Chapter 1

Pages 6–7

How writers create effects

1 Learner’s own responses but look for answers similar to ‘spooky’.

2 Learner’s own answers

3 a compound
   b It links the two standalone clauses without saying that one is caused by the other, and keeps the sentences feeling short as the narrator sees it all in snapshots

4 a adverb
   b adjective
   c ‘Stealthily’ gives the impression the character is tiptoeing or gliding silently along, indicating they wish to be quiet, and ‘unpleasant’ tells the reader that the character is not enjoying themselves. The word choice gives an insight into their personality – this character is possibly easily spooked, but courageous in continuing their journey all the same.
   d Answers will vary. For example: ‘I went gleefully forth on my exciting journey.’ The atmosphere is now one of happy excitement, with no tension or difficulty

5 indescribable

6 I had never smelt … cannot describe it.

7 He finds the atmosphere distasteful and abominable. This feeling is caused by the icy cold and the indescribable odour.

8 He checks to see if anyone is hiding in the cupboards and corners. He closes the door and leaves.

9 The narrator’s sense that someone was present; the faint sound; the odour; the cold in the room; the chill musty air; the description of the shadowy room; the dark; the description of the odour and how the narrator found it abominable could all be mentioned in an answer.
Pages 9–10
‘Niagara Falls’

3 personification

4 chattering and leaping
   joyful fingers of spray
   foreknowledge of their fate

5 Giving the falls human emotions helps us understand what we should feel while we look at it. It makes the chaos seem exciting and wonderful because that’s how the water ‘feels’.

6 a publish or proclaim
   b fun
   c being aware of something before it happens
   d carried

7 The sentence is very short to show an abrupt change. He starts with ‘but’, which shows that the next paragraph will be about something different.

8 The currents and the movements of the waters give the impression that there is no sense of order in their movement. Successful responses to the second part of the question will select appropriate vocabulary suggesting the manic energy of the Falls from paragraph 1 and may attempt to contrast them with words and phrases from paragraph 2 that convey the majesty and grandeur of the waters.

9 Credit any comments that successfully explain the descriptive effects created by the writer.

Page 12
‘The Way Through the Woods’

1–2 rhyme: helps create a sense of romance/magic in nature – it’s ‘meant to be’ there – or the beat/feet mimics the sound of the horse

   enjambment: e.g. ‘through the woods / seventy years ago’: it feels like an abrupt change, just like shutting a road

   caesura: e.g. ‘That, where the ring-dove broods’: learners may suggest that the pauses in the lines make the poem more dramatic or spooky.

   sibilance: e.g. ‘the swish of a skirt’: helps us imagine the sound of the skirt swishing

   assonance: e.g. ‘only the keeper sees’ or ‘hear the beat of a horse’s feet’: the repeated vowel sounds reinforce the rhythm of the line, giving the impression that what is being described is steady but powerful and irresistible

   repetition: e.g. ‘road through the woods’: the repetition changes slightly and by the end it has changed from ‘there was once a road’ to ‘there is no road’ to show that nature took over.
3 Learner’s own response

4 Answers might include:

- There are lots of long vowel sounds in the descriptions of the wood, which makes it feel slow and calm.

- The rhyme and rhythm in ‘beat of a horse’s feet’ is a different, quick sound, which feels like a horse galloping quickly.

- The enjambment and caesura of ‘Only the keeper sees / That …’ shows that the ‘keeper’ doesn’t really fit into the woods, like the line doesn’t fit into the poem.

- The second verse is one long sentence, which shows nature completely taking over and so by the end ‘there is no road’.

Page 13–14
Compound and complex sentences

1 a clause 1: I was ...
   clause 2: when a ...
   The order of the clauses is the same as the events: he was doing something and the ‘when’ clause shows what happened to stop him.

b clause 1: the spray ...
   clause 2: all but a little ...
   clause 3: which drifts ...
   clause 4: and wanders ...
   clause 5: and so vanishes.
   The long sentence has lots of clauses, which drift like the mist. The last clause is short to show the sentence vanishing like the mist does.

c clause 1: Weather and rain ...
   clause 2: And now you would never know ...
   clause 3: Before they planted ...
   The clauses are linked by a comma, elongating the sentence. The structure of the sentence works well in the poem as it adds rhyme in each clause (‘rain’ and ‘again; ‘know’ and ‘road’). The sentence is long and winding, mirroring the old road.

2 a Last week I went to the beach; the weather was hot, but the waves weren’t high enough to surf.

b There was once a road through the woods – I remembered it after I had passed the old entrance, when I was walking last weekend.
Page 14
Punctuating compound sentences

1  a  I was really thirsty, I went to the kitchen to get some water.
  b  Marie moved to Berlin, she really liked her new job.
  c  Jimi’s bicycle tyre needed changing, he fixed it the next day.
  d  Paula wasn’t sure when the shop opened, she needed to buy bread.

2  Answers may vary: examples are given below.
  b  Marie moved to Berlin: she really liked her new job.
  c  Jimi’s bicycle tyre needed changing; he fixed it the next day.
  d  Paula wasn’t sure when the shop opened: she needed to buy bread.

Page 15
Vocabulary

1  Example sentences provided below: accept any that demonstrate learner’s understanding of correct meaning of each word.
  a  decent: generally acceptable, appropriate: Delilah made a decent attempt at cleaning up the mess.
      descent: moving downwards: The aircraft made a rapid descent.
  b  disinterested: having no interest or concern in something: The shopkeeper was disinterested in whether I had enough money to pay my rent: he only wanted the payment for his goods.
      uninterested: not interested or concerned: Sanjeet was generally disinterested in the mischief caused by his brother.
  c  fourth: something that is at position number four in a sequence: It was the fourth day in a row that Ben had forgotten his tie.
      forth: away from a starting point: The walkers set forth from the camp early in the morning.
  d  imply: shown by suggestion rather than being explicit: The holes in my shoes imply that I have walked a long way in them.
      infer: deduce from evidence and reasoning: I infer from the holes in my shoes that I have walked a long way in them.
  e  incidence: the rate or frequency of something happening: There is a high incidence of accidents at the road junction.
      incidents: an event or occurrence: There has been an incident just outside the hospital.
  f  loose: not firmly or tightly fixed: This pair of trousers is too loose.
      lose: no longer have something: Did you lose your keys this morning?
Describing a place
Learner’s own response: look for evidence of literary techniques such as metaphors, similes, onomatopoeia and sibilance, as well as a range of sentence types and language that appeals to the senses.
Chapter 2 Express yourself

Pages 17–18

Historical records

1  a  solitude: being alone
    b  unintelligible jargon: words or expressions that are impossible to understand
    c  suffered: experienced something bad or unpleasant
    d  a medley crew: a varied group of people
    e  Hamburgher: person from Hamburg (not food!)
    f  riband: ribbon

2  They were discussing the times they had spent together in earlier years (when they were growing up).

3  A clear moonlit night gave way to thick fog that made the ship’s deck wet and slippery; the sun came up (at about 10a.m.) and dispersed the fog.

4  He went to look for lodgings.

5  She guarded the luggage and observed the other travellers.

6  the hats/caps they were wearing; the detailed descriptions given by Dorothy and the use of humorous similes

7  Credit any sensible inference that makes reference to details contained in the passage.

Pages 19–20

Twelve Years a Slave

1  He was looking for employment and was introduced to them by an acquaintance who mentioned he was a good violin player.

2  to take up her usual position in the kitchen at Sherrill’s Coffee House

3  It indicates he was a well-educated person. The use of ‘shrewdness’ indicates that Solomon may consider him calculating or using his intelligence in a measured way.

4  Solomon uses formal language since this is a memoir designed to inform readers of his experience. Dorothy’s extract is less formal as the intention, as a journal, is less clear and may not have been intended to be read so widely.
5 He remembers the day in general, meaning it holds significance for him, but he cannot remember specific details such as who the acquaintance was who introduced him to the two men. ‘I have the impression’ also indicates he is not entirely sure he is remembering events exactly as they occurred. This, along with ‘in vain endeavoured to recall’ also indicates he has been reflecting on this memory many times in the hope it might become clearer.

6 It is an archaic version of ‘for all I know’, meaning there is some uncertainty as to the current state of events.

7 Solomon uses formal language and plays violin, showing he is an educated man in society. In seeking employment to look after his family, he shows he is hard-working and responsible. The fact that his wife is working 20 miles away also shows she is hard-working and willing to travel a long distance to earn her living.

In describing the appearances of the two men he meets so fully, it indicates that dress was a good measure of standing in society. As they were both wearing hat and coat, it indicates they were wealthy-looking men. In trying to recruit Solomon for their business, it also leads us to believe they are wealthy and of high standing.

The formal language also indicates that interactions at that time were also formal, for example ‘stating, at the same time, I was just such a person as their business required’ is written in the way the two men would have spoken, implying a formal, business-like tone.

8 Learners will write their own responses but look for ideas including:

- the purpose of the extracts is very different, even though they are both first-hand accounts
- Solomon gives a very detailed, measured reflection, knowing that some details are hazy, while Dorothy details the things that are interesting to her personally
- they both discuss the dress of people they encounter, but Solomon in more detail
- the context of Solomon’s passage evokes sympathy because we know the two men have a hand in his entrapment – this makes us sympathise with Solomon as a ‘character’ and likely makes the two men appear even more calculating.

Pages 21–22

Punctuation: dashes, hyphens and commas

1 The summer evenings were long. It was not dark, yet. Presently Tom checked his whistle. A stranger was before him – a boy a shade larger than himself. A new-comer of any age or either sex was an impressive curiosity in the poor little shabby village of St Petersburg. This boy was well dressed, too – well dressed on a week-day. This was simply astounding. His cap was a dainty thing, his closebuttoned blue cloth roundabout was new and natty, and so were his pantaloons. He had shoes on – and it was only Friday. He even wore a necktie, a bright bit of ribbon. He had a citified air about him that ate into Tom’s vitals. The more Tom stared at the splendid marvel, the higher he turned up his nose at his finery and the shabbier and shabbier his own outfit seemed to him to grow. Neither boy spoke. If one moved, the other moved – but only sidewise, in a circle; they kept face to face and eye to eye all the time.
2 a The teacher, who was leading the trip, counted the students on the bus.
In the first sentence there might be more teachers than just the one leading the trip.

b The cat, which was hungry, was chasing the mouse.
The second sentence only describes one cat. There might be many cats in the first sentence but only one of them is hungry.

c Paul finally bought the bicycle, which he had been dreaming of riding.
[Note that you should not use ‘that’ after a comma for a non-defining adjectival phrase.]
In the first sentence, Paul has only been dreaming about one bicycle. In the second, he may have been dreaming about lots of bicycles and he has bought one of them.

Page 23
Balancing connectives

1 Some people might say ...
   but ...
   Having said this ... I must admit that ...
   although usually
   although you could argue
   although in general
   it is possible that ...

2 Possible answers include:
   on the one hand/on the other hand
   you could argue that
   despite
   however
   still
   in contrast

3 Learner’s own response

Page 24
A diary entry

Learner’s own response
Chapter 3 The making of myths and legends

Answers to Workbook 8

Pages 26–27
A modern myth

1 Any creatures which live in remote or forbidding places would need to be very strong and well adapted to the area. They might like to keep away from humans.

2 Stories of the Yeti bring tourists and their money to Nepal; the creature is also looked on by the people as something mythical to be worshipped.

3 It looked like a human being; walked upright; wore no clothes.

4 Yetis are never found by people who deliberately go looking for them; reports of their appearance come only from people who see them accidentally.

5 They followed the tracks in the snow but lost them when the snow turned to ice which was too hard for footprints.

6 They could not relate the photographs to any known creature so assume they must have been of a monkey or bear.

7 The creature in the photographs is clearly walking on two legs while the creatures suggested by the scientists walk on all fours.

8 Credit any appropriate comments supported by textual reference.

Pages 28–30
A traditional legend

1 beneath the Earth

2 a great tree whose branches would cover the whole world

3 They were content and all creatures lived together with no disagreement.

4 It was tall/had a long neck; it was inquisitive.

5 They were to live in peace and harmony; they should talk and listen to each other; the humans should not make fire.

6 They were cold and were afraid that the sun would not come back.

7 The animals too became afraid when they heard what was said; they feared they would freeze to death.
8 The animals ran away because they were scared of the fire; they were further scared because they could hear only shouts when the humans called to them and could no longer distinguish between words and shouts.

9 Credit any appropriate comments supported by textual reference.

10 Plot – people and animals used to live beneath the Earth. Kaang created a tree on the surface of the Earth and invited people up to see the wonders of the Earth. He made them abide by some rules to ensure harmony and safety, one of them being never to make fire. At night, the people grew scared of the dark and the cold and lit a fire. This scared the animals away and they have not been able to communicate with them since.

Characters – Kaang, people, animals

Setting – the Earth (it starts beneath the Earth’s surface then moves on to the surface)

Theme – the theme of the story is listen to instructions and work in harmony with others

Extension activity: Comparing the features of myths and legends

Learner’s own response

Pages 31–32

Vocabulary: suffixes

1

<table>
<thead>
<tr>
<th>Suffix</th>
<th>Meaning</th>
<th>Example</th>
<th>Two more examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>-age</td>
<td>action/process</td>
<td>passage</td>
<td>manage, forage</td>
</tr>
<tr>
<td>-ette</td>
<td>making smaller/less senior</td>
<td>kitchenette</td>
<td>maisonette, baguette</td>
</tr>
<tr>
<td>-ile</td>
<td>relating to/capable of</td>
<td>agile</td>
<td>exile, futile</td>
</tr>
<tr>
<td>-like</td>
<td>resembling/characteristic of</td>
<td>childlike</td>
<td>catlike, dreamlike</td>
</tr>
<tr>
<td>-logy</td>
<td>study of/science of</td>
<td>biology</td>
<td>geology, theology</td>
</tr>
<tr>
<td>-phile</td>
<td>lover of</td>
<td>bibliophile</td>
<td>Anglophile, Francophile</td>
</tr>
<tr>
<td>-phobia</td>
<td>abnormal fear of</td>
<td>claustrophobia</td>
<td>agoraphobia, arachnophobia</td>
</tr>
<tr>
<td>-sect</td>
<td>cut</td>
<td>bisect</td>
<td>dissect, intersect</td>
</tr>
<tr>
<td>-ure</td>
<td>action/condition</td>
<td>closure</td>
<td>enclosure, erasure</td>
</tr>
<tr>
<td>-wise</td>
<td>in the manner/direction of</td>
<td>clockwise</td>
<td>anticlockwise, timewise</td>
</tr>
</tbody>
</table>

2 Accept any suitable answers.
Page 32

Vocabulary: plurals

1  a

<table>
<thead>
<tr>
<th>Singular form</th>
<th>Plural form</th>
</tr>
</thead>
<tbody>
<tr>
<td>boy</td>
<td>boys</td>
</tr>
<tr>
<td>potato</td>
<td>potatoes</td>
</tr>
<tr>
<td>lady</td>
<td>ladies</td>
</tr>
<tr>
<td>elf</td>
<td>elves</td>
</tr>
<tr>
<td>woman</td>
<td>women</td>
</tr>
<tr>
<td>tomato</td>
<td>tomatoes</td>
</tr>
<tr>
<td>matrix</td>
<td>matrices</td>
</tr>
<tr>
<td>roof</td>
<td>roofs</td>
</tr>
<tr>
<td>thief</td>
<td>thieves</td>
</tr>
<tr>
<td>sheep</td>
<td>sheep</td>
</tr>
<tr>
<td>syllabus</td>
<td>syllabuses</td>
</tr>
</tbody>
</table>

b Learner’s own responses

2  a possessive

b possessive

c possessive

d plural

e both

f both

Page 33

Creating a myth or legend

1 Learner’s own response: look for evidence of strong characters and plots, like traditional myths. Some learners may write in an oral way to pay homage to the fact myths were passed on through word of mouth.

2 Learner’s own response
Answers to Workbook 8

Chapter 4 This is vital

Page 34
Persuasive text

1  a  to persuade young people to follow road safety rules when crossing roads and using public transport
    b  school children
    c  The text is reliable as it comes from a UK government source on road safety rules and is therefore likely to be more trustworthy than other sources on this subject.

2  Answers may vary. Learners should justify their responses.

<table>
<thead>
<tr>
<th>Text types</th>
<th>Novel</th>
<th>Essay</th>
<th>Report</th>
<th>Letter</th>
<th>Leaflet</th>
</tr>
</thead>
<tbody>
<tr>
<td>Text features</td>
<td>a, c</td>
<td>a, c</td>
<td>a, b, d, e, f, g, h, i, j, k</td>
<td>c</td>
<td>a–k</td>
</tr>
</tbody>
</table>

Pages 36–37
Bus safety

1  ‘Just because … doesn’t mean …’.

2  expect the unexpected: the contradiction is that you should be prepared for anything, but usually unexpected events catch you completely unawares. It is hard to be prepared for something that you don’t know will happen!

3  a  You may think it’s not important to use The Green Cross Code, but you’re kidding yourself.
    b  B (compound sentence)

4  headings, subheadings, pictures, bullet points, text size

5  doing something automatically

6  Stop, look and listen before crossing the road.

7  Suggested response: It is safe to use your phone or listen to music when you are walking if you are not near traffic.

8  Learner’s own answer
Bias in news reports

1  a  Most people will side with Laura in the story, but accept learner’s own response.

   b  Most people will disagree with the council worker in the story, but accept learner’s own response.

   c  Learner’s own response. Most people are likely to say that she was only feeding a poor, very hungry bird and was not dropping rubbish on the ground. The writer’s choice of vocabulary emphasises that Laura is a teenager and was only being kind. The council worker is described as rude, harsh and he didn’t listen to her explanation. The reader feels empathy with Laura as she is now faced with a large fine and has to go to court. The negative experience is emphasised by using the word ‘hauled’, which suggests it is against her will, and ‘penalised’, which emphasises that she is going to be punished.

Pages 38–40
Children and parents: media use and attitudes report

1

<table>
<thead>
<tr>
<th>Very few people in a new situation could do everything perfectly from the start.</th>
<th>This is down to the availability of excellent study resources online, as well as high motivation levels amongst this age group.</th>
</tr>
</thead>
<tbody>
<tr>
<td>It is worth taking a course if that skill is currently in great demand.</td>
<td>The main reason for this is that they match candidates carefully for each position.</td>
</tr>
<tr>
<td>Latest figures show record numbers of exam success for 18-year-old school leavers.</td>
<td>And that is why companies have a mentoring system to help new employees find their feet.</td>
</tr>
<tr>
<td>This particular online recruitment agency has a good track record of finding job opportunities for all ages.</td>
<td>For example, digital literacy and awareness of social media platforms are essential skills these days.</td>
</tr>
<tr>
<td>Paragraph number</td>
<td>Main idea(s)</td>
</tr>
<tr>
<td>------------------</td>
<td>-----------------------------------------------------------------------------</td>
</tr>
<tr>
<td>1</td>
<td>Connecting to friends through a range of social media channels and apps</td>
</tr>
<tr>
<td>2</td>
<td>Messaging apps and chat sites are used very frequently by young people</td>
</tr>
<tr>
<td>3</td>
<td>Social media and messaging apps were used to connect with friends in many ways</td>
</tr>
<tr>
<td>4</td>
<td>Children developed new routines and behaviours around socialising online during the pandemic</td>
</tr>
<tr>
<td>5</td>
<td>Enthusiasm for using messaging apps and chat sites waned as the pandemic wore on</td>
</tr>
<tr>
<td>6</td>
<td>Some social connections were dictated by the platforms used</td>
</tr>
<tr>
<td>7</td>
<td>Social media was also used to keep up with the outside world</td>
</tr>
</tbody>
</table>

3 Girls are more likely than boys to use video calling, especially for calling friends.

4 Girls are more likely to use video calling than boys; girls are more likely to see what their friends were doing and send supportive messages.

5 Children had developed new routines and behaviours around socialising online, including regular check-ins on particular apps.

6 Children are talking to fewer people online; they are doing so less often than previously; maintaining friendships during the pandemic was harder.

7 For some children, there were limits on who they could connect with depending on what platforms or apps they were using compared with their friends – this could be because of other friends not having the same technology or devices, meaning they could not connect to them in that way.

8 Keeping up with the outside world by following famous people, celebrities, companies and brands; sharing news stories; commenting on posts; signing petitions.
The specific examples given from children illustrate the points to better show what they are discussing. For example, when discussing limitations of some devices, Isaac’s PlayStation story puts this into context with an example. This type of evidence is more in-depth than just using statistics, showing that the reporters have spoken to real people and taken time to find out how they used social media in this time, which makes the evidence more credible.

Learner’s own response, but look for evidence of the following points: the report is successful in achieving its purpose because it uses neutral language (as an independent regulator); it uses Standard English in a formal register; it always gives evidence for its points, both quantitative (numerical) and qualitative (anecdotal); it provides balance, e.g. evidence of children maintaining friendships online counterbalanced with evidence there is growing fatigue of that medium; it is up to date. Some learners may offer points where the report could be improved to achieve its purpose, e.g. use of graphs or illustrations to make it easier to digest the numerical research, or subheadings to make the points more obvious and easier to understand.

Pages 41–42
The infinitive of the verb to express purpose

1 a to take
   b to find
   c to listen
   d to meet

2 Learner’s own answer

3 a Press a switch to turn on the computer.
   b Use a stopwatch to measure the time it takes to do a task.
   c Use a clock to tell the time.
   d Use a frying pan to cook food.

4 a It can be hard not to eat a second slice of cake
   b Jenny hoped not to need another filling at the dentist.
   c I wanted not to repeat that exam again.

5 When it comes to climate change, it is difficult to argue that people eat a lot of meat and thoughtlessly use plastic. It is perhaps too easy to say that older generations are too set in their ways and don’t care enough about climate change, but is that really the case? Many younger people may argue that they are more socially and environmentally conscious. If this is the case, it is difficult to see that this would mean they are not more willing to change their behaviour for the good of the planet, compared to their elders.
Standard English

1 Text A is non-standard English and text B is standard English. Some of the clues include:
   - Non-standard English tends to:
     - be informal and friendly
     - use some incorrect spelling and grammar
     - use simpler words and lots of contractions and abbreviations
     - use lots of slang.
   - Standard English tends to:
     - be formal and polite
     - use accurate spelling and grammar
     - use fewer contractions and abbreviations
     - avoid using slang
     - use longer words and phrases.

2 Learner’s own ideas but their answers may cover the fact that using non-standard or standard versions of English immediately evokes particular personality characteristics of the person, whether these are based on reality or not. For example, learners might say that text A is spoken by a younger person and text B an older person.

Page 43
Providing information

1 Learner’s own response: look for use of features such as headings, images, captions, diagrams. The language should be formal but targeted to the age group.

2 Learner’s own response: language should be in Standard English and in a formal register. Subheadings should be appropriate and the title should sum up the subject of the report.
Chapter 5 What’s the source?

Pages 45–46

Amazon forest turns into ‘gates of Hell’ as fires continue to rip through Brazil

1  a  present
   b  no – articles (the, a, an) and some verbs have been left out, for space and brevity – the writer is hoping to make the headline eye-catching and quick to read
   c  EXCLUSIVE: (capitals, makes the report seem ‘special’)
      ‘gates of Hell’ (quotation from text, hyperbolic image)
      ‘rip through’ (emotive verb creates image of violence and destruction)

2  to inform

3  it suggests the heat is twisting his body violently to squeeze out the perspiration

4  ‘Hell’ is believed to be a devastated area burning for eternity.

5  They believe they were started by criminals breaking the law by burning down the forest so that they could then sell the cleared area to cattle farmers.

6  The fires are continually breaking out and not stopping. A large part of the area has been destroyed and the situation is likely to get worse. Despite the efforts of the fire service to warn people of the danger of starting fires it seems that no one takes notice and suggests that people are not bothered about destroying the Earth’s environment.

7  The vast Amazon Forest provides 6% of the oxygen required by all people on Earth. If the forest is destroyed, every living thing will suffer. In addition, the forest trees help control greenhouse gases such as carbon dioxide. If these are not controlled, the Earth will warm to dangerous levels.

8  Carbon dioxide levels are at an all-time high. There has been no rain for days and so the temperature is not moderated.

9  They have old fire-fighting vehicles and inadequate equipment; they are not many firefighters and initially they fight the great fires with beaters and jet washes. It takes many hours for a truck containing large amounts of water to arrive at the fires. Fire-fighting is a risky and very dangerous activity.

10 Credit any appropriate comments supported by textual reference.
Pages 48–49
Jamaicans are fans’ bobsleigh favourite as Cool Runnings effect takes hold

1  a  a smooth shape; streamlined
    b  on the way (French phrase)
    c  a person (or group of people) who is not expected to do well, compared to others
    d  gathered/collected
    e  envy; give reluctantly

2 Learner’s own answers

3 ‘Franchise’ and ‘instalment’ are often used to describe film or book series. This is the fifth time Jamaica has competed, and the writer is describing each competition as though it were another Cool Runnings film.

4 They are currently in last (30th) place, a long way behind the leaders, and only the top 20 teams qualify for the final.

5 They want to prove they’re not jokers and they want to show the world they’re still alive.

6 They had to fundraise to make enough money to compete; they lost their luggage and blades on the way to Sochi; Winston Watts’ visor broke during the race.

7 Examples could include that he is determined: ‘beg, borrow and scrape’; that he is interesting and entertaining: ‘gregarious and engaging’; that he is funny but doesn’t let it get in the way of success: ‘wanted to be serious for a moment’/’We are not a bunch of jokers’.

8 Credit any appropriate comments supported by textual reference.

Page 50
Bias and spin in headlines

1 The first headline makes the young people sound like they are mindlessly causing trouble, while ‘tearaways’ implies they are troublemakers already. The second headline explains the situation more objectively and makes the actions sound reasonable.

2 The second headline gives more detail – the driver was ‘distracted’ implying they could have been on their phone or chatting to a passenger and the injured party is actually a child. The first headline is more vague while ‘runaway car’ seems to attribute the blame to the car rather than the driver.

3 Learner’s own response depending on what ‘spin’ they choose. Many will go for a positive spin and may opt for something such as ‘Golden glory as team triumphs six times’.
Headlines and newspaper reports

1. The headlines are misleading because of the way they are written:

   - Kids make nutritious snacks: this is humorous as it could imply both that kids are healthy to eat, or that kids are, in fact, making snacks.
   - Stolen painting found by tree – another humorous headline which implies that the painting could have been discovered by the tree itself, rather than found next to or near to a tree.
   - Dealers will hear car talk at noon – on first reading, this might sound as though dealers are listening to cars talking to them, rather than attending a talk about cars.
   - Red tape holds up new bridge – this is a pun implying that red tape is literally holding up a new bridge (very precariously!) rather than administrative processes and systems delaying the building of a new bridge.

For the article, accept the learner’s own response: look for the features of a newspaper such as a short headline, informative tone, short intro paragraph and clear information. Some students may use subheadings.

2. Learner’s own response: look for the features of a newspaper such as a short headline, informative tone, short intro paragraph and clear information. Some students may use subheadings.
Answers to Workbook 8

Chapter 6 Five-star reviews

Pages 51–53
Comparing two texts
1 Learner’s own responses

2 a ✓
   b ✓
   c ×
   d ✓
   e ×
   f ✓

3 Learner’s own response

4 a verbal irony
   b situational irony
   c situational irony
   d dramatic irony

Pages 54–55
‘Oh, how I hate the beautiful game’

1 a disturbing/threatening/possibly dishonest
   b brainless
   c spoilt and over-indulged
   d mixed in with
   e someone who hates something intensely
   f ordinary, honest people
   g loyal but reasonable people
2 First-person viewpoint engages reader; use of onomatopoeia (hoot, honk) adds dramatic detail; active verbs – rattled, thrusting, waving – bring scene to life; exactly what is being described is not clearly explained so reader is engaged.

3 Grossly overweight and lacking in any social refinement – the fans are physically the exact opposite of the sportspeople they admire but it is perhaps implied that their ‘oafish’ nature is reflected in the behaviour of the footballers on the pitch.

4 The spoilt players; graceless managers; supporters who behave with exaggerated masculinity; the threatening and disturbing character of the owners of the clubs; the over-officious attitude of the referees and officials; the over-excited nature of match commentatores and the non-stop views of those who analyse the action for radio and television; the songs and chanting from the terraces and the comments of the supporters who are convinced of the rightness of their views; the ‘mascots’ who accompany the players onto the pitch before the warm-up.

5 The analysts explain and comment on the action during commentaries on television and radio. They are ‘unpluggable’ as it seems impossible to stop them from giving their views.

6 Credit any appropriate comments supported by textual reference.

7 The writer is likening his dislike for football to being the sole survivor of a zombie apocalypse. The simile is effective because it drills home the idea that he is the only person on earth who feels this way and also depicts football fandom as a kind of voracious disease that will inevitably take over everybody eventually!

8 They speak very quickly without making any sense – they are over-excited.

9 The language used suggests that many people view football as a religious cult.

10 Credit any appropriate comments supported by textual reference.

Pages 56–58
‘Cool Runnings: a refreshing blast!’

1 a innate/inherent
   b ineffectually/unsuccessfully
   c novice/rookie
   d make someone do something/force
   e essential/necessary
   f gets by on the money they have/stretches it out

2 The word implies that she would not give up on her wish to make the film and stuck closely to the task.

3 It is not of interest just to sports fans but has a wider appeal through the human interest of the story.
4 Some of the facts have been altered to make the story more appealing to the audience.

5 It suggests that the athletes would have a natural affinity for bobsledding; the comparison with penguins reinforces the winter sports theme – penguins look awkward but are in control when on the ice; Caribbean athletes may also appear awkward in winter conditions but would also adapt in the way the penguins do.

6 The story of the film seems highly unlikely (even by Hollywood standards) and would not be believed if it had not actually happened.

7 The film tells the story of the underdogs without being over-sanctimonious.

8 The actor creates a credible character and shows his ability to make the audience sympathise with him – an aspect of his skill as an actor which is not always required in other parts he has played.

9 Credit any appropriate comments supported by textual reference.

**Extension activity: Comparing and contrasting texts**

Learner’s own answer

---

**Page 58**

**Figures of speech**

1 rhetorical question

2 pun

3 alliteration

4 personification

5 sarcasm

6 onomatopoeia

---

**Page 59**

**A speech about an environmental issue**

Learner’s own response
Chapter 7 Interesting characters

Pages 60–62
Looking at limericks

1 Practical activity

2 b Learner’s own answer. Possible responses: repeating certain sounds create dramatic effects/rhythm/a sense of continuity

3 a Hickory dickory dock
The mouse ran up the clock,
The clock struck one,
The mouse ran down
Hickory dickory dock.

c ‘ck’

d It sounds like the tick tock of a clock.

e dock/clock + one/down

4 c the last words in lines 1, 2 and 5 and the last words in lines 3 and 4:
Derry, merry, Derry / Book, shook
Nose repose, nose / away, day

The intended effect of this rhythm is that it creates the pulse/beat.

5 Learner’s own response

Pages 62–65
Understanding poems beyond text level

1 a Learner’s own answer

b Group discussion

c Practical activity
<table>
<thead>
<tr>
<th>Identify the main idea</th>
<th>Paraphrase the stanza in your own words</th>
<th>Write down words that you think describe the tone of the speaker’s voice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stanza 1</td>
<td>Finding it difficult to speak in your first language and a new, foreign language</td>
<td>It’s like having two tongues in your mouth when you are learning and speaking in a new language. It feels like you lose your first language and can never fully know the new one. As your first language gets harder to use, it’s like the tongue that represents it withers and dies.</td>
</tr>
<tr>
<td>Stanza 3</td>
<td>The mother tongue is the strongest and can’t be forgotten or overruled.</td>
<td>The mother tongue you think is dying actually grows back stronger and stronger, it’s like a flower opening up in your mouth. Just when you think you’ve forgotten your first language, it comes back.</td>
</tr>
</tbody>
</table>

3 Learner’s own response

4

<table>
<thead>
<tr>
<th>Paraphrase what this image means</th>
</tr>
</thead>
<tbody>
<tr>
<td>Your mother tongue would rot, rot and die in your mouth until you had to spit it out.</td>
</tr>
<tr>
<td>It grows back, a stump of a shoot grows longer, grows moist, grows strong veins, it ties the other tongue in knots,</td>
</tr>
<tr>
<td>the bud opens, the bud opens in my mouth, it pushes the other tongue aside.</td>
</tr>
<tr>
<td>Every time I think I’ve forgotten, I think I’ve lost the mother tongue, it blossoms out of my mouth.</td>
</tr>
</tbody>
</table>

5 It mimics the persistent return of the first language.
6 Learner’s own response; could include ideas about how learning a language is like a blossoming flower where you grow your vocabulary; it is effective in contrasting the idea of death and life like a flower in the winter compared to the summer.

7 Learner’s own response; may include ideas such as the translation foreshadows the idea of a first language being unable to die; it shows on a literal level what it’s like to try to think and speak in two languages; it comes immediately after the line ‘while I dream’ so it is like an unconscious, almost reflexive response to start speaking in your first language, similar to how you cannot control what you dream about.

8 Learner’s own response, based on the answer above

9 The title is about the poet’s search for a language that represents her, to try to feel confident in expressing herself in multiple languages. It hints that she is open to finding a ‘tongue’ or a language that is multilingual, rather than searching just for a ‘mother tongue’.

Pages 66–67
Using literary techniques to describe characters
1 a The poem makes full use of enjambment in each verse.
   b the sound of blue surf; sun surfacing; groggily groggily; muffling muffling; heaves himself
   c of a grey metallic soar / to surge of wheels / to dull North Circular roar.
      Learners could also point out ‘defiantly’ and ‘groggily’ in the second stanza.
   d ‘sun surfacing defiantly’; ‘North Circular roar’
2 It brings to mind comfort and security; a sense of home and belonging; a separation as difficult as from one’s parents.
3 He dreams of the sea, of birds and fishermen, of the sun rising. These are all the things he probably misses as you cannot find them in London in the same way as in the Caribbean.
4 In contrast to the first two stanzas, where the language is much brighter (‘blue’; ‘wild’; ‘sun’; ‘defiantly’; ‘emerald’), the second half includes language that is darker and heavier. This shows the reader that when Island Man is dreaming of his homeland, he thinks of blue skies and wildlife and a sense of freedom but, when he wakes in London, the reality is much greyer and darker in contrast.
5 The language and imagery evoke a much freer, even rebellious, feeling. There are no limits or parameters on freedom – even the sun will do what it wants.
6 It evokes the experience of many people in a similar situation to the man – it’s like a universal experience rather than an individual experience; it mimics feeling lost or overwhelmed in a big city like London rather than a ‘small emerald island’; it hints that the man feels that his homeland defines his identity, that his home is part of who he is.
7 Learner’s own response; may include ideas about mimicking a freer state of a dream; it shows an endlessness to the repetition of London days; it mimics the steady breaking of the sea.
8 Learner’s own response
Pages 68–69
Interesting characters
All learner’s own responses

Pages 70–71
Demonstrative pronouns and adjectives
1. a (S) That is the most interesting film I have seen this year.
   b (P) These biscuits are tasty.
   c I don’t understand (S) this at all
   d (P) Those books belong to him.
2. a S
   b O
   c S
   d O
3. Learner’s own responses

Pages 71–72
Summarising a text
Learner’s own response; look for inclusion of Gulliver being tied down while he was asleep, being accosted by tiny people who he could not understand on waking up, breaking free of the shackles, being confused and disorientated, and the inhabitants of the country being tiny, combative, protective and speakers of another language.
Chapter 8 The future of English

The decline of English

1. a. supporting
   
   b. made/become stronger
   
   c. continually/for an unlimited time
   
   d. the careless or untidy way we might use our language
   
   e. can be undone/restored to its previous state
   
   f. renewed
   
   g. not restricted to just professional writers but to everyone.

2. Suggested response: Ugly and inaccurate use of language leads to disordered and inaccurate thought.

   Quote: ‘It becomes ugly and inaccurate because our thoughts are foolish, but the slovenliness of our language makes it easier for us to have foolish thoughts.’

3. a. F
   
   b. T
   
   c. F
   
   d. F

4. ‘Gumming together long strips of words’ means stringing together formulaic expressions/ready-made phrases.

5. According to Orwell, our use of language affects the way we think.

6. Orwell says writers use common phrases that amount to nonsense because it is easy.

7. a. five
   
   b. extra/surplus/unnecessary
   
   c. ‘(sic)’ indicates the use of a wrong word, a spelling mistake or grammatical error in the original text
   
   d. akin/alike/like/similar
Poor use of language

1. when images in writing are so old that they have lost their richness and meaning

2. Answers may vary but the most obvious lack of precision is where Laski writes alien instead of akin or alike. Students may offer other answers such as vagueness or superfluous language.

3. ‘a mixture of vagueness and sheer incompetence’ means Orwell thinks writers do not provide detailed descriptions and some writers seem incapable of producing meaningful ideas.

4. ‘the concrete melts into the abstract’ means ready-made phrases that appear meaningful but lack concrete/clear imagery and meaning.

5. According to Orwell, political writing is characterised by a mixture of vagueness and sheer incompetence (due to the use of hackneyed turns of speech).

Orwell’s rules for writing

1. Learner’s own answer

2. Learner’s own answer

3. a. toe the line – to abide by rules or conform to something

   b. have an axe to grind – to have a selfish motive or a clouded view of something

   c. Achilles’ heel – a weakness or vulnerability

   d. stand shoulder to shoulder with – to unite together (usually to achieve a goal)

   e. fishing in troubled waters – to enter a complicated situation, usually to gain an advantage

4. 1 attempt – c try

   2 obtain – a get

   3 demonstrate – e show

   4 commence – b start

   5 ascertain – d find out

   6 incumbent upon – f must

5. a. Orwell is famous first and foremost for the novel *Nineteen Eighty-Four*.

   b. If it is possible to cut a word out, always cut it out. OR If it is possible to cut a word out, always cut it out.
6  a  Lightning struck the man.
   b  A member of the public reported the accident.
   c  Overeating causes obesity.
   d  The exam board prepared the exam.

7  1 faux pas – e error
    2 déjà vu – c already seen
    3 smooth sailing – a easy
    4 for the most part – b mostly
    5 see eye to eye – d agree

8 Learner’s own answer

Page 78
Handwriting
Learner’s own answers

Page 79
Putting your argument into writing
Learner’s own response, but recognise essays with a clear structure (intro, main body, conclusion). Learners should make clear points relating directly to the question. Some learners may agree that abbreviations affect the integrity of the English language (possibly arguing that it makes people lazier in their writing and can be harder for people to understand), while others may argue that it is part of the evolving language: language should fit our purpose and it should be possible to use it in a variety of ways.

Page 80
Extension activity: Delivering a persuasive speech
Learner’s own response, but there should be clear differences between how the speech is delivered to different audiences, such as the way it is delivered, different arguments being used or emphasising certain points.
Chapter 9 What a performance!

Pages 81–82
Characters in A Midsummer Night’s Dream
All learner’s own responses

Page 83
Understanding the plot
1  B
2  D
3  A
4  B
5  D
6  Learner’s own response

Pages 85–88
Rhyme schemes
1  Learner’s own response/research
2  ABAB
3  A rhyming couplet:
   a  is made up of two / two or more lines in a poem
   b  usually has different / the same length in lines
   c  usually rhymes / doesn’t rhyme
   d  makes up one thought / several thoughts.
4  a  T
   b  T
5  3

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6  ABBCCBB

7  Verses 1 and 3 are shorter than the chorus. The chorus includes rhyming couplets.

8  Suggested answer: Alternating rhyme scheme of verses 1 and 3 (ABAB) suits one person speaking. The chorus has several people speaking so it is easier/more effective to use rhyming couplets.

9–10  Learner’s own responses

11  10

12  Learner’s own response

13  Fair LOVE, / you FAINT / with WAND’/ ring in / the WOOD,  
    And, TO / speak TRUTH, / I HAVE / forGOT /our WAY.

14–15  Learner’s own responses
**Extension activity: Playing both parts**

1. **Practical activity**

2. **Order** | **Event**
--- | ---
a | Titania is now asleep after the fairies sang to her.
i | Helena thinks Lysander is teasing her and reminds him that Hermia loves him by saying ‘Yet Hermia still loves you. Then be content’.
h | Lysander wakes up and falls in love with Helena, saying ‘And run through fire I will for thy sweet sake’.
g | Helena is following Demetrius but sees Lysander on the floor and worries he is hurt, asking ‘dead or asleep? I see no blood, no wound’.
f | Puck sees Lysander sleeping and thinks he is Demetrius, so he puts the love potion in Lysander’s eyes.
e | Lysander wants to sleep near Hermia but Hermia convinces him to ‘lie further off yet. Do not lie so near’.
d | Hermia and Lysander have got lost in the woods and decide to sleep in the woods.
c | Oberon plays a trick on Titania. He puts the love potion in her eyes and says ‘wake when some vile thing is near’.
b | The fairies leave Titania alone to rest.
j | When Hermia wakes up, Lysander is gone. She goes to look for him.
A closer look at ‘The Road Not Taken’

1  a  Learner’s own response

   b  Possible answer: The road not taken symbolises the journey of life where choices and the image of two paths which require a choice to be made.

   c  Learner’s own response

2  1 melancholy – d a feeling of sadness or depression

   2 meditative – g paying special attention to a thought or an action

   3 dilemma – i when two solutions or possibilities are present

   4 indecision – c to hesitate; when you cannot make up your mind

   5 confidence – h feeling sure of yourself

   6 oxymoron – e a phrase made of two or more words that have opposite meanings

   7 jubilant – f happy

   8 metaphor – a comparing two unlike things without using ‘like’ or ‘as’

   9 tone – b the feeling, voice and attitude of a writer

3  Suggested responses: learners may have other ideas.

<table>
<thead>
<tr>
<th>1 melancholy</th>
<th>And sorry I could not travel both / I shall be telling this with a sigh</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 meditative</td>
<td>reflective on where the other road may have led to in life</td>
</tr>
<tr>
<td>3 dilemma</td>
<td>not sure which road to take</td>
</tr>
<tr>
<td>4 indecision</td>
<td>I doubted if I should ever come back.</td>
</tr>
<tr>
<td>5 confidence</td>
<td>x</td>
</tr>
<tr>
<td>6 oxymoron</td>
<td>less travelled</td>
</tr>
<tr>
<td>7 jubilant</td>
<td>And that has made all the difference.</td>
</tr>
<tr>
<td>8 metaphor</td>
<td>Frost uses the road as a metaphor for life.</td>
</tr>
<tr>
<td>9 tone</td>
<td>The entire poem is meditative.</td>
</tr>
</tbody>
</table>
Extension activity: Identifying writing techniques

1 Various responses possible – see suggestions below.

<table>
<thead>
<tr>
<th>Main points</th>
<th><em>A Midsummer Night’s Dream</em></th>
<th>‘The Road Not Taken’</th>
</tr>
</thead>
<tbody>
<tr>
<td>Characters</td>
<td>Mythical characters&lt;br&gt;The king and queen of the fairies: Oberon and Titania&lt;br&gt;Puck, the king’s servant.&lt;br&gt;Noble gentry: Demetrius, Lysander, Hermia, Helena.</td>
<td>the author</td>
</tr>
<tr>
<td>Descriptions of the background and weather</td>
<td>woods/forest ...</td>
<td>the woods ... yellow wood = autumn / leaves</td>
</tr>
<tr>
<td>How the writer uses language, figurative language and structure for effect</td>
<td>Fairies: rhyming scheme ABAB, rhyming couplets&lt;br&gt;Lysander/Hermia: iambic pentameter</td>
<td>• sound devices:&lt;br&gt;enjambment, caesura, alliteration, sibilance and asonance contribute to the delivery of the poem.&lt;br&gt;• the two roads = a figurative expression comparing different directions life can take after making a choice.&lt;br&gt;• I took the one less travelled by = choice he made which was not the usual choice</td>
</tr>
<tr>
<td>Who is the audience?</td>
<td>live theatre</td>
<td>readers</td>
</tr>
<tr>
<td>Points of each interest and the lessons contained for the reader</td>
<td>• how people fall in love with those who appear beautiful to them&lt;br&gt;• you cannot always control who you love (Does the love potion represent fate or trickery?)&lt;br&gt;• how human relationships can change / are fickle</td>
<td>• It is difficult to work out your path in life. You can experience dilemma, choice, indecision etc.&lt;br&gt;• Think carefully before we make choices.&lt;br&gt;• I doubted if I should ever come back (if I do I will ‘sigh’) = Do not regret our choice.</td>
</tr>
</tbody>
</table>
Revision

Pages 92–95

1  a  anaphora

  b  repeated phrases = ‘it was’

2  a  sweet sorrow

  b  ‘Sweet’ is a positive concept whereas ‘sorrow’ refers to misfortune, etc. Therefore, the two words together are contradictory.

3  a  to + infinitive of the verb (‘to purpose’)

  b  Possible responses:

     i  I read newspapers to improve my English.

     ii  We are flying to America to visit our friends.

     iii  I am studying hard to get good grades.

4  a  Possible answer: The writer uses onomatopoeia to describe how the sounds of the scene interrupts a quiet street. The writer successfully creates the noisy vibrant atmosphere associated with a celebration.

  b  Possible answer: The intended purpose is to introduce and describe the street celebrations that occurred by fans of the winning football team. The overall impact on the reader is that the scene is full of joy, noise, and celebrations.

5  1 hyperbole – c I’ve cleaned the house a million times today.

  2 alliteration – d Betty bought a bit of butter, but the butter was so bitter ...

  3 simile – b He’s as strong as an ox.

  4 personification – a The wind whistled and howled in the night.

6–7 Learner’s own answers

8  1 for the duration of – c during

  2 terminate – a end

  3 sufficient – b enough
4 reside – g live
5 request – f ask
6 purchase – e buy
7 prior to – d before

9–10 Learner’s own responses

11 ABAB

12 Accept relevant quotes that are justified. Suggested quotes:

a  Fairies: Come not near our Fairy Queen. = suggests a warning to all who may hurt the queen.

b  Hermia: But, gentle friend, ... = Hermia addresses Lysander with fondness which demonstrates her love for him.

13–15 Learner’s own answers