the most enjoyable because it is informal and easy to read – it also makes you feel that you are part of a travelling community.

Look for evidence learners have expressed their own personal response to the text.

Page 23

Editing skills revision

- 1 Answers should state that memoirs are a collection of memories, often linked to a larger theme; an autobiography is the story of someone's life written by that person and a biography is the story of someone's life written by someone else.

Page 24

Oxymorons

1

Word	Word	Oxymoron
living	baby	big baby
pretty	confused	clearly confused
big	choice	only choice
clearly	together	alone together
seriously	news	old news
original	dead	living dead
alone	secret	open secret
only	copy	original copy
old	funny	seriously funny
open	ugly	pretty ugly

- 2 Learner's own responses

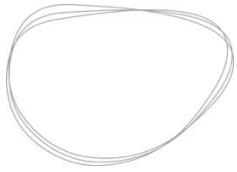
Page 25

Memories

Learner's own response but look for evidence that the memory has been planned, rehearsed and that a range of different techniques has been used to enhance the presentation of the memory, such as facial expressions or dramatic gestures.

Autobiographical writing

- 1 Learner's own response: look for evidence of the use of the first person and experiences that directly relate to the author.
- 2 Learner's own response but there should be clear evidence that the author has developed the facts about Robert Louis Stevenson and has presented them as if they were the character providing their own opinions and insights. It should be written in the first person and may use direct speech.



Answers to Workbook 9

Note: It is expected that learners will use dictionaries and thesauruses in their answers to the questions testing understanding of vocabulary.

Chapter 3 Writing to persuade

Pages 27–29

Informing and persuading

- 1
 - a Developed from
 - b To entertain us and take our minds off things for a brief time
 - c Very few opportunities to activate use of the brain
 - d Using the excuse of
 - e Decrepit and rundown
 - f Groups/people with a dubious reputation
 - g Infamous
 - h Without any thought of the consequences
 - i Easily damaged
 - j To avoid something deliberately in order to show disapproval of it
- 2 In earlier times travel was difficult and expensive. Now it is a lot easier to travel to see animals in their natural habitat and even if travel is not possible there are many opportunities to observe animals in the wild through television programmes.
- 3 Zoochosis is a mental state that affects animals as a result of being kept in a cage. There are various symptoms that include continually pacing round their cages, deliberately harming themselves, becoming increasingly aggressive, chewing bars and fences, and twisting their bodies into unnatural shapes.
- 4 Zoos focus on getting the animals to breed in captivity, especially because baby animals attract paying visitors; once the babies become adults they are less of an attraction and the zoo is left with more adult animals than it has space for.
- 5 The zoos sell off these unwanted animals to unlicensed zoos, circuses, livestock auctions and people who sell 'exotic animals' as pets. There is no control over how the animals are treated once they have been sold to these organisations and people.

- 6 This is the selling of some animals (for example, alligators or tigers) to people who want unusual pets.
- 7 Their health and well-being are often neglected with the result that they are starved or burned in fires; they may harm themselves by eating things such as plastic bags that visitors throw in their cages; they may be stolen by visitors.
- 8 Learners could choose any of the following:

- There is no excuse for keeping intelligent social animals in cages
- confining animals to cramped conditions
- mutilate themselves
- dilapidated roadside zoos
- reckless disposal of exotic animals
- slaughter
- vulnerable to a variety of dangers
- poisoned, left to starve, deprived of veterinary care, and burned alive in fires
- beaten, bludgeoned

The visceral language is forceful and highly effective at opening the reader's eyes to the realities of zoos. It is effective at persuading the reader because, though the words provoke emotive responses; for example, 'beaten' or 'bludgeoned', the language and tone itself is very matter-of-fact and formal.

- 9 The following relevant points should be included:
- Zoos are no longer necessary.
 - It is cruel to take animals from their natural habitat for human entertainment.
 - Conditions in zoos are cramped and the animals are deprived of privacy.
 - There is little opportunity for the animals to behave naturally.
 - There are limited opportunities for physical or mental exercise.
 - The main reason for keeping animals in zoos is to attract paying visitors – once the animals' appeal has gone they are discarded and sold on.
 - Zoos have no policy of lifetime care for their animals.
 - The animals are often badly treated or their well-being is neglected.
 - By not visiting zoos we deprive them of the money they need and so they will have to close.
- 10 Credit any appropriate comment that is supported by textual reference.

Pages 31–32

Come Together, to Save the Arctic

- 1
 - a Its magnificent appearance and evident vulnerability had a great effect
 - b Had a very powerful effect
 - c The human spirit/soul
 - d Entirely
 - e Mystifies
 - f A place where you are secure from harm
 - g Overwhelmingly attracted
- 2 It made us aware of how easily our world can be damaged by our own actions.
- 3 It helps to involve/engage the readers, who are likely to have heard of the writer in a different context. By writing about his personal memories he establishes himself with the reader as someone to be trusted, which makes it easier for the reader to accept the ideas introduced later in the article.
- 4 His main concern is that the ice that has covered the Arctic for thousands of years is now melting.
- 5 Man's use of fossil fuels, etc., which release carbon into the atmosphere, has caused global warming.
- 6 They are now taking the opportunity to search for oil in the Arctic regions where the ice has melted and to manufacture more of the fuels whose use has led to the melting of the ice in the first place.
- 7 Greenpeace wants to protect the North Pole by establishing a protection area around it where it would be legally forbidden for any drilling for oil to take place.
- 8 He wants to protect the wildlife of the Arctic, which is being threatened by loss of habitat.

Page 32

Writing

- 1 Credit any appropriate comment that is supported by textual reference.
- 2 Learner's own response

Pages 33–34

Verbs: participles and gerunds

- 1 Running – participle; the thief
- 2 Swimming – gerund; subject
- 3 Shouting – participle; introduces adjectival phrase describing the crowd
- 4 Swing – neither
- 5 Trespassing – gerund; subject
- 6 Singing – gerund; object of ‘enjoy’
- 7 Crying – participle; describes ‘child’
- 8 Fling – neither
- 9 Playing – gerund; object of ‘didn’t like’
- 10 Talking – participle; describes ‘friend’

Page 34

Pathetic fallacy

Learner’s own response, but there should be a clear distinction between the two descriptions through the language used to convey a positive atmosphere and a negative atmosphere.

Page 35

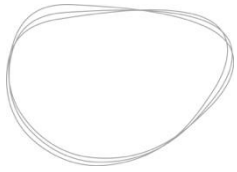
A persuasive argument

Learner’s own response: look for evidence of focused persuasion using a formal tone with the use of literary techniques where appropriate.

Page 36

Using language to persuade

Learner’s own response but look for evidence of their ability to be able to argue from different perspectives and support their opinions with facts or evidence.



Answers to Workbook 9

Note: It is expected that learners will use dictionaries and thesauruses in their answers to the questions testing understanding of vocabulary.

Chapter 4 Painting pictures

Pages 38–39

Describing places

- 1 a Happened to walk past unplanned
 b Regretted; mourned over
 c Brave and courageous acts
 d Keep the invitation to self; don't invite anybody
 e Used mother's lap as a pillow; found a comfortable place to rest
- 2 Learner's own response, but will include themes of calm, quiet, solitude, companionship, simplicity.
- 3 Learner's own response, but may include ideas such as the following: it paints a romantic, idyllic picture of quiet, family life; it creates a setting of close family bonds being integral to the community.
- 4 To invite neighbours for supper.
- 5 Learner's own response, but will include themes of happiness, respect for elders, love of storytelling, family belonging.
- 6 It shows her and her community's connection to the land; it shows how silent the tent is in respect of listening as all she can hear are the animals outside; it contributes to an atmosphere of calm and happiness, being at one with nature.
- 7 Learner's own response
- 8 Learners will have their own ideas but may include the following: it makes her feel as though she is special; she feels connected to nature; 'peeped' adds an idea of curiosity and being cheeky.
- 9 Learner's own response, but most learners will say yes – there is still an atmosphere of calm: even though the tent is full of people, the narrator and her mother are still extremely close; nature is still referenced a lot.
- 10 Learner's own response

'The Listeners'

- 1 a Chewed/ate
 b Covered in ferns
 c Struck
 d Concerned/confused
 e Crowding round
 f Listening to
- 2 It is a dramatic opening. The reader wants to read on to see if there is an answer.
- 3 He is anxious; lonely; puzzled; concerned that he kept his promise.
- 4 He is alive – the house appears to be occupied by the spirits of the dead.
- 5 Credit any appropriate speculation which is supported by textual reference.

Pages 43–44

Extract: 'The Prelude'

- 1 a Something done secretly/without wanting to be discovered
 b As far as can be seen
 c As if it was charged with the power to think and make decisions
 d Feeling(s) that could not clearly be described or defined
 e The state of being alone
 f Emptiness of mind resulting from the departure of familiar associations
- 2 Led by his love of nature, the poet approaches the edge of a lake and borrows a boat (without permission). He rows out into the lake towards the other shore, where he can see a 'craggy ridge' on the horizon.
- 3 As he goes further across the lake, he becomes aware of a great mountain looming up from behind the ridge, which appears to be threatening him.
- 4 The huge mountain appears to rise up like an angry giant and threaten the poet for breaking into his privacy. The poet tries to escape its pursuit by rowing desperately with trembling hands until he reaches the shelter of a willow tree by the shore.
- 5 The poet is left confused and dazed by the experience. He is made aware of the awesome power of nature and realises that there are greater forces present in the world than he had previously thought. This experience has altered his perception of the world around him and, as

part of the process of growing up, he now understands that Nature is powerful and potentially dangerous as well as being beautiful and comforting.

- 6 Credit any appropriate comment which is supported by textual reference.

Pages 45–49

Literary devices

Alliteration

- 1–3 Learner's own responses

Line and sentence openers

- 1–5 Learner's own responses

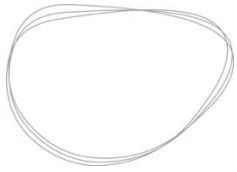
Synonyms

- 1 The purpose of this exercise is to encourage learners to think about the different shades of meaning contained in the words. It is suggested that they use both a dictionary and a thesaurus to help them to appreciate the precise meaning of each word, and then use the word in a sentence that reflects that sense.
- 2 Learner's own response

Page 49

Descriptions

- 1 Learner's own response: look for evidence of language being used for effective emotive and creative word choices to create atmosphere, as well as a variety of different sentence types to build the imagery and imaginative use of punctuation for effect.
- 2 Learner's own response in creating an appealing description that should also have a persuasive quality so the animal can attract money from the potential donors to the website.



Answers to Workbook 9

Note: It is expected that learners will use dictionaries and thesauruses in their answers to the questions testing understanding of vocabulary.

Chapter 5 Advertising

Pages 52–54

Different kinds of advertisements

- 1
 - a The deliberate spreading of the ideas of an organisation to persuade the public to follow them
 - b New and original
 - c Artistic or literary technique which exposes and ridicules follies or vices
 - d Artistic paintings on walls of buildings
 - e The process of producing a picture by taking an impression from a specially prepared piece of stone
 - f Complex or intricate
 - g Artists who are paid for producing work for which they have been previously commissioned
 - h Confidence/positive outlook
 - i Things that exist for only a very short time (and are then forgotten)
- 2 They should be innovative/original; they should be skilfully produced; they should shock/challenge their audience.
- 3 A satirical approach is likely to attract attention initially by amusing or shocking the audience – once they are engaged then they are in a position to take note of the message that is being conveyed.
- 4 It made mass production of posters easier; it facilitated the use of colour.
- 5 They encouraged people to help the war effort by investing in savings bonds, etc. and also to make savings in the use of products the supply of which may have been restricted because of war.
- 6 Art influenced posters and posters influenced art in the nineteenth century. In particular, art in the nineteenth century used innovative techniques which influenced poster design, and much art and folk art produced pictures focused on 'ordinary people'. Such images were borrowed by poster artists to represent large groups of ordinary people consenting to/being content with

government policies.

- 7 Humour was increasingly used.
- 8 Cinema/films, radio broadcasts and pamphlets
- 9 The following relevant points should be included:

Development:

- The use of lithographic printing helped mass production
- Posters were originally text-based but soon started to use pictures, colour and satire
- Increased use of humour in posters
- Use of social media
- Development of street art

Purpose:

- To promote circuses/advertising in general
- Political purpose – war recruitments, etc.
- Propaganda – promoting government policies
- Promoting trade
- Anti-authority campaigns

- 10 Credit any appropriate comment that is supported by textual reference.

Pages 56–57

Extract: Xanadu Holiday Village, Pyrénées-Atlantiques, France

- 1 a the most recent type [of something]
b made for a particular use
c amply provided for
d there is something for everyone
- 2 Holidaymakers – especially families looking for a range of suitable activities/facilities for both adults and children of different ages
- 3 Self-catering facilities; emphasis on safety – lifeguards, etc.; range of water activities/facilities; supervised and organised children's activities in the Pleasure Dome; table tennis room; barbeque; nearby attractions
- 4 Credit any appropriate comment that is supported by textual reference.
- 5 Theatres, restaurants and nightclubs; balloon rides and boat cruises; deep-sea fishing; golf at championship courses; shopping/designer boutiques.

- 6 They are patrolled by lifeguards.
- 7 Credit any appropriate comment that is supported by textual reference.
- 8 Credit any appropriate comment that is supported by textual reference.

Pages 58–59

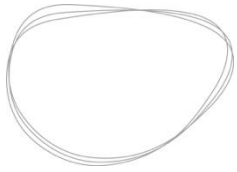
Figures of speech: euphemisms

- 1
 - a of uncertain years – older
 - b pre-owned – second-hand
 - c stretch the truth – lie
 - d between jobs – unemployed
 - e economical with the truth – presents misleading information/lies
 - f still has room for improvement – is not very good
 - g lively and challenging – disruptive
 - h no longer with us – dead
 - i follically challenged – bald
 - j rough around the edges – run-down/unkempt
- 2 Learner's own response

Page 60

Creating your own advertisements

- 1 Learner's own response: look for evidence of imaginative use of persuasive techniques for the targeted audience. A range of rhetorical devices such as imagery, contrast, repetition and hyperbole has been used to ensure the advert is effective.
- 2 Learner's own response: look for evidence that opinions are supported with clear examples.



Answers to Workbook 9

Note: It is expected that learners will use dictionaries and thesauruses in their answers to the questions testing understanding of vocabulary.

Chapter 6 A good story

Pages 62–64

Detective stories

- 1 a Recreate the memories of what he thought and saw
 - b (Everything was) rather strange and unusual
 - c Without understanding
 - d Something which occurred to him to do after his original action
- 2 He wanted to recreate the circumstances exactly as they were on the previous day and so he was more concerned to do this than to worry about the door at this point.
- 3 He thought that Cayley wanted to be doing something rather than just standing around with the body.
- 4 Bill made a lot of noise but Cayley did not.
- 5 Bill suggested that perhaps Cayley had closed the door when he went out.
- 6 He was worried because he couldn't work out why the shadow had moved on the previous day.
- 7 When the door was open the sunlight came directly into the room; when the door was shut the shadow moved across the room. Antony could not work out why the shadow only moved later on the previous day so he asked Bill to go and shut the door to confirm that his ideas were correct.
- 8 Bill realised that Cayley must have left the door open at first and then come back to shut it, which is why the shadow did not move straightaway.
- 9 The following relevant points should be included:
 - Antony was in the adjoining room looking out of the window.
 - Cayley entered and stood behind him.
 - Both men went into the office.
 - They found the body on the floor.
 - Antony knelt by the body.

- Cayley went to fetch water and a handkerchief.
- He returned to close the door as an afterthought.
- He went to the chest of drawers in the bedroom.
- He returned with a sponge and a handkerchief.
- Antony watched Cayley as he walked out of the room.
- He saw Cayley leave the door open.
- He saw a shadow move on the wall.

10 Credit any appropriate comment that is supported by textual reference. The following points are provided for guidance:

- Cayley was with Antony when he found the body – this might suggest that he was not the murderer.
- However, Antony was surprised by Cayley's appearance behind him, which might suggest that he had sneaked up and was deliberately joining Antony to dispel any suspicion.
- Cayley left the room to get water – a pointless errand as the man was dead – perhaps this suggests that he needed to hide something from Antony.
- Cayley made no sound when he went to get the water and came back to close the door as an afterthought (both suspicious actions as perhaps he was trying to conceal something).

Pages 65–68

Introducing characters

- a Ripe at the moment it is best to eat
 - b Untidy; out of control; untamed
 - c In my imagination
 - d Dotingly; loyally
 - e Tolerance; self-control; good spirit
 - f Tangled; uncombed
- Because she gets a fruit for her.
- The Red Girl is very athletic; she is adventurous and doesn't want to just throw stones like the other girls; she doesn't act in the conventional ways of other girls and is not scared to break the rules.
- She notes the colour very specifically; she details how unruly her hair is; she implies she cannot take her eyes from it because she is watching the Red Girl's hair as she walks past her and describing it vividly; she notes that it seems alive and is clearly drawn to it.
- She seems rebellious and adventurous; she is someone who sometimes might get into trouble; the image of the flames makes her seem dangerous and enticing, and implies she is full of life.

- 6 She is a somewhat childlike with her imagination; she really wants the Red Girl to like her; she wishes herself to be powerful; she wants to tame the Red Girl in some way.
- 7 The range of sentence types give the extract a lot of energy – longer, complex sentences are used to describe the Red Girl to convey admiration and enticement.
- 8 Learner's own response, but should convey that the narrator is Annie John, who remembers seeing a girl for the first time when she is with her mother and calls her the Red Girl. She imagines rescuing her from a house on fire. Her hair is very untidy. When she is trying to get a guava from a tree, the Red Girl comes and climbs the tree to get it for her. The narrator thinks the girl is very intriguing and clearly admires her. She describes her appearance vividly, even the way she smells. She admires her because she is fearless and does not care about looking clean and tidy; she cares about adventure and climbing trees.
- 9 Learners' own responses
- 10 Words she uses, such as 'unruly', 'forcibly twisted', 'amphibian', 'broad, flat fee', 'dirty' 'matted and tangled', 'ten anthills of dirt under them' reveal the narrator to be a bit critical – she is blunt about how unclean and untidy the Red Girl is. However, she also seems to admire this about the Red Girl at the same time, as if she might wish to be that free too – 'an unbelievable, wonderful smell', 'how right I had been to take some special notice of her the first time I had seen her'.
- 11 Learner's own response, but they should convey that Annie's mother would be disapproving; she might tell her off.

Pages 68–69

Synonyms and etymology

- 1
 - a Answers that suggest a mother caring for a baby shortly after birth
 - b Answers that suggest methods or principles that are based on science
 - c Answers that suggest telling or expressing the truth
- 2
 - a Suggestions: caring, nurturing, loving ...
 - b Suggestions: technical, factual, empirical ...
 - c Suggestions: honest, trustworthy, genuine ...

Page 70

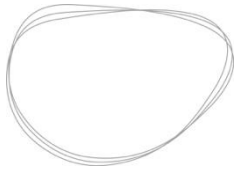
A short story

- 1 Learner's own response: look for evidence that the learner has continued in the same vein as the short story they have chosen by using language that conveys and continues the atmosphere of the piece.
- 2 Learner's own response: look for evidence of a well-planned and structured short story with a beginning, development of the plot and characters and a suitable ending. Suspense and mystery

should be developed through the plot to engage the reader.

Dialogue

Learner's own response but the learner must develop the character through the dialogue they choose and then enhance this through dramatisation. The evidence for this will be if the audience can describe their understanding of the character.



Answers to Workbook 9

Note: It is expected that learners will use dictionaries and thesauruses in their answers to the questions testing understanding of vocabulary.

Chapter 7 Exploring complex themes

Pages 71–75

Exploring themes

- 1 Practical activity
- 2 It makes the idea of the bird in the cage sadder and more cruel – the hopefulness of the first bird singing in freedom is a cruel reminder other birds are free outside while this bird is in the cage.
- 3 The simile of ‘the river flows like a stream of glass’ evokes clear, calm water that is delicate and beautiful; the use of rhyme gives a steady rhythm to the poem that mirrors the monotony of being endlessly stuck in a cage. In contrast, the use of rhyme also makes the verse seem happier and masks the gravity of the overall metaphor of imprisonment; the use of sibilance and alliteration in the third line evokes the sound of wind in the grass and brings the image alive to the reader.
- 4 In the first verse, the descriptions of the outside world show how cruel the imprisonment of the bird is because the world seems so hopeful and beautiful. In the second stanza, the mention of blood is jarring and shocking as it contrasts with the softer, more positive language of the first stanza.
- 5 It evokes the idea the bird might once have been free because it is used to swinging on a bough – or at least, it knows deep down that it ought to be outside the bars of the cage and on a bough out in the open. The ‘old, old scars’ imply the bird has been there a long time.
- 6 Underline ‘When he beats his bars and he would be free’; ‘a prayer that he sends from his heart's deep core’; ‘I know why the caged bird beats his wing / Till its blood is red on the cruel bars’; ‘For he must fly back to his perch and cling’. The personification makes the bird more relatable; it gives it human qualities of strength that it is trying to use to be free.
- 7 He is trying to impress upon the reader that he feels the same as the bird in the cage; he feels imprisoned in some way; he feels he must fight for his freedom; he feels there is more beautiful world for him outside his own cage. The repetition tells us that he thinks about this problem often; it feels incessant for him.
- 8 The metaphor of the caged bird could represent the racial injustices that people of colour faced when the poem was written; the metaphor is a way to get people to empathise with how he feels without having to describe his own emotions: he describes them through the image of the locked-up bird to give us a sense of what it feels like to live without freedom and how

tormenting it is.

- 9 Learner's own response, likely to include discussion of freedom, human cruelty, injustice, sadness and nature.
- 10 Learner's own response
- 11 Learner's own response – they may touch on ideas of smelling and hearing the beauty of the outside world while feeling lonely and sad at being trapped forever in the cage.

Pages 76–77

'A Dream Within a Dream'

- 1
 - a Confess openly and tell you what I feel
 - b Who considers something in a specific way
 - c Afflicted by the attack of the rough sea (suggesting mental anguish)
 - d Cruel (suggesting that the wave is the cruel wave of time)
- 2 The poet's partner has left him/the romance is over/a relationship or affair has come to an end.
- 3 The grains of sand represent reality and holding on to his love but they are slipping away, in the same way as his relationship.
- 4 Credit any plausible answers, such as he is questioning the meaning of his experience/why things happen/his understanding of what happens.
- 5 Credit any plausible answers that are supported by details from the text. Poe is exploring reality and what that means for him, but the poem doesn't really answer the question.

Page 78

'Listen'

- 1 Credit any appropriate comment that is supported by textual reference; e.g. the wings were lighter than eyelashes, which suggests they barely made a sound and would only be heard if the listener was really concentrating. The impression is of a feather-light brushing sound.
- 2 They are moving gently in the breeze.
- 3 Credit any plausible descriptive answers.

Page 79

Extension activity: Linking complex themes

- 1, 2 and 3 Learner's own response: there should be a freedom to write the poem of a complex theme in any style they choose. Look for evidence of the use of colloquialisms to enhance their creative writing.

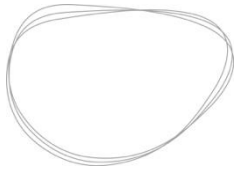
Pages 80–81
Colloquialisms

- 1 a pinch of salt – The teacher did not believe my reason for not doing my assignment.
- b I felt really cheesed off – I felt very annoyed and disappointed when he gave me a detention for not handing in my work
- c flog – I was given a new games console for my birthday so I tried to sell my old one to my best friend.
- d full of beans – My young sister was very excitable when she came back from her friend's birthday party.
- e make waves – Although I disagreed strongly with the speaker's point of view I thought it best not to cause any disturbance at the meeting.
- f take forty winks – I decided to have a short rest before after I came home from school and before I went out to the cinema with my friends.
- g strike while the iron was hot – My mother was in a very good mood so I decided to take the opportunity and ask for an increase in my pocket money.
- h a dab hand – I watched the cook rolling out the pizza dough; he was an expert at it.
- i a piece of cake – 'It was very easy,' said the winner of the marathon. 'I had no one near me for the last five miles.'

Page 81
Creating your own poem
Learner's own response

Page 82
Discussing a complex theme

Learner's own response: look for evidence of a balanced discussion with both pros and cons and each being supported by pertinent evidence. The discussion should be well structured with an introduction introducing the theme, the discussion and a conclusion that may offer a reasoned opinion.



Answers to Workbook 9

Note: It is expected that learners will use dictionaries and thesauruses in their answers to the questions testing understanding of vocabulary.

Chapter 8 Bringing it all together

Page 84

Different places

- 1 Credit any plausible answers that relate to the text
- 2 Credit any plausible answer that relates to the text

Pages 87–88

Extract: 'Living in Delhi: an expat guide'

- 1 Credit any plausible answers that relate to the text
- 2 Credit any plausible answer that relates to the text.
- 3 Learner's own response
- 4 Learner's own response

Pages 89–90

Simple, compound, complex and compound-complex sentences

- 1
 - a A simple sentence consists of only one clause, with a single subject and predicate.
 - b A compound sentence has more than one subject or predicate and is made up of two independent clauses joined by a coordinating conjunction (for, and, nor, but, or, yet, or so).
 - c A complex sentence has one independent and at least one dependent clause.
 - d A compound-complex sentence is a sentence with at least two independent clauses and one or more dependent clauses.

Sentence	Simple	Compound	Complex	Compound-complex
Although the weather has been dry recently, the ground is still too wet to plough.			✓	
The girls sang and the boys danced.		✓		
Before Advika went to the shops, she cleaned the kitchen and brushed out the fireplace.				✓
I saw Rashir but he didn't see me.		✓		
Do you like plantain?	✓			
Although Arun likes to bake bread, he hasn't had time to do it lately and doesn't have anyone to share it with.				✓
We drink mango juice every morning.	✓			
Fatima would like to see the Amazon but will never go where it is that hot and wet.			✓	

Page 91

Correcting errors

- 1 My grandmother was related to the President's grandmother's cousin.
- 2 This is a straight competition between you and me.
- 3 The acrobat had no difficulty in doing it.
- 4 The leading runner was not giving way to anybody.
- 5 Lee asked me what I was eating.
- 6 My brother was sure that he would have won the race if he had not fallen over.
- 7 The teacher asked me if I was capable of doing the question.
- 8 The Principal was sitting at/behind his desk when I opened the door.
- 9 I have been at this school for five years.
- 10 Which is the older of the two sisters?

Extension activities: An interview and an adventure story

- 1 Learner's own response: look for evidence the dialogue gives the reader a clear insight into how the character feels and views the world.
- 2 Learner's own response: look for evidence that a range of skills is used to develop a well-planned and edited adventure story. The plot should maintain the reader's interest and there should be a range of different sentence types to aid flow and pace within the writing. Word choices and punctuation for maximum effect should also be evident.