

Collins Checkpoint English

Stage 9: Student Book

Answer Key

Chapter 1

Topic 1.1

2

Features of fiction (typically)

Written from the imagination, always includes narrative, may include detailed description, includes characters, could include imaginative language choice, could be written in the third or first person

Features of non-fiction (typically)

Based on facts

Can include narrative (of author's experience), may include detailed description, may include real-life characters, could include imaginative language choices, written in the first person

Possible features of fiction and non-fiction

May include detailed description, could include imaginative language choices

3

- a) 'gloom'; 'cradled by majestic rocks'; 'beautiful little lake'; 'still and peaceful'; 'dismal stories'
- b) 'low narrow corridor'; 'vapoury'; 'sunbeams break'; 'warm land-breezes'; 'dark vault'; 'dashed to pieces'
- c) 'majestic'; 'deep'; 'the mysteries of the cave'; 'danger and difficulty are extreme'; 'dark vault'; 'never again be seen'; 'precipices'

4

- a) to amuse and entertain; to intrigue; to convey the character and essence of the community in this place (to inform)
- b) 'wild grey hair'; 'A spruce white-haired woman'; 'entirely new expeditions'; 'as if in some whimsical experiment'; 'tenderly assist an appreciative old lady'; 'fond farewells, quips and kisses'; 'a red-faced man with one tooth'; 'waving a cheery goodbye'
- c) amused; surprised and intrigued; feels warmth towards the community

Topic 1.2

1

- a) skimming: getting the gist of a text, focusing on its key information and particularly on paragraph openings (which may contain topic sentences, proper nouns and numbers)
- b) scanning: looking for specific information (like looking for something in the fridge)
- c) close reading: reading in detail to take in as much information as possible (could be done after skimming)

2

The trip would cost more by taxi; The author takes advice before getting on the train; It is a very hot day; The author gets off the train at midday; A conductor thinks a train may leave the next day.

3

A ticket to Basra costs 1000 Iraqi dinars; It is a 300-mile journey; The train is cancelled.

5

1E, 2A, 3B, 4C, 5D.

1 If someone needs to be 'assured', this suggests that they are worried.

2 Note use of the word 'ordered' not 'asked'.

3 'Something about' is vague.

4 'Or maybe' suggests different versions.

5 This body language suggests not knowing or caring.

7

no lights; uncomfortable – few armrests, no couchettes; primitive toilets (holes); no platforms between cars (carriages); no refreshments except tea with 'filthy' water; a kind old man offered him half a sandwich; the carriage was crowded

Topic 1.3

1

1B, 2C, 3A

2

b)

3

a) emphasizes the great quantity of food and the generosity of the hosts

b) stresses how seriously the activity of hunting is taken in this community

c) conveys how closely the people are standing to each other and suggests intimacy and warmth

Topic 1.5

1

b) Someone in Mark Twain's time, who has a sense of humour and who does not know about Australasian animals.

2

Repetitive – He told me..., He told me..., He said..., And he said...

3

an adult ('if you're driving') who is visiting South Africa and who has an interest in landscapes and nature

4

The second text is clear, with its brief information set out in two multi-clause sentences, followed by a simple short summary sentence. The style difference is that this is more impersonal (no 'I' mentioned) and is a more general text looking forward to someone else's travel. On the other hand, Twain's (text 1) gives a personal account of past events. In other words, the first is a travelogue.

6

The first is a complex sentence, the second a simple one. The third sentence is the longest and also has the most subordinate clauses (two). This brings the paragraph to a climax, matching the sense: the 'most remarkable view' is saved till the end.

Topic 1.6

1

Students should find the first version more powerful because it emphasises the contrast through word order, especially in juxtaposing 'Deep' and 'High' and placing them at the start of each sentence.

2

Placing the danger first – rather than the evasive action – creates more urgency.

4

With the crocodile gaining on me...

5

Suggested answer

Knowing that my life depended on it, *I checked several times that the padlock on the man-eating tiger's cage was firmly shut.*

Remembering what we had heard about avalanches, *we raced downhill in a desperate bid to reach the shelter of the trees*

6

Suggested answer

Terrified of being seen by enemy scouts, we kept to the north bank of the river.

With the wolf howls sounding closer every minute, I stumbled on through the deepening snow.

Already weak with hunger, we cooked up the last of our provisions.

Topic 1.7

2

Suggested answer

We made for a dry ravine beyond an **outcrop**, while an **invisible** cuckoo's call **floated** up from the glen. From here it was a straightforward **ascent** to Mas Garbh. On the map, this is a **distinct** and relatively level area with several small lochans. From a distance, too, it forms a clear saddle before the **final peak**. However, by the time we reached it, cloud hung **shroudlike** all around, and we had to **navigate** round minibus-sized boulders, only occasionally **glimpsing** rising ground ahead.

3

Suggested answer

Caribia is a **delightful** place. The scenery is **stunning**, the climate is **mild**, and the range of wildlife is **astonishing**. The people are friendly though often **impoverished**.

4

Suggested answer

The last long slog up the rocky spine of the mountain was **exhausting but scenic**. After a **scramble** over **gargantuan** boulders we reached the **summit** and sat under a blue sky **gazing** down into the **distant** valley.

Topic 1.8

1

Protected area in S. Dakota. Sandstone, so rugged, but few peaks. Ridges, canyons, dry stream-beds. Few paths: easy to get lost.

Hot, dry. Semi-desert vegetation. Much wildlife, including buffalo, coyotes, snakes.

Unexploded bombs, fossils (illegal to take).

In Pine Ridge Indian Reservation (Lakota).

Approach on Route 2, past Cuny Table Café.

Chapter 2

Topic 2.1

1

Presentation features

1f, 2d, 3a, 4e, 5b, 6c, 7g

3

how volcanic soil is suited to growing crops

8

a) the large image of a volcano

b) The points are bulleted and not numbered. Also, they are not in list form (implying order of importance) but instead on each side of the page, suggesting equal status.

9

Suggested answer

Feature	Similarities	Differences
Images	Both feature an image of a volcano	Text A is a cartoon whereas Text B is a photograph
Numbered or bulleted points	Both feature numbered or bulleted points	In Text A, the points are numbered in order of importance. In text B, they are not and are presented on each side of page which suggests equal status.
Headings	Both feature headings.	In Text A, a subheading is additionally used. In Text B, only a main heading is used.

Topic 2.2

1

b) letter of complaint

d) encyclopedia entry

2

Suggested answer

written in standard English; no contractions; grammatically correct structures; accurate but not expressive punctuation; formal connectives eg 'Additionally'

3

Suggested answer

informal adjectives such as 'awesome' and 'freaky'

informal words used for emphasis e.g. 'bloomin'

informal speech imitated in spelling of 'bloomin'

4

There's – abbreviated form of 'There is'

colossal continent lurking – use of slightly informal adjective 'colossal' and slightly informal, metaphoric use of verb 'lurk'

But – in formal language, sentences do not start with 'But...'

5 KILOMETERS THICK – number written as '5' and not 'FIVE', plus informal use of capital letters for emphasis.

Topic 2.3

3

Text A

Topic 2.6

4

Firstly (1) Ordering. Signals the first in a list of points

However (4) Signals an opposing or surprising point

Secondly (2) Ordering. Signals the second in a list of points

Topic 2.9

1

Features that will help when writing for adults:

lots of details, formal English, technical terms, more of the science

Features that will help when writing for children:

common words, few words, more about the stories, explanations of technical terms, informal English

Chapter 3

Topic 3.1

1

personal pronouns, rule of three, (use of rhetorical questions)

2

Also uses rule of three, but not personal pronouns. Additionally uses facts and opinions.

3

a) It is more direct and bossy

4

In the second extract, the more formal language choices (lots of nouns) and the use of facts creates a more serious tone. It is also very direct and quite angry/impatient.

5

Suggested answer

in the billions

extraordinarily little

facing imminent catastrophe

increased desertification

we're so obsessed with

Topic 3.2

2

the impression that this is a once-in-a lifetime opportunity, which sounds spectacular. Words such as 'voyage of a lifetime', 'beauty' and 'weightlessness' convey this.

3

'Since the dawn of time'

'gazing back on the beauty of Earth'

'take the voyage of a lifetime'

'floating in the weightlessness of space'

6

b)

Topic 3.3

2

suborbital spaceflight vehicles are being developed
privately funded individuals will be able to travel to space
Space Adventures will ensure that travellers are fully prepared
travellers will be weightless for a few minutes.

3

- a) Suborbital spaceflight is imminent.
- b) Vehicles are in production that will make this possible.
- c) Customers will be prepared for the experience so they can appreciate it fully.

4

No. 'closer than ever'

5

They describe it as 'the voyage of a lifetime'.

6

No. The word 'private' suggests it will not be available to everyone. It suggests exclusivity.

7

- a) no
- b) It will actually be very expensive.

8

People will need to spend a lot of money on an incredibly short experience. Some would think this is not value for money.

9

'man has dreamed of traveling to space' - 'Private individuals'

'the voyage of a lifetime into space' - 'those few minutes'

'gazing back on the beauty of Earth' - 'ensuring you are fully prepared'

11

Because in reality only a few 'private individuals' will be able to afford the trip.

Topic 3.4

1

This is a discussion point for students but possible answers could include:

‘the next giant leap for humankind’

‘the stepping stone of the human race on its voyage into the universe’

2

a)

3

a)

Topic 3.5

Suggested answers

a) The use of public money to fund space research is **totally** unacceptable.

b) The lunar landings **fundamentally** changed us.

c) Life on Earth will **unquestionably** be made better by the exploration of space.

4

a) The cost of space research is billions of dollars.

b) The collapse of our civilization should concern us.

c) The advancement of technology is due to space research.

5

a) ‘I think’

b) ‘I believe’

c) ‘I hope’

7

a) That they firmly believe we should be doing this.

b) That they sincerely doubt that there is any point in it.

c) That it is very important that we spend money protecting life on Earth rather than space exploration.

8

Suggested answers

- a) Scientists **should** spend their money usefully on researching ways to prevent famine and drought.
- b) Governments **must** continue to invest in space research in order to send astronauts to other planets.
- c) We **will** realise that our opportunity to save our own planet has been lost because we wasted our resources on futile missions to outer space.

Topic 3.6

1

Earth is not fully explored

a) 90% of the ocean's floor is unexplored

financial benefits

b) For every dollar spent by NASA, the U.S government received \$8 of economic benefit
advances in technology

c) CAT scanners, satellites and GPS all developed because of space research and exploration
environmental crisis on Earth, which needs to be solved

d) There is an increasing frequency of natural disasters on Earth (e.g. the earthquakes in
Nepal in 2015)

3

1 Start with your strongest argument.

2 Include at least three ideas in support of your argument.

3 Consider both sides of the argument.

4 Undermine the opposing argument, using evidence.

5 Conclude with your most compelling argument.

Topic 3.7

1

1 new technologies

2 new technologies, specifically implantable pacemakers and CAT scanners

3 CAT scanners

4 Miriam, beneficiary of a CAT scanner

3

Suggested answer

... there is exploration still to be completed on Earth: 90% of our ocean's floor is unexplored – we are mainly familiar with coastal, shallower waters, but the deeper parts of the ocean are still a mystery, for example 90% of our ocean's floors are uncharted.

4

However – signals an opposing point

For instance – introduces an example

Therefore – comes before a reason

5

Adding points	Building on the last section	Offering examples	Giving reasons	Contrasting points
to begin with one of the reasons and	not only...but also furthermore moreover then	such as according to for example for instance	because as a result therefore	although but however

6

Suggested answer

Some might argue that space exploration is a waste of money. **However**, this is simply not true. **To begin with** the money spent provides jobs and business to companies on Earth. There is no way to spend money in space, yet. **As a result** of investment into space science, we have gained not only jobs, **but also** improved technologies. **Therefore** space exploration is not a waste of money.

Chapter 4

Topic 4.1

1

happy

2

touch (warm)

taste (powdery sweet)

smell (greasy scents)

4

Suggested answer

the yellow balloon

pancakes and waffles

confetti

ribbon and rosettes

toy trumpet

5

Suggested answer

the hot greasy scents of frying pancakes and sausages and powdery sweet waffles

the confetti sleeting down collars and cuffs and rolling in the gutters

the crêpe-covered char with its trailing ribbons and paper rosettes.

6

Suggested answer

the yellow balloon (balloons linked with celebrations and play. The colour yellow bright and cheerful)

pancakes and waffles (we link sweet foods and desserts to enjoyment)

confetti (linked to weddings)

ribbon and rosettes (suggest happy colours as well as celebration and winning)

toy trumpet (suggests fun, childhood and victory noises)

7

Suggested answer

unhappy, isolated, uncomfortable, paranoid

8

Suggested answer

Positive

Polite, orange, yellow, sky-blue, exotic, carnival, galette

Negative

strangers, transients, too pale, too dark, strange, hostility, cold

9

Suggested answer

'looks', 'invisible', 'stares', 'observation without eye contact', 'gaze like a breath on the back of my neck', 'eyes upon us'.

Topic 4.2

1

Suggested answer

- a) happiness – clear, blue skies, suggesting brightness and positivity
- b) sadness – rain, by association with tears/grey skies reflecting low spirits
- c) anger – violent, destructive storm
- d) calmness – stillness, lack of wind, suggesting tranquillity
- e) fear – storm gathering, suggesting anticipation of bad events to come

2

Suggested answer

The fierce storm referred to in the excerpts below suggests anxiety - something bad coming - or a powerful feeling, such as unhappiness taking over:

'fierce wind drew my mind from the things troubling me'

'a storm that constantly washed away'

'storm...hear its roar'

'the storm climbing the slope towards me'

Rain can represent sadness by linking to tears:

'disappeared within the curtain of rain'

'first drops hit me like quail eggs'.

3

The personification of the storm's approach: 'The storm was coming in earnest now; I could hear its roar.'

Pathetic fallacy: 'It seemed to me the world itself was feeling just as I felt.'

7

B

Suggested answer

Where student A merely states which techniques the author employs, Student B specifies which particular qualities are conveyed by the technique of personifying the sea ('the power

of the sea'), quoting a particular word. Student B also explores the effect on the reader of that word in a much more precise way.

Topic 4.3

1/2

Suggested answers

How imagery is used to make the shop seem inviting:

The author uses imagery to achieve this, e.g:

'Protected from the sun by the half-blind which shields them, they gleam darkly, like sunken treasure, Aladdin's cave of sweet clichés.'

This conveys the impression that the chocolates in the shop are like semi-concealed, valuable possessions or riches and there are a great many of them, waiting to be discovered.

How specific words are used to make what is in the shop sound tasty:

The author achieves this by describing very many specific tastes and ingredients, giving us a very vivid idea of what the products would taste like, using numerous adjectives such as 'candied', 'sugared', 'crystallised' and nouns such as 'hazelnut' and 'marzipan'.

How sentence structures are used to make the shop sound impressive:

The author uses sentences that contain long lists of the items displayed in the shop, each item described very vividly, giving the impression of extraordinary variety and conveying the skill of the chocolate-maker who has crafted so many chocolate works of art:

'A gingerbread house, walls of chocolate-coated pain d'épices with the detail piped on in silver and gold icing, roof tiles of Florentines studded with crystallised fruits, strange vines of icing and chocolate growing up the walls, marzipan birds singing in chocolate trees...'

Topic 4.5

2

Suggested answer

The number of questions shows the man is wondering what has happened to his wife – he is worried.

The list shows that he is waiting for his wife and getting more agitated as time goes by.

Short sentences suggest that the man's mind is moving quickly from one thing to another because he is panicking.

4

Questions:

Should he find the Consulate? Where was it? What would he say when he got there?

Lists:

He looked into every shop up and down the colonnades, crossed the piazza a dozen times, threaded his way between the tables, in front of Florian's, in front of Quadri's, Those women had got hold of Laura, played upon her suggestibility, induced her to go with them, either to their hotel or elsewhere.

Short sentences:

Anxiety had turned to fear, to panic.

Something had gone terribly wrong.

5

anxiety, fear, panic

6

went out, walk, looked, crossed, threaded

7

easily, terribly

8

Suggested answers

a) The best sentence that creates tension is, 'Something had gone terribly wrong.'

b) The adjective 'wrong' suggests that the man thinks there is a problem. This is heightened by the adverb 'terribly', which sounds extreme, implying he thinks there has been a tragic accident or crime. The man's anxiety is also conveyed by the vague word 'Something', as it shows he doesn't know what has happened but is desperate to find out.

c) The short sentence is used to emphasise the man's anxiety. Because it is so short, he sounds certain that something very bad has happened to his wife.

Topic 4.6

1

The door slammed...

(In the first paragraph, the details seem to contradict each other. There is no consistent theme or atmosphere.)

2

a) dust and cobwebs suggest no one has been there, which links to 'deserted' in the first sentence

b) the second sentence ends by shifting focus from the floor to the walls, so this is the logical point to mention the mirror

c) her 'pale' reflection in the third sentence links back to her feeling scared in the first sentence

3

d), c), a), e), b)

4

Fifteen minutes had passed; (time)

Topic 4.7

Suggested answer

1

The parenthetical commas or dashes allow the writer to add or emphasise images to heighten atmosphere.

2

She ran, her heart beating with panic, towards the exit.

The water, warm and crystal clear, lapped calmly against the shore.

The old man, stretching his exhausted limbs, opened his eyes sleepily.

3

He gazed greedily..

A gasp of surprise or pleasure, perhaps the man is 'breathing in' the sight of the treasure?

The door slammed...

The pause creates the silence and emptiness of being alone after the door slams shut.

4

a) He put his head in his hands and thought of all the things he'd lost: home, family, friends, self respect.

b) Spinning the steering wheel and accelerating, he sped around the street corner and on towards the hotel: only five minutes remained.

c) She looked up at the clouds with gratitude: sunlight beamed down at last.

Topic 4.8

1

Suggested answer

Bright, positive, cheerful connotations:

'Light shone through the window'

'the red petals glow like rubies'

Suggests pleasant and comfortable environment:

'soft-cushioned chairs'

Clean, fresh and wholesome details/associations:

'newly painted walls'

'bright and cheerful'

'Its floor had been swept, surfaces had been dusted, and ornaments had been polished.'

'The air smelled fresh and clean.'

Chapter 5

Topic 5.1

1

a) The first example is more compelling because it has dramatic interest, it gives an insight into how the character feels and it raises questions. (What does Mimi have to wake up for and what does she dread?) The second example is dull because it just tells us about Joe without raising questions or making him interesting.

2

Suggested answer

a) What information the extract provides:

Torak has just been sleeping.

He had fallen asleep without meaning to.

He's on the edge of a forest.

It's cold.

He's had an encounter with a creature of some description

He's scared.

He's injured.

He hasn't eaten recently.

He'd been with his father.

His father was injured.

They'd put their shelter up yesterday.

Something catastrophic had happened after that.

b) What questions it raises:

What happened yesterday?

What sort of creature was it?

Where is the creature?

Is Torak's father still alive?

3

'Torak woke with a jolt from a sleep he'd never meant to have.' The 'now' of the story.

'Had it come back?' Refers to recent past.

'Only yesterday – yesterday – they'd pitched camp ...' Goes right back to before Torak and his father had a problem.

5/6

Left to the reader's imagination is what exactly happened to cause the current situation (their injuries, for example) and cause Torak to suddenly sleep, specifically what sort of creature Torak and his father encountered.

Topic 5.2

1

Suggested answer

'hovering' The verb choice makes the fog sound eerily alive.

'drooping' Creates a sense of dreariness.

'wheezing' The fog must be unhealthy if it makes them 'wheeze'.

'cruelly' The fog sounds nasty – we pity the apprentice boy.

'as if they were up in a balloon and hanging in the misty clouds' The fog makes it seem as if the world is turned upside down.

2

a)

3

'Defiled' suggests bad behaviour as well as dirt and pollution, and 'creeping' suggests sneaky behaviour.

4

These phrases create an unpleasant, menacing atmosphere:

‘dank and stale’, ‘reeking bundle of filthy rags’, ‘Dark stains ... like blood’, ‘mysterious recesses yawned’, ‘brooding’, ‘huge rat’, ‘they were waiting’

Topic 5.3

2

Third person: The writer can reveal anything they like about any character – their background, thoughts, etc. This is the ‘omniscient author’ mode. A writer may even comment on the action or address the reader directly.

First person: This gives a sense of immediacy. There is also the interest of the narrator being one of the characters and of the possibility of an ‘unreliable narrator’. The narrator in the extract on pages 134–135 of the Student Book seems to be insane, for example, and is therefore unreliable. However, in the first person, the narrator cannot easily narrate what he or she has not witnessed. To solve this, the writer has to use a device, such as a revealing letter or dialogue with a character who witnessed particular events.

3

Suggested answer

1 The one-word exclamation drags the reader into the story, as if already in conversation with the narrator and expressing opinions on him. It also suggests that the narrator makes assumptions about what people are thinking.

2 The repetition of ‘very’ suggests that the narrator is emotionally excited or even unstable.

3 ‘Haunted’ makes the narrator seem obsessive.

4 The narrator’s uncertainty makes it seem that he is far from reliable, and the idea that he could do something drastic because of the man’s eye emphasises his instability and unpredictability. We also wonder why it is just one eye.

5 The strange comparison makes the narrator seem odd, and as if he is perceiving an ugliness that is in his own mind.

5

Suggested answer

‘Where had everyone gone?’ conveys Claire’s confusion, and possibly a degree of panic. ‘Her stomach tightened’ strongly suggests fear and dread. ‘This was bad – very bad.’ confirms that she is very afraid.

7

Suggested answer

The second example demonstrates Eric’s character in a way that is much more interesting. The verbs ‘shoved’, ‘kicked’ and ‘shouted’ all strongly suggest that he is angry, bad-tempered and, quite possibly, violent. The three actions (in list form) all reinforce this

impression. The demanding and disrespectful question, 'Where's my dinner?' additionally creates the impression of an unpleasant, selfish person.

8

Suggested answer

A number of meanings could be implied. It could show that Bway Paw is the kind of person to care about education, and that she really wanted to make the narrator feel at ease. This may suggest that she values education, which in turn may suggest that she wants the children in the village to have more chances than she has had. On the other hand, she could simply be patient and gracious.

10

'in a gesture I knew to be respectful and polite' – she feels unsure about intruding. She has researched the traditions of the villagers.

'I felt guilty for making her stop' – she is uncomfortable stopping Bway Paw from working as she knows this is an important source of money.

'which I imagined were easier to keep clean than...' – she admires the way Bway Paw copes.

'in a gesture I knew to be respectful and polite' – she feels unsure about intruding. She has researched the traditions of the villagers.

'I felt guilty for making her stop' – she is uncomfortable stopping Bway Paw from working as she knows this is an important source of money.

'which I imagined were easier to keep clean than...' – she admires the way Bway Paw copes.

Topic 5.4

1

The third person ('he' not 'I')

2

The night is a time when a child is more likely to be afraid of being alone. We get a sense of Swami's loneliness by his intense awareness of the small sounds of the night.

3

a) The dream is described as if it is really happening. The writer most vividly expresses Swami's viewpoint in the last few lines. The question is the one in Swami's mind, and we are given only Swami's actual perception in 'Something was moving down.' The writer places us 'inside' Swami's mind rather than explaining what is going on from the outside.

b) 'Crouched' makes him sound like a frightened animal making itself small; 'encased' is as if the blanket actually protects him, like a suit of armour, which is really wishful thinking. The use of 'granny' rather than grandmother suggests the child's familiar affection for her. 'His end had come' is how Swami melodramatically sees his situation: he is doomed.

4

In the first paragraph, the writer uses the street light and the night noises. In the second paragraph there are the following links to the senses: the scratching and thudding in the dream (actually inspired by actual noises in the room, though in the story this becomes clear only after the point at which the passage ends); Swami reaching out for his grandmother and only touching the bench; and his staring 'into the darkness'.

Topic 5.5

1

Cinderella

Topic 5.7

1

Suggested answers

Mrs Del Toro

'thin, fierce-looking' – she seems tough

'expensive new purple waterproof' – she has money, and is serious about whale-watching

'Save the Whale' sticker – she supports a cause

'jumped up' – energetic and decisive

"If you won't speak to the captain, I will!" – unafraid, assertive

'marched in' – vigorous, self-confident

"We want our money back!" – determined

The Captain

'eating alone in the wheelhouse' – solitary

'slopping pasta sauce onto a torn navigational chart' – sloppy, careless, unprofessional

'pausing only to wipe his hands on his oily jeans or grimy tee-shirt' – rude, low standards

"Listen, lady,"...between mouthfuls' – rude

"What do you expect me to do?" – arrogant, not bothered about keeping customers happy

2

Suggested answer

The boat could run into problems because of the captain's careless navigation, for example. Mrs Del Toro is impatient and determined, so she might decide to get in a dinghy and head off towards a whale.

Topic 5.8

3

The present tense tends to have the effect of making the narrative seem very immediate, especially when combined with the first person, as it is here.

Topic 5.9

1

The opening makes you wonder what is in the box.

2

'It' refers to whatever is in the box.

3

Carly and Abdul sat on a bench in the park. They were bored, but they had no money for the fair.

'Why don't we see if we can get on a ride for free?' suggested Abdul. He looked hopefully at Carly.

She sighed. 'That won't work,' she said.

or,

Carly and Abdul sat on a bench in the park. They were bored but had no money for the fair.

'Why don't we see if we can get on a ride for free?' suggested Abdul, looking hopefully at Carly.

'That won't work,' she sighed.

Chapter 6

Topic 6.1

1

b

2

Suggested answers

'noodly masses of black slit'

'eel-grass'

'razor shells'

3

QUOTATION FROM TEXT	KEY WORDS AND IMPLICIT MEANING	EFFECT
'The diffused light made depth perception impossible'	The key words here are 'depth-perception' (the ability to judge depth) and the adjective 'impossible'.	Together they create a sense of him not being in control of things.
'the pathless future'	Key words are 'pathless' (no path marked) and 'future' (this is what lies ahead of him!)	This creates a sense of mystery – going into the unknown, both literally (there is no route to follow) and emotionally – they do not know what the journey will bring.
'Beyond us extended the sheer mirror-plane of the water.'	Key words: 'beyond us' and 'sheer mirror-plane'	The appearance of the water seems to be completely flat, but hints at revealing the walkers' reflections and suggests something mirage-like in reflecting everything above the water but showing nothing beneath it.

4

One possible continuation might be:

The writer is also concerned because mysterious nature will not reveal what lies ahead. It is 'pathless' so any step will be a step into the unknown, which may bring pleasure or pain.

5

It could be inferred that the writer knows what tides should do (after all, we know the movements of tides years in advance as they are governed by the moon's proximity to Earth) but his reason (meaning the rational side of him) cannot disguise a more instinctive, irrational fear that tides might behave in unexpected ways, like a human being.

7

David is an optimist and has a sense of humour. He does not want his friend to 'float off'! Although he speaks 'unconsolingly', he is simply stating the facts, not being nasty.

Topic 6.2

2

The script shows us a girl waiting for her brothers to come back from a forbidden fishing trip, and the consequences of it – the attack of the ‘Kan Naga’.

3

Possible themes are: children breaking boundaries set by parents; guilt/responsibility (Zara); myths and legends.

5

b

6

While Zara asks lots of questions, many of Umar lines end with **exclamation** marks. This indicates how **shocked** he feels. His sentences are also sometimes broken up in fragments, for example when he says ‘**It took Aqil! The Kan Naga.**’ This suggests how disturbed and frightened Umar is.

8

The mysterious event at the end of the scene is the appearance of Aqil. The writer may have chosen to put it at the end to build tension through his disappearance; also, neither Umar nor Zara sees him – only the audience does, and this creates a high level of suspense.

Topic 6.3

1

The second is clearly the best approach as it reveals research and planning.

2

- a) Quicksand or the rapid tide, which might lead to drowning. The fog/mist is not a danger in itself, but it could cause walkers to become lost and thus more likely to misjudge the tides or wander into the quicksand.
- b) Those who love nature; those seeking adventure or excitement (who like the idea of danger being close by); and those who are interested in local culture – the walk’s history and this area of the United Kingdom.

3

Suggested answers

Doing the walk when there is a good weather forecast (e.g. clear skies and no fog) and using a local guide/someone who knows the weather and conditions.

6

- a) Jacques thinks that the walk should be done in spring rather than summer.
- b) He anticipates the counter argument that summer has longer days so they will have more daylight.

- c) He responds to it by referring back to the extract in Topic 6.1 where the writer refers to the difficulty in seeing things.

Topic 6.4

1

b

2

This is the best order because it would not quite make sense if, for example, the last sentence (question) had come first. The second sentence uses the pronoun 'it'; if this had come first, the reader would not know what the pronoun referred to.

3

The final sentence sets up, or introduces, the next paragraph.

4

I didn't rate 4G's performance on Monday afternoon of 'Yi who shot nine suns' much. **Although/Even though they** tried really hard, the performance lacked power (**the original story is very emotional**), and voices weren't clear, the movements were clumsy **and** the costumes weren't right.

5

c

6

- a) The topic sentence reveals the focus.
- b) Dashes do the same job as brackets.
- c) 'Firstly' tells us this is the first aspect to be analysed.
- d) 'In fact' and 'Instead' indicate what is surprising
- e) The final short sentence sums up the overall view of the reviewer – it was 'powerful'.

7

Another way the class created an impact was through their voices (**taking on the role of villagers, Yi and the Emperor from thousands of years ago might have been difficult**). **Yet/However/Nevertheless**, by using a narrator they were able to tell the story and act at the same time. **Furthermore/Moreover**, I felt they were good enough to dispense with a narrator and do the whole thing themselves.

Topic 6.5

1

Feature	'Endurance'	'Rime of the Ancient Mariner'
focus or story	narrator describes how ship is stuck in ice / what to do next	narrator tells how as the boat 'fled' south they met snow and ice and were slowly surrounded by it
Form	diary / journal – we read as if experiencing the events at the same time as the writer	poem mainly written in verses of four lines
use of lines and sentences	long, complex sentence to begin, with dramatic final clause; short sentences later create sudden emotive pause: 'It is hard to write what I feel.'	lines are generally similar in length except for the last in each stanza, which tends to be shorter, and is the third 'footstep' in rhythm (i.e. 'drove <i>fast</i> ...loud roared the <i>blast</i> ...And... <i>fled</i> .'
language: tenses	mostly in the present tense describing Shackleton's current feelings, but does look back to previous events ('I had centred ambitions') but only to say how that contrasts with the reality now	tale recounted in the past tense, but drama of events makes it feel like the reader is experiencing it now

Feature	'Endurance'	'Rime of the Ancient Mariner'
language: vocabulary (nouns, adjectives, etc.)	emotional nouns and noun phrases: 'ceaseless anxiety and strain', 'hopes', 'desires' describe how narrator and crew feel; also present participles of verbs – 'straining', 'groaning', etc. add to visual and aural picture of ship and its ongoing situation (which is why '-ing' is used)	repetition gives dramatic effect / builds tension ('and' in third verse; 'ice' – last verse); also, clear simple noun phrases create picture of ship and snow: 'sloping mast', 'dipping prow', 'dismal sheen', etc.; lots of active verbs – 'chased', 'pursued', 'bends' – give sense of race and drama
language: imagery, simile, metaphor, personification, etc.	ship is personified through use of 'she', idea of 'wounds', 'mortally hurt' as injured / dying creature	'storm blast' is personified as a cruel tyrant: 'tyrannous' and with 'wings', like a god or mythical beast; later the ice is personified in the way it 'growled' and 'howled' like a beast
other stylistic features	use of factual/geographical information	rhyme – 2nd and 4th lines of each verse rhyme