

# Collins Checkpoint English

## Stage 7: Student Book

### Answer Key

#### Chapter 1

##### Topic 1.1

1

STARTER SENTENCE	TYPE OF PERSONAL WRITING
Today we went to the zoo.	diary
I am feeling a bit sad at the moment.	journal
William Shakespeare lived for 52 years.	biography
My life has been both strange and wonderful.	autobiography
It is cold outside today.	diary

##### Topic 1.2

1

- a) T
- b) F
- c) F
- d) F
- e) T

2

b

4

STARTER SENTENCE	CLUES TO THE BIG IDEA
I <b>always</b> feel <b>grumpy</b> when I am getting ready for school	'always' and 'grumpy' = the writer doesn't like school
It is <b>wonderful</b> to go to my grandfather's house in Scotland.	'wonderful' = the writer likes visiting his grandfather
I was ten years old when my life <b>changed forever</b> .	'changed', 'forever' = a turning point in the writer's life
Exercising is an <b>important</b> part of a <b>healthy</b> lifestyle.	'important', 'healthy' = the writer values exercise
<b>Although</b> my sister looks like me, we have <b>completely different</b> personalities.	'Although', 'completely', 'different' = the writer and their sister are two entirely different people

### Topic 1.3

2

- a) His skin colour is black ('handsome black man')
- b) He is a large man ('tall', 'large hands')
- c) He looks happy ('laughing smile')

5

- a) Simile
- b) Simile
- c) Metaphor
- d) Simile
- e) Metaphor
- f) Simile
- g) Metaphor
- h) Both ('My karate teacher is a mountain of a man.' Metaphor – 'I feel like a tiny mouse in comparison.' Simile)

### Topic 1.6

1

PRESENT	PAST
I shout	I shouted
He walks	<b>He walked</b>
<b>They laugh</b>	They laughed
She studies	<b>She studied</b>
<b>My father sleeps</b>	My father slept
The dolphin swims	<b>The dolphin swam</b>

2

'appeared', 'grew', 'darkened', 'billowed', 'lidded', 'came', 'threw', 'spilled', 'spread', 'opened'

3

- a) 'was sleeping' – past continuous
- b) 'had driven' – past perfect
- c) 'laughed' – past
- d) 'was considering' – past continuous
- e) 'swallowed' – past

f) 'turned', 'bumped' – past

4

'walked' – past

'thought' – past

'had happened' – past perfect

'was writing' – past continuous

'flew' – past

'bounced' – past

'wasn't paying' – past continuous

'startled' – past

'had seen' – past perfect

'felt' – past

'was' – past

### **Topic 1.7**

1

Adjectives: precious, warm, rich, sweet, honest

Adverbs: happily, generously, lazily, sweetly, impressively

2

'wild', 'delicious', 'emerald', 'full'

3

'We have fields of flowers, orchards of fruit, mines and rivers with trout.'

Adjectives add detail to sentences and create clear images for the reader. The text is now neutral in tone and does not in any way arrest the reader's attention. It is far less vivid, having fewer visual details and therefore creates fewer images in the reader's head.

6

*Suggested answers*

happy: cheerful, delighted, glad, pleased

ambition: aspiration, desire, aim, goal

house: apartment, building, residence, home, dwelling

red: crimson, maroon, scarlet, ruby

food: meal, provisions, snack, nourishment

walk: hike, stroll, parade, stride, march

exercise: train, work out, practise, drill

nature: environment, landscape, world, earth, Mother Earth, the universe

sad: unhappy, depressed, heartbroken, miserable, dejected

nice: pleasant, good, kind, likeable, polite

work: labour, chore, effort, endeavour, toil

### Topic 1.8

#### 1

noun: a person, place or thing

proper noun: the name of a specific person, place, organisation or thing

verb: expresses an action or a state of being

adjective: describes a noun

adverb: describes a verb

pronoun: replaces a noun/noun phrase

#### 2

- a) **The teacher laughed.**
- b) **I liked** Maths.
- c) **It flies** high above us.
- d) **We went** home.
- e) **The girl was** athletic.
- f) **She won** every race.

#### 3

*Suggested answers*

- a) I like school **and/because** I learn a lot.
- b) I must tidy up **or/so** I can't watch TV.
- c) It was very windy at lunchtime **and/so** I didn't go outside.
- d) My phone takes calls **and/but** it takes photos too.
- e) Our friends love sweets **but** they shouldn't eat too many.

#### 4

*Suggested answer*

This morning I woke up late **and** I quickly had a shower. I ate some breakfast, grabbed my school bag **and** ran out the door **because** I thought I was going to miss my bus! **But** the bus

was a bit slow this morning **so** I made it to the bus stop on time. However, I had forgotten my money **so** I would have to walk to school **or** I was going to get in trouble.

**Topic 1.9**

1

- a) biography
- b) journal
- c) diary
- d) autobiography

Chapter 2

**Topic 2.1**

2

- 1. heading
- 2. image
- 5. first paragraph

**Topic 2.2**

1

- 1. heading
- 2. image
- 3. standfirst
- 4. first paragraph
- 5. middle paragraphs
- 6. direct speech
- 7. last paragraph

3

QUESTION	ANSWER	WHAT HELPED YOU FIND THE ANSWER?
a) On which day of the week did the chain break?	Wednesday	word beginning with a capital letter
b) How many people successfully completed the chain?	378	number
c) Why did the Starbucks' spokesperson believe the 'chain' broke?	Because she didn't understand the concept of 'pay it forward'.	speech marks
d) What was the name of the Starbucks spokesperson?	Celeste Guzman	words beginning with capital letter

### Topic 2.3

5

FEATURE	TEXT A	TEXT B	TEXT C
abbreviations	none	I'm, I'd	It's
expressive punctuation	none	single dash – (x2)	ellipsis ... (x3)

### Topic 2.8

1

- a) at the beginning and end of the spoken words
- b) comma
- c) capital letter
- d) full stop/question mark/exclamation mark

2

Rose Oladatum, aged 80, said, 'I hope Precious' marriage is as happy as mine was.'

4

- a) Precious said that Ariana's thoughtfulness was an inspiration.
- b) Rose said that the wedding had brought back many happy memories.

### Chapter 3

#### Topic 3.1

1

The writer sympathises with the point of view that people enjoy going to zoos.

2

The word 'but' signals that the writer does not share this point of view.

3

Text A: persuasive

Text B: argumentative

Text C: persuasive

4

The word choices are positive, e.g. 'stunning', 'biggest', 'amazing'.

5

The writer uses evidence to sound convincing.

### **Topic 3.2**

2

'facing global extinction', 'threatened', in trouble'

3

- a) 'threatened'
- b) 'massive'
- c) 'unique'

4

The new words make the tone urgent and insistent, so the zoo's work seems necessary and very important.

5

The words 'threatened' and 'massive' are more emotive, and the word 'unique' makes the zoo seem like the only place that can help.

6

The writer wants the reader to think the zoo is special and is doing vital work to help wildlife.

### **Topic 3.3**

1

*Suggested answers*

'England's biggest penguin pool', 'stunning', 'even bigger spectacle'

4

a

### **Topic 3.4**

1

- a) 'irreversible'
- b) 'suggested'

2

*Suggested answers*

- a) destroy, ruin
- b) product

- c) special
- d) vital, really significant

3

c

### Topic 3.5

2

Evidence 1: Animals suffer ill health and become unfit.

Evidence 2: Animals suffer stress and boredom.

Evidence 3: Zoos have endangered species.

Evidence 4: Zoos educate the public.

7

‘So, are we in favour of zoos or against them, Jenny?’: Initiating

‘Tamas, what do you think?’: Involving others

‘So, we have arguments both for and against zoos. On the one hand they could be viewed as confining animals but they have also had a good impact on increasing the population of endangered species.’: Summarising

### Topic 3.6

1

- a) For all the money spent, the life of a zoo animal is no different now.
- b) If you are going to the zoo today, I urge you to look closely.

2

for, if

3

*Suggested answers*

- a) **Although** zoos breed endangered species, many people consider them to be cruel.
- b) **If** you look at a caged tiger, you will see the boredom in his eyes.

4

- a) Many animals suffer from frustration even though zoos provide safety and food.
- b) The zoo won an environmental award after many years helping to conserve endangered habitats.

### Topic 3.7

2



'For example, orang-utans have been displaced from the forests of Indonesia and Malaysia due to human production of palm oil, illegal open cast mining and illegal logging.'

3

'Another reason...is...'

4

'Some people might argue that...'

5

'However'

6

The writer summarises the ideas expressed in the text and makes a concluding remark ('In conclusion').

## Chapter 4

### Topic 4.1

3

simile: The trees [...] like green skyscrapers

metaphor: A sweet scent poured from flowers [...]

personification: Their branches linked hands and embraced [...]

### Topic 4.2

1

a) false

b) true

c) false

d) false

e) true

2

a) false ('black sky'); b) true ('gasped'); c) false ('enormous'); d) false ('sparkling'); e) true ('like tiny ants').

### Topic 4.3

1

Technique	Definition	Example
repetition	using a word more than once to highlight its importance	'every' (in 'everything' and 'everyone'), 'servants'
list	a sentence that contains several linked images in order to build up an idea	'their eyes closed, their breathing slow, hoping...'
short sentence	a sentence that gets across an important idea without using many words	'Violently'
onomatopoeia	a word that sounds similar to the actual sound it is describing	'whirred', 'rumble'

#### Topic 4.5

3

- a) flavour – 'taste'
- b) adore – 'really like'

4

delicious, spicy

5

*Suggested answer*

enquire, reply

7

- a) There were deep puddles of a silvery liquid that I had to splash through, so I got completely **soaked**.
- b) I was so fed up with my journey that I didn't notice the enormous robot **towering** over me as I approached.
- c) 'Stop, human!' he thundered in a **deafening** voice.

8

*Suggested answer*

The gigantic robot **glared** at me as if I were a small ant. Then he **inspected** my face and the expression on his face changed. A kindly smile crossed his ugly lips. He picked me up, as if I was a feather, and **peered** at my clothing, hair and the equipment I carried. 'You're harmless,' he said, and put me down.

13

- a) The robot strode along the path like **a lumbering elephant**.
- b) The spaceship buzzed and hovered above me like **an enormous moth**.
- c) Gratefully, I raced up the platform into the ship's **gaping mouth**.

#### Topic 4.6

3

##### *Suggested answers*

- a) The monster's eyes suddenly half-opened **but** he didn't see me.
- b) I crept up to the treasure chest **and** lifted the lid.
- c) I knew I had to be quick **or** the monster would spot me.

4

- a) Our captain walked ahead, stopped and consulted his digi-map.
- b) The skies turned grey, filled with snow and released it in a huge shower.
- c) I groped for a rock, grabbed something and screamed out in fear.

6

- a) Even though we were starving, we thought it was dangerous to stop to eat.
- b) We decided to seek shelter in an abandoned building, before night came.
- c) The whole city was silent, although it did not feel at all safe.

7

##### *Suggested answers*

- a) **While** our captain was out on patrol, a strange light appeared outside.
- b) We grabbed our kit and left by the back exit, **even though/although** it was now bitterly cold.
- c) **Whenever** we called the captain on his portaphone, we got no reply.

8

- a) The great sentinel was right there at the top of the ridge, where Will had known it would be.
- b) Will slid in underneath, flat on his belly in the snow and the mud, and looked down on the empty clearing below.
- c) His heart stopped in his chest.

9

- a) Suddenly a voice came over the portaphone, distant and crackly, so we stopped and listened hard.

b) I pressed the portaphone as close to my ear as I could, the cold steel against my cheek, but I couldn't make anything out.

#### Topic 4.7

8

*Suggested answer*

**Above** our heads, a huge metallic bird soared. It held a silver worm **in/inside** its claws and, after circling **around** for several minutes, it landed **on** a metal platform near where we stood. There was a nest **behind/below** the platform made of iron bolts, old spanners and nails. **Inside** the nest we could just make out three thin-necked chicks.

### Chapter 5

#### Topic 5.1

8

Text	Narrative or non-narrative text?
dictionary	non-narrative
novel	narrative
encyclopedia	non-narrative
newspaper article	non-narrative
short story	narrative
autobiography	narrative

#### Topic 5.2

2

c) It is unpleasant and unwelcoming.

#### Topic 5.3

2

*Suggested answer*

Eragon's age: 15

Eragon's appearance: dark-haired, with intense brown eyes. His clothes are worn.

Eragon's character: serious (intense eyes), hard-working

#### Topic 5.4

1

gleaming, soft, peaceful, pearly

2

*Suggested answer*

'dark', 'hidden' 'brooding'

5

mysterious, suspicious

### **Topic 5.6**

1

The castle is mysterious.

2

'He replaced the sword: it was too heavy to be of use'.

3

Skeletons are associated with death and decay, so the wall hangings are obviously old and worn.

4

*Suggested answer*

Whose is the singing voice? Why has the castle been abandoned?

### **Topic 5.9**

1

! (exclamation mark)

2

? (question mark)

4

'Jimmy didn't kill anybody,' Georgie said quickly. 'And especially not Eva. Why would he do that? She's taking a massive risk to help us.'

'Hey!' Jimmy shouted to his sister. 'Careful what you say. We don't know who these men are yet.'

'Of course we do.' Georgie replied. 'This is Quinn and Rick – Eva's brothers.'

### **Topic 5.10**

1

The genre of the text is action, shown by the exciting verbs, and by the violent behaviour of the characters.

2

Paragraph 2: somebody tries to stab Jimmy: he moves just in time.

Paragraph 3: Jimmy sees two masked intruders; one shines a torch in his face.

Paragraph 4: one asks about Jimmy's identity.

Paragraph 5: this question is answered positively.

Paragraph 6: one of the men raises his knife to attack Jimmy; he has no way to escape.

## Chapter 6

### Topic 6.1

1

b) Beauty and the Beast

2

a) Loved it

3

words and phrases such as, 'magnificent', 'loved every minute', 'production worked well', 'wonderful'

5

Student B: 'eye-catching', 'surprised'

6

c) 'horrible green scales and a long tail'

### Topic 6.2

2

a) Beauty and the Beast

b) Yes

c) Text A Storybook, Text B play script

4

Play features: c), e), g), h) and i)

Story features: a), b), c), d) and f)

5

a)

6

Version A

7

Version B is incorrect because it has past tense verbs and speech marks. Version C is incorrect because, although it uses the present tense correctly, it still has speech marks.

### **Topic 6.3**

1

a) Charles Perrault's.

b) Cinderella's poverty and mistreatment; being transformed or given nice clothes for an event (not always a ball); and the slipper that is left behind.

c) over 300 versions

3

a) Sia

b) Levi

c) Jay

4

Daz

5

*Suggested answer*

a) Sia could have disagreed in a more pleasant way, giving reasons such as 'Not all girls expect to marry princes'.

b) Levi could have talked about aspects of the story such as family arguments or dreams for the future.

c) Jay could have supported Daz by keeping the group on track.

### **Topic 6.4**

2

a) Plot: mystery, suspense and danger, revenge, disappearance, murder, people turning from good to evil, the supernatural

b) People: cruel older villains, orphans, girls in danger

c) Settings: frightening places such as castles, mansions, ruins in mountains or forests

d) Stories: Dracula, The Mysteries of Udolpho, The Castle of Otranto

4

- a) In the first verse, he describes the setting of the castle (the 'green woods'). Then in the second verse, he mentions them again before saying what they contain.
- b) The phrase 'white castle' is repeated, as is 'black mountain'.
- c) The second and fourth lines rhyme in each verse.

5

Options a) and b) could be correct. The structure allows the poet to start with the mountains, zoom into the woods, through the door and into the castle. However, it also allows him to end with the 'close-up' on the Prince, which creates mystery.

6

They all have 'perfect' rhymes except the first – 'broods' (pronounced 'brudes') and 'woods' (usually pronounced like 'woulds').

8

Ballads often use rhymes because they are linked to songs – words that were spoken or sung aloud, so needed to be memorised. Rhymes help the brain remember the pattern.

9

The four words are 'sighs', 'soft', 'moans' and 'groans'.

10

*Suggested answer*

- Why is she an 'old' princess?
- What made her a 'ghost'?
- Is the prince a 'ghost' too?
- How are they related? Brother and sister, or something else?
- How is it that the prince who is 'dead' seems to be alive?
- Who poisoned him and why?

## **Topic 6.5**

1

black mountain

2

They 'create a gloomy mood'.

3

a) 'broods'



4

'second'

5

'first'

6

'the green woods'

7

'In contrast', 'However', 'Yet'

8

*Suggested answer*

...the writer tells us the old princess is actually a spirit as the line says, 'ghost calling ghost'. **Similarly**, in the **last** verse, we learn that the prince is a phantom as the final line says, 'the dead prince groans'.

### Topic 6.6

*Suggested answer*

Feature	'The Magic Seeds'	'Jack and the Beanstalk, Part 2'
story (what we are told happens in the poem)	The story is very simple and is about an 'old woman' who plants a seed and from it grows a tree with a bird that attracts everyone to it. There is no obvious 'message' to the poem except in nature's ability to create beauty. In fact you could say that all seeds are 'magic' as they create something from nothing.	The story is very simple – Jack climbs a beanstalk!
structure and layout (how the poem is set out on the page)	There is regular rhythm and pattern to the lines, like a child's rhyme. There are regular rhymed couplets ('seed'/'weed', 'bed'/'red', etc.) and each idea in each line seems to lead on to the one in the next, so that the	This is a shape poem in which the shape of the text represents what is being described. The words grow, like the beanstalk in the first line; then the words that describe Jack's ascent are placed either side of the

	corn seed creates the yellow weed.	trunk of the beanstalk, like Jack's legs or feet climbing up it.
language choices (use of particular words, phrases, sounds, rhymes, etc.)	The language is very simple – a lot of use of colour, with the white bird perhaps being symbolic of peace/love?	There is no obvious message, but the shape of the poem could be said to be 'magic' in that it grows in front of our eyes – we follow Jack up the beanstalk as we read it.