

Collins Checkpoint English

Stage 7: Workbook

Answer Key

Chapter 1

Topic 1.1

1

1. diary – c); 2. journal – a); 3. biography – d); 4. autobiography – b)

2

biography; autobiography; he wants us to know

3

a) present tense

b) adjectives – excited, brilliant, thrilling, generous; the author admires both Steven Spielberg and Brad Pitt.

c) This paragraph is from a journal. We know this because it is written in the present tense. Therefore it is probably not an autobiography. Also, it deals with thoughts and feelings. Therefore it is probably not a diary.

Topic 1.2

1

3; 4; 2; 1

2

Putting up the tent was frustrating.

3

1. frustrating – d); 2. confused – c); 3. wayward – a); 4. dishevelled – b)

4

1. putting up tent; 2. frustrating; 3. instructions; 4. confusing; 5. tent poles; 6. wayward 7. result; 8. dishevelled

Topic 1.3

1

Across:

1. simile: a comparison between two things that uses the words 'as' or 'like'

5. implicit: words that give clues and suggestions to a meaning that the reader must try and work out

6. deduction: adding up information in a text to find an overall meaning

Down:

2. inference: working out what a writer has suggested by their choice of words

3. explicit: words that tell the reader something directly

4. metaphor: a type of comparison that describes one thing as if it is something else.

2

1. which; 2. where; 3. who; 4. why; 5. what; 6. when

3

1. When she heard the news she turned – b) as white as a sheet

2. The bad food left me feeling – a) as sick as a dog

3. She sings – f) like an angel

4. He was attracted – c) like a moth to the flame

5. Tonight I am going to sleep – d) like a log

6. When they got together they would fight – e) like cats and dogs

4 Suggested answers

a) America is a melting pot – In America people's different culture backgrounds combine to form one single larger culture.

b) The judge let him off with a yellow card – A judge is the same as a referee in a soccer match. He can issue a warning without giving a penalty.

c) Books are keys to your imagination – Books make you more open minded, the same way that a key unlocks a door.

d) During rush hour, the highway is a parking lot – There are so many cars that it is impossible to drive at regular speed during rush hour.

Topic 1.4

1

- a) monky – monkey
- b) confuzed – confused
- c) howld – howled
- d) nife-edged – knife-edged
- e) terrer – terror
- f) amoungst – amongst
- g) sunlite – sunlight

2

a) inference; b) decide; c) explicit, implicit; d) phrase; e) techniques; f) sugar; g) destruction

3

1. crossing-sweeper; 2. pennies; 3. pretty; 4. clean; 5. protected; 6. school; 7. neither; 8. spell

4

a) frowning; b) going out; c) ticking; d) doing; e) looked; f) building; g) wasn't; h) rain

Topic 1.5

1

a) 10 are incorrect: frightening; crowded; skyscrapers; leaves; burglar; tedious; terror cities; environment; midnight

b) surprise, party, wow, cake; bored, dull, slow, tedious; frightening, burglar, terror, midnight; tree, nature, environment, leaves; crowded, skyscrapers, cities, traffic jam.

3

	Anecdotes	Presentations
--	-----------	---------------

pace	faster for excitement, slower for suspense	steady so that everyone can understand
volume	very loud or very quiet	so that everyone can hear
tone and expression	dramatic and engaging	calm and authoritative
emphasis	on the amusing or frightening party	on the important facts.

Topic 1.6

1

1. I had forgotten my umbrella (past perfect); 2. Rain had made big puddles (past perfect); 3. I was walking home (past continuous); 4. A car drove by (past simple); 5. The water splashed (past simple)

2

a) Because it would not be so interesting; b) Past continuous; c) Past simple; d) Past perfect; e) Because we can use them in different ways to emphasise the important events and make the story more interesting.

4 Suggested, others are possible

Yesterday evening mother was cooking a chicken for dinner in the kitchen while our dog was watching. We were playing football in the garden. We were making a lot of noise so we didn't hear her when she shouted that dinner was ready. A bit later we got hungry so went into the kitchen. Mother had gone upstairs and the dog had eaten our dinner. We were so hungry, mother was angry but the dog was very happy.

Topic 1.7

1 Suggested antonyms, others are possible

sunny – dark, gloomy
warm – unfriendly, cold, cool, unwelcoming
lazy – energetic, hard-working
special – ordinary, general
kind – unkind, cruel

Noun	Adjective	Verb	Adverb
Pleasure	Pleasant	please	Pleasantly
Sadness	Sad	Sadden	Sadly
Wonder	Wonderful	Wonder	Wonderfully
Beauty	Beautiful	Beautify	Beautifully
Anger	Angry	Anger	Angrily
Creation	Creative	Create	Creatively
Laziness	Lazy	Laze (about/around)	Lazily

Topic 1.8

1 Suggested

Many years ago when my father was young he used to work as a lumberjack cutting down trees in a large forest in Canada. When he started he was very keen and very strong and the first day he cut down more trees than anyone else. His colleagues were very impressed and they said how good he was. The next day, he came to work and started cutting with as much energy as the day before. But he only managed to cut down half the number of trees. This time everyone was/they were not so impressed and said that he was getting lazy. On the third day, he worked as hard as ever but cut down only a quarter of the number of trees. My poor father was really upset because everyone was/they were saying he was really lazy. Then the boss came up to him and asked him if he had sharpened his axe. Oh dear, my father had been too busy cutting so that he hadn't thought to look after his tools.

Topic 1.9

1

a) amateur; b) public; c) intelligent; d) mean; e) temporary; f) high; g) absent; h) strong; i) shallow; j) light

2

She will be famous ... if... she keeps writing great stories.

I'll meet you at 4PM... if ... I get out of class on time.

He'll get a sunburn ... if ... he stay outside all afternoon.

Sara will pass her exams ... if ... she studies hard.

He will miss the bus ... if ... he doesn't hurry.

3 The connectives are all wrong

a) My brother **didn't do** his homework last night so he got into trouble with the teacher.

b) My father **says** you should play sports because it keeps you fit and healthy.

c) Our family **goes** on holiday in summer for three weeks and in winter for one week.

d) We **are not sure** if we should study medicine to become doctors or law to become lawyers.

e) John **says** that it's ok to leave your homework until the last minute but I think he's wrong, what happens if you are ill?

Chapter 2

Topic 2.1

1

1. huge; 2. all-inclusive; 3. luxurious; 4. desirable; 5. tasty; 6. large; 7. Olympic-size; 8. well-equipped; 9. world-class

2

a) False; b) True; c) False; d) False

Topic 2.2

1

Across:

1. first: Paragraph that introduces the main idea
3. last: Paragraph that sums things up
5. middle: Paragraphs that give more information
7. caption: Explains the picture
8. standfirst: Offers a factual summary of a news story

Down:

2. image: Shows readers key information
4. direct: Type of speech that tells readers what the people involved say
6. heading: Sums up what the text is about

2

a) information; b) inform; c) explanation; d) explanatory; e) imagination; f) imagine; g) revolt; h) revolutionary; i) creation; j) creative

Topic 2.3

1

- a) A text's meaning emerges from interaction between the reader and the text.
- b) An important aspect of indirect address is an appeal to background knowledge.
- c) Advertisements commonly address readers in a direct manner.
- d) All texts assume some degree of shared knowledge between the reader and the author.

2

4; 2; 5; 1; 3

3

1. acquaintance – d) slight knowledge of a person or subject
2. characteristics – c) distinguishing feature or quality
3. lofty – a) morally admirable
4. unselfish – b) concerned about other people's wishes and needs

5. respects – e) a detail or characteristic

4

a) You may have bitten off more than you can chew.

b) Don't count your chickens before they hatch.

c) He must have got up on the wrong side of the bed.

d) The cruise ship holiday was the icing on the cake.

e) He was saved by the bell.

5

d); e); b); a); c)

Topic 2.4

1

a) journalist; b) novelist; c) composer; d) playwright

2

idea – mad, bright, crazy, mistaken

argument – weak, logical, rational, reasonable

link – close, loose, missing, direct

3

1 b); 2 d); 3 d)

4

a) spend; b) borrowed; c) spent; d) saves; e) put aside; f) worth your while

Topic 2.5

1 & 2

Int: Good morning Anna, thank you for agreeing to talk with us today. Firstly, can you tell us about when you first heard about Alan?

Anna: I first heard about it on our local radio station. I was quite horrified by what had happened that I felt I had to do something to help.

Int: What part of this story particularly affected you?

Anna: I think it is because Alan is so frail, he's only 4ft6, even though he is nearly 60. How anyone could attack and steal money from such a person is just despicable.

Int: And tell us about what happened.

Anna: Well initially I only wanted to raise a few hundred pounds so that he could buy something nice. However the story went viral and within a couple of weeks we raised over £300,000. It was enough to buy Alan a new house in a safer part of town.

Int: Well that really is a truly amazing story Anna, thank you so much for coming.

Anna: It's my pleasure, thank you for having me.

3

b)

4

horrified; frail; despicable

5

horrified – possible synonyms: dismayed, depressed, shocked; possible antonyms: delighted, pleased, thrilled.

frail – possible synonyms: weak, fragile, delicate; possible antonyms: strong, robust, tough.

despicable – possible synonyms: appalling, dreadful, wicked; possible antonyms: admirable, excellent, worthy.

6

She uses the present simple when she is describing Alan, because Alan is always like this. She uses the past simple and the past perfect to talk about the events that happened in the past.

7

horrified; affected; wanted; raised; happened. –ed is the regular past tense marker.

8

heard / hear; felt / feel; went / go

Topic 2.6

1 a) **bold** b) underlined c) **bold underlined**

Local girl, Anna, stepped in to help city **resident**, Alan Barker, after he was **viciously** attacked near his home. What happened next **stunned** everyone.

Alan Barker is a popular figure in the **neighbourhood** where he's lived all his life. He never grew taller than 4ft 6 inches tall **because** his mother got measles when she was pregnant. Additionally, he is almost blind for the same **reason**. **So** everyone was shocked when they heard that a young thug had **attacked** him from behind one night and stolen his wallet which contained only five pounds.

One person in particular was affected. Anna Riley, a 23 year old hairdresser was working in her salon when she heard the news on the radio. "I was so shocked, I just felt I had to do something", she said yesterday. **At first**, her idea was to raise a few hundred pounds to help Alan, so she posted his story on a fund-raising website. Soon, the story went viral around the world and people from many different countries donated money, in both large and small amounts.

Anna, Alan and his family watched in surprise and excitement as the fund increased. **After** only two weeks the total amount reached over £300,000, a huge amount of money and certainly a lot more than Anna had dreamed about. Then, they decided to close the fund as Alan didn't want any more money.

Now Alan is living in a large comfortable house. It is not far from where he lived before. "It's my neighbourhood" he says, "and this is where I want to stay, now thanks to Anna I can feel safe and happy". Truly, Anna has been Alan's Angel.

2

The verb tenses mistakes and connective mistakes make the news report difficult to understand as it's not clear in what order things happened.

3

Past simple to talk about specific actions in the past. Past continuous to give a description of what was happening at the time of this event. Past perfect to talk about something that happened before a specific action in the past.

4 Questions could include

1. What do you enjoy about living in your neighbourhood?
2. What happened that night?

3. How did you feel afterwards?
4. How did you learn about what Anna was doing?
5. How did that make you feel?
6. Did you think much money would be raised?
7. How did you feel when you heard that your story had gone viral?
8. Were you surprised that so much money had been raised?
9. How do you feel about what Anna has done?
10. Do you like your new home?
11. Will you and Anna stay friends?

Topic 2.7

1

Anna (d) age 23 (e) from Rotherham (f) raised (c) some funds for Alan (a) after he had been attacked in the street (b)

2

We use different types of **sentences** to add interest to our writing. A simple sentence is only made up of one **clause**. A clause is a group of words that include a **verb**. A **compound** sentence is a sentence that is made up of more than **one** clause. It can include two main clauses joined by a **connective**. A **main** clause is a clause that makes sense on its own. A sentence can also be made up of a main and **subordinate** clause. A subordinate clause does not make sense on its own and it is **dependent** on the main clause.

Topic 2.8

1

Text in **bold** = indirect speech

Speaking from his new home Alan Barker said that **he had been overwhelmed by the generosity of people from all over the world**. "I can't believe how kind people have been, it's absolutely amazing". However, it was clear from the big smile on his face that his biggest thanks are for Anna, "She's just been amazing", he said, shaking his head. "She

didn't know me at all yet she really went out of her way to help me, I'm so grateful for all that she has done".

2

a) Alan said, "I really want to say a big thank you to everyone who has donated money".

b) He also said that he was really enjoying his new home.

c) He went on to say, "I feel really safe here and I'm going to be happy here for the rest of my life.

3

A. direct; B. indirect

4

a) I – he

b) feel – felt

c) I'm – he was

d) my – his

5

First person pronouns in direct speech become **third person** pronouns in indirect speech. Verbs in the **present** tense in direct speech become verbs in the **past** tense in indirect speech.

6

a) Verbs 'go back' one tense from direct to indirect speech. E.g. present perfect to past perfect.

b) It become 'the day before'.

Topic 2.9

1

a) suggest; b) officials; c) awesome; d) received; e) abbreviations; f) purpose; g) explain; h) clearly; i) interview; j) formal

2

1. He complained – b) that his head hurt where he had been hit.

2. She suggested – c) that they all went for a coffee.
3. He asked – a) if they could stop the fundraising now that there was so much money.
4. She warned – e) him to be careful when he went out at night.
5. He promised – d) that he would take care.
6. He decided – f) to buy a house near Anna's.

3 Suggested

Alan commented that his head was a lot better then and that he was feeling really positive about life. He admitted that he hadn't been badly hurt so that he was quite lucky. However it had been a big shock. He then said that the best thing was that he and Anna had become good friends. Anna agreed and said that they had met a few times for coffee and that they were going to see a lot more of each other in the future. She said that she liked spending time with Alan as he was older and was very wise. Alan also said that he liked spending time with Anna as she was very funny and made him laugh a lot.

Chapter 3

Topic 3.1

1

1. b); 2. d); 3. a)

2

- a) Know your purpose and what you want your reader to do.
- b) Understand what motivates your reader.
- c) Consider design and layout.
- d) Be positive and accurate.
- e) Anticipate objections and how to deal with them.

3

- a) unbeaten – f) champion
- b) effective – d) method
- c) competitive – e) market
- d) fascinating (or amusing) – b) material

e) amusing (or fascinating) – c) story

f) excessive – a) tax

4

a) persuasion (N); persuasive (A)

b) argument (N); argue (V)

c) practise (V); practical (A)

d) sympathy (N); sympathetic (A)

e) attraction (N); attract (V)

Topic 3.2

1

1. dominated; 2. accounted; 3. compared; 4. recovered; 5. dropped; 6. increase; 7. stood; 8. recovery; 9. competition

2

a) The author seems hopeful that British film will continue to rise in popularity around the world.

b) Yes. The exclamation mark at the end of the last sentence shows his excitement about the topic. He presents statistical evidence that supports his feelings.

c) Informal. It includes direct speech, emphatic punctuation (question marks and exclamation marks), and open questions for the reader to think about.

d) The author infers that British cinema will continue to grow in popularity. It may even become serious competition for the Hollywood film industry.

3

1. species – c) class, sort, type, group

2. unique – d) special, peculiar, distinct, exclusive

3. research – e) investigation, analyses, study, examination

4. bonding – b) coupling, linking, connecting, associating

5. information – a) knowledge, data, intelligence, news

4

Indirect persuasion is useful for overcoming resistance and preparing readers for a request that might fail if made directly. There are three steps to planning indirect persuasive messages. First, obtain interest. Make a good first impression and provide a reason for the reader to pay attention to your message. Second, prove that what you are proposing can benefit to the reader. Benefits may be direct or indirect. Finally, ask for action and link it to reader benefits. Even a request that makes a positive impression doesn't succeed unless readers act on it. These three basic steps can be used to deliver a variety of persuasive messages.

Topic 3.3

1

- a) Before I came to England my teacher said to me, "Try to see the Tower of London while you are there."
- b) "Why?" I asked.
- c) "Because it is a very famous landmark with an interesting story behind it," he answered.
- d) According to my guidebook, it was not only once the Royal Residence, but it was used as a prison for many years. (*Not exact words*)
- e) I asked, "Is it still a prison?"
- f) "No," my teacher said. "The last prisoners were held there in 1952."
- g) According to history, "controlling the tower was key to controlling the country." (*Exact words*)
- h) My teacher said, "It is one of many historical sites in London that you will want to see while you are there."

2

- a) lead; b) is; c) is; d) are; e) concerns; f) are; g) gives; h) require

Topic 3.4

1

- a) cake; b) light; c) tire; d) pen; e) dog; f) hair; g) river

2

- a) In order to reduce *their* expenses, people should set up weekly *budgets*.
- b) *Computers are* taking over almost all *aspects* of our lives. OR: *The* computer is taking over almost all *aspects* of our lives.
- c) In *their* spare time, many people love cooking.
- d) This kind of *film* is not appropriate for children.
- e) Watching TV causes more damage to *the* eyes than reading does.
- f) They had *an* English student living with them for four *months*.
- g) There are not as *many* bicycles in Great Britain as in China.

Topic 3.5

1 & 2

Initiating

- h) Is everyone ready? Let's begin.
- c) Now, how do we all feel about this?
- j) So, let's start with those who agree with this idea.

Asking questions

- d) Can you tell us a bit more about this?
- b) What evidence do you have to support your ideas?
- i) Is there anything else you would like to say?

Involving others

- e) I'd like to hear what Omar has to say about this.
- f) Do you agree with what Tam is saying?
- l) I think it's Aisha's turn to say something now.

Summarising

- g) So, to sum up, what you're saying is...?
- k) Okay, so do I have this correctly...?
- a) Would it be correct to say that you think...?

3

Not polite: b); e)

Topic 3.6

1

1. and – d) addition
2. but – b) contrast
3. or – c) alternative
4. when – a) time

2

1. My parents will let us use our garden **and** a) my sister and I will prepare the food.
2. I can start work in the kitchen **when** d) I get home from school.
3. My brothers can do the barbeque **but** c) I don't want them in the kitchen.
4. My mother says we can have shop bought orange juice **or** e) we can make our own lemon juice.
5. We can ask our parents to buy everything **or** b) we can ask everyone to contribute some money.

3

time sequencing	after, before, since, until
time relation	as, when, while
place	where, wherever
condition	if, unless, in case
concession	although, though, even though, if, whereas
reason	because, since, for, as
purpose	in order to, so as to
result	so, so that

4

- a) We need to prepare all the drinks **before** people arrive.
- b) **While** my brothers are cooking on the barbeque, we can serve the salad.
- c) We need to make sure that there are enough seats **where/wherever** people will want to sit.
- d) We can always go inside **if** it starts to rain.
- e) **Although/Even though** we've already got lots of food, I think we need to buy some more bread.
- f) We need a lot of food **because/since/as** my brothers are always so hungry.
- g) **In order to** keep things tidy, my parents have bought lots of rubbish bags.
- h) The main thing is that everyone is happy **so that** we can all have a good time.

Topic 3.7

1

- a) The question of whether or not...
- b) It can be argued that.....
- c) Generally speaking.....
- d) To sum up.....

2

Answers in **bold**

All over the world people hunt animals and have done for many years. **However** there are many different reasons why people kill animals, not all of them bad. In my opinion we need to balance the needs of animals with the needs of humans.

Firstly, some people say that all hunting should be banned. They argue that it is cruel and that we don't need to eat wild animals anymore. **Additionally** they say that we don't need to hunt animals for their skins or horns. **Finally** they believe that if hunting isn't stopped more and more animals will become extinct.

Secondly and in contrast, others argue that for many people in the world hunting is still their traditional way of life and they need to be able to continue to live off the land.

Another argument is that in some circumstances certain animals are pests and a danger to other wildlife and that the best way of helping the environment is to hunt them.

To **conclude**, I strongly agree that the hunting of rare species should be banned and hunters be severely punished. However, in some circumstances hunting is a good thing.

3

- a) The author's recommendations: 4th paragraph (conclusion)
- b) The arguments in favour of hunting: 3rd paragraph
- c) The arguments against hunting: 2nd paragraph
- d) The author's opinion (2 places): 1st paragraph (introduction) and 4th paragraph (conclusion)
- e) The main argument: 1st paragraph (introduction)

4

- a) Because this information is too detailed for the introduction and needs to come in the body paragraphs.
- b) Yes, because the author gives one paragraphs to reasons for banning hunting and one for reasons against.
- c) The essay needs some evidence and examples.
- d) The author's opinions are reasonable as they are trying to find a balance between human needs and animal needs.
- e) For banning: 4 reasons; cruel, no need to eat wild animals, no need for skins or horns, danger of extinction. Against banning: 2 reasons; hunting is a traditional way of life in some communities, animals need to be killed if they are pests or pose a threat to the environment.
- f) It all depends on the 'weight' or 'power' of the argument. There are instances where they may be many reasons against something and only one for it, but that one reason is so strong and powerful that it overwhelms the reasons against or vice versa. The issues that are most controversial are where there are many good arguments for and against. If we are writing an essay and we want to persuade people to our opinion then we need to make our arguments strong by using good evidence and examples.

Topic 3.8

2

- a) False. 1 million species of animals, fish and insects; b) False. It is important; c) True; d) False. We are using 25% more natural resources than the earth can provide; e) False. A disaster could happen during our lifetimes; f) True; g) False 60 in the wild, there are some more in zoos; h) True

3 *Suggested, others are possible.*

- a) colossal, gigantic, enormous; b) critical, crucial; c) instantly, straightaway

4

Synonyms are not direct replacements. There are subtle differences depending on the context, therefore this question should be used as a point of discussion.

5

Gorgeous – beautiful; fabulous – good or great; furious – angry or cross

6

a) Ugly, unattractive, plain, attractive, beautiful, gorgeous; b) tiny, small, medium-sized, big, huge, massive; c) Terrible, awful, bad, okay, good, great, fabulous

7

a) twice (the earth, our planet, our home, is made up of over a million different species of animals, birds, and insects).

b) It's a powerful technique for adding emotion, he puts them right at the beginning as a 'hook' to grab our attention so we continue reading.

c) He gives evidence e.g. "We are using 25% more natural resources than the earth can provide and there are signs that the number of species becoming extinct is increasing very quickly" and examples e.g. the Amur leopard.

Chapter 4

Topic 4.1

1

1. – f); 2. – i); 3. – h); 4. – d); 5. – e); 6. – a); 7. – g); 8. – j); 9. – b); 10. – c)

2

a) personification; b) simile; c) metaphor

Topic 4.2

1

a) comma

b) colon, statement

c) no punctuation

2

- a) convenient
- b) disobedient
- c) extravagant
- d) independent
- e) patient
- f) reluctant

3

- a) independent
- b) reluctant
- c) patient
- d) extravagant
- e) convenient
- f) disobedient

Topic 4.3

1

a) town; b) price; c) bear; d) food; e) mood; f) niece; g) sew; h) paid; i) star; j) now

2

1. display – e) wit
2. undergo – g) treatment
3. detect – c) trend
4. put up with – d) nonsense
5. distort – h) history
6. suffer – f) humiliation
7. extend – b) deadline
8. undertake – a) journey

3

Across:

4. rhetorical: a kind of question that is used to make people think, rather than an expecting an answer

6. personification: when an object is described as if it has human characteristics

7. list: ma sentence that contains several linked images in order to build up an idea

Down:

1. atmosphere: the main mood or emotions in a piece of writing

2. onomatopoeia: a word that sounds similar to the actual sound it is describing

3. short sentence: a sentence that gets across an important idea without using many words

5. repetition: using a word more than once to highlight its importance

Topic 4.4

1

1. Writing involves linking the abstract and concrete; 2. By abstract we mean presenting ideas, making arguments, drawing conclusions, etc; 3. By concrete we mean giving information, stating evidence, making observations; 4. As writers, we need to engage both processes.

2

a) Argument is what we supply in the form of an insight or judgement.

b) Evidence is what proves or illustrates a point.

c) We need to establish links then between what we want to argue and what we observe in our subject.

3

a) judgement: a decision formed after careful consideration

b) observations: comments or remarks.

c) evidence: something which provides ground for belief or disbelief

d) argument (1): a point presented to support or oppose a proposition
or abstract (2): referring to ideas rather than material objects

4

Across:

4. sentinel: a person or thing that watches (often on guard and from high up)
5. paling: making paler, weakening
6. vermin: animals that are pests and carry disease
8. blacktop: tarmac road

Down:

1. algae: a simple, water dwelling plant
2. cannibalised: broken down and reused
3. segments: parts, sections
4. suburbs: residential areas around a city
7. acreage: an area of enclosed land

Topic 4.5

1

1 underlined 2 in bold (*Suggested*)

After they had made me eat the green jelly they put another plate in front of me. On the **dish/platter** were pieces of **objects/matter/material** that were black and hard. Very cautiously I started to nibble one of them, a little at a time. It was **delicious/amazing/flavoursome**, it tasted like everything beautiful in the world. I began to devour them faster and faster **stuffing/cramming** as many into my mouth as I could and chewing hard to get as much of the **incredible/fantastic/awesome** taste as I could. I continued munching on these until I was so happy I just couldn't consume any more. Then I fell into a deep sleep.

3

- a) As we walked through the dry landscape the three suns burned down on our backs until we were **boiling** in the heat.
- b) We were so tired and exhausted that we didn't notice a very small creature **creeping** up behind us.
- c) Suddenly it made a sound like a very unhappy baby, its **squealing** making us jump.

- d) We looked round in a panic, all our hearts **beating** like drums.
e) It just looked at us in a curious way and started to laugh like a **joyful** child.

4

There are 8 spelling mistakes.

As soon as the creature started **laughing**, we all did too. It was a sweet looking thing, a cross between a **rabbit** and a mouse. It had soft brown fur like a **velvet** coat and **enormous** fluffy ears and huge blue eyes like cornflowers. Suddenly it stopped laughing, opened its **mouth** and began to speak. We were all astounded, **creatures** like this do not normally speak where we come from. "You must come with me" it whispered quietly. Although the animal was very small, we felt we had no **choice** and so, without saying anything to one another, we turned round and **followed** it.

5

- a) What does it smell like?; b) What does it look like?; c) What does it sound like?; d) What does it taste like?; e) What does it feel like?

6

Some suggested ideas, others are possible: It smells like a big strawberry, it smells of meat, it smells like a bag of sweets; It looks like a big blob, it looks like it's hungry/angry/crazy/happy; It sounds very loud, it sounds like a cat/dog/donkey; It tastes like a strawberry etc (the taste of something is often, but not always, related to the smell); It feels hard/shiny/smooth/cold/wet etc.

Topic 4.6

1

Before a **noun**, we generally use commas between the **adjectives** which give similar types of information about this noun. However we do **not** put a comma between adjectives if they are describing **different** characteristics of the same noun.

2

- a) Because they want to show their surprise that a small house can still look grand.
b) The drive is overgrown, which suggests the house is not being cared for but the shutters have been recently painted, which suggests the house is being cared for.
c) In the last sentence when describing the door.

3

a); d); e)

4

- a) a silly thin young black cat
- b) a beautiful brown leather suitcase

5

a) I felt very nervous as I opened the gates and started to walk up the drive. Even though I had an appointment, I was certain there was no one at home. As I got closer to the house, it seemed even emptier. The windows looked out like blind eyes and the only sound was of my feet on the drive. When I reached the front door, I had almost decided to turn round and leave. Suddenly the door opened and a large man loomed up over me.....

6

- a) there doesn't seem to be anyone at home
- b) seems emptier

7

Suddenly the door opened and a large man loomed over me, 1d) making me gasp in surprise. Even though he was smartly dressed in a black suit, 2a) the collars and cuffs were worn and frayed. I couldn't decide if he was the butler or my host's father, 3c) as his hair and beard were long and straggly. When he finally spoke, 4b) his voice was soft and gentle and I had to lean in closer to hear him. "Come this way, sir" he whispered.

Topic 4.7

1

Who is here?; What are they / am I doing here?; Why are they / am I here?; How did they / I get here?; When are they / am I here?

2

Students' own answers

Topic 4.8

1

1. implacable – b) cannot be stopped

2. waddling – c) walking like a duck or goose
3. elephantine – a) something really big
4. mire – f) wet, slimy soil; deep mud
5. blinkers – e) things that go on a horse’s head so that it can only see in front of it
6. to accumulate – d) to get more of something

2

a) Autumn; b) forty feet; c) as big as snowflakes; d) ill-temper; e) This is a financial term to describe a type of interest paid on back accounts. Compound interest is when the bank pays interest on the interest (as long as you haven’t taken the money out) and over a long period of time can be financially rewarding.

3

1. The streets; 2. What’s in the air; 3. animals; 4. people

He describes the scene almost as a first shot for a movie. It’s a circular description moving from small details (mud on the street) to bigger images of the dinosaur and air and then focusing small again into the animals and people and finally the mud on the street again.

4 underlined **5 bold**

London. Michaelmas term lately over, and the Lord Chancellor sitting in Lincoln's Inn Hall. Implacable November weather. (a) As much mud in the streets as if the waters had but newly retired from the face of the earth, and it would not be wonderful to meet a Megalosaurus, forty feet long or so, waddling like an elephantine lizard up Holborn Hill. (b) Smoke lowering down from chimney-pots, making a soft black drizzle, with flakes of soot in it as big as full-grown snowflakes—gone into mourning, one might imagine, for the death of the sun. (c) Dogs, undistinguishable in mire. Horses, scarcely better; splashed to their very blinkers. (d) Foot passengers, jostling one another's umbrellas in a general infection of ill temper, and losing their foot-hold at street-corners, where tens of thousands of other foot passengers have been slipping and sliding since the day broke (if this day ever broke), adding new deposits to the crust upon crust of mud, sticking at those points tenaciously to the pavement, and accumulating at compound interest.

Chapter Five

Topic 5.1

1

a) True; b) False. These elements do not always feature in non-narrative texts; c) True; d) False. The term for the time and place in which a story takes place is 'setting'; e) False. They often do contain mysterious details.

2

a) plot; b) setting; c) story arc; d) narrative; e) situation

Topic 5.2

1

a) first person – I

b) second person – you

c) third person – he, she, they

2

a) yourself / yourselves

b) herself

c) myself

d) himself

e) itself

f) themselves

3

a) their; b) them; c) they; d) they; e) them / they; f) they / they

Topic 5.3

1

We regard literary characters as real people; however, they are not identical to real people. Literary characters are like people and people are like literary characters. Usually, we suspend our disbelief when we read, but we need to put the disbelief back in to analyse how they are created.

2

- a) poor: impoverished, short, needy, penniless, destitute, poverty stricken, etc.
- b) happy: pleased, delighted, content, thrilled, glad, etc.
- c) young: immature, juvenile, little, green, adolescent, etc.
- d) brave: courageous, daring, bold, heroic, adventurous, fearless, etc.
- e) strong: powerful, muscular, tough, athletic, hardy, etc.

3 Suggested answers

- a) Bob is not very polite.
- b) The food didn't taste very good.
- c) Their house was not very clean.

Topic 5.4

1

Across:

- 4. immutable: fixed and rigid
- 5. portal: gateway
- 8. audible: able to be heard
- 9. dank: wet and rotten
- 10. cupola: dome

Down:

- 1. desolate: lonely and unloved
- 2. scarce: hardly
- 3. culminated: finished or topped
- 6. gables: triangular part of a wall near the roof of a building
- 7. squat: short and wide

2

- a) Plot; b) mood; c) science fiction; d) horror; e) often

3

1. Dystopia – d) a society that is bad or frightening
2. Alternate history – e) a story where historical events are different from reality
3. Utopia – b) a society that is nearly perfect
4. Virtual reality – c) a computer simulated environment
5. Parallel universe – a) a separate reality co-existing with our own

4

Students' own answers

Topic 5.5

1

- a) horror
- b) Science fiction
- c) fantasy
- d) crime or detective
- e) adventure

2

1b; 2e; 3d; 4a; 5c

3

Students' own answers

Topic 5.6

2

- a) answered; though; bigger; dream; green; leave; suddenly; speed
- b) Past simple
- c) sat / sit; rose / rise; stood / stand (x2); hid / hide; held / hold; put / put; swept / sweep; strode / stride

3

- a) dim shapes rose on the limit of vision
- b) the sight of it would have daunted a brave man
- c) Of human shape it was, though like no mortal man,
- d) he gazed into the cavern of the hood;
- e) an icy numbness swept down from the grip of those hands into their bodies

4

- a) The children didn't do anything but look at the creature for 3 seconds. These seconds were fatal as it allowed the creature time to come close to them. They should have run away.
- b) The grass takes on the form of snakes around their feet. This suggests serious danger.
- c) They are unable to move. It is bees not wasps that make honey and so a wasp is trapped in something that is not of its own making.
- d) The creature is very thin and very strong, just as a spider's web is very strong.
- e) The skin is bigger than the bones of the hands beneath.

Topic 5.7

1

- a) Colin and Susan
- b) Susan gasped and Colin yelled; gasp: expresses surprise and shock, yelled: expresses anger

2

Susan: high-pitched, frightened, loudly. Because she is shocked and surprised; Colin: Angry, threatening, loudly, with confidence. Because he is angry and trying to protect Susan

3

Yes, their voices would have changed as Susan would not be so surprised but would be more frightened. Colin's confidence and threats would have been replaced by fear.

4

Students' own answers

Topic 5.8

1

1. a) a relative of Colin and Susan

- 2. b) brother and sister
- 3. c) Cadellin is stronger, older, wiser and more powerful than the creature

2 & 3

Students' own answers

Topic 5.9

1

- a) question mark to express confusion or if someone is asking a question
- b) exclamation mark to indicate shock or surprise
- c) comma to punctuate the dialogue to make it sound like natural speech. Can be used before a direct quote in speech marks. Can be used at the end of a direct quote, especially if the same character will continue speaking
- d) speech marks used to enclose the words which are spoken
- e) full stop can come at the end of the speech.

2

As the creature disappeared into the mists Colin and Susan looked at each other, they were both trembling with fear. Colin was the first to speak, "what shall we do now?" He whispered, "now that the creature has got your bracelet anything could happen".

"We've got to get to Cadellin as soon as possible", Susan answered in a voice stronger than she was feeling. "He will know what to do, won't he?"

Topic 5.10

1

When things are happening at the same time: When, while, during, as, meanwhile. When things are happening in a sequence: Before, then, a long time ago, after, next, later, afterwards, and

2

"We've got to get to Cadellin as soon as possible", Susan answered in a voice stronger than she was feeling. "He will know what to do, won't he?" Colin nodded his head in agreement while taking Susan's hand and starting to run back to the village. Before they reached the

village Colin suddenly stopped, "I've an idea" he said, "I'll go and find Cadellin and while/when I'm doing that, you can go back to the house and see if he's left a message for us there".

"That's a great idea" replied Susan, "afterwards we can meet up by the Black Rock and then decide what to do next".

"Perfect!" said Colin as he started to run deep into the forest.

"See you later!" Shouted Susan to his disappearing back.

Topic 5.11

1

- a) horror, science fiction, fantasy , crime or detective, adventure
- b) all of them
- c) so that people remain interested in your story and keep reading

2

- a) They were in the middle of a ring of stones, and the surrounding low, dim shapes rose.
- b) For three fatal seconds the children stared, unable to think or move.
- c) As if in some dark dream, Colin and Susan strained to tear themselves free, but they were held like wasps in honey.
- d) The creature stopped in front of Susan and held out a hand: not a word was spoken.
- e) And the mist gathered round it and formed a swirling cloud that moved swiftly away among the trees, and was lost to sight.

3

All the key information that creates suspense is at the end of the sentence. The author gives us some details of the situation and then adds the suspense to give interest so we keep reading.

4

- a) What are the dim shapes and why are they rising?; b) why can't the children think or move?; c) Why were they being held; d) why isn't the creature speaking? What does it really want?; d) Where has he gone? Will they ever find it? Will they ever get the bracelet back?

Chapter 6

Topic 6.1

1

performance; especially; frightening; shimmering; delicate; fragile; crimson; melodious

2

1. d); 2. a); 3. e); 4. b); 5. f) ; 6. c)

3

a) 5

b) felt, thought, suggested, believed, would like

c) Using a variety of different words that do the same job shows you have a good knowledge of the language and are able to use it flexibly and with greater precision.

4

a) audience, noun, a group of people watching a play or concert; auditorium, noun, a place where music is performed.

b) comedy, noun, entertainment designed to make people laugh; comic, adjective, meant to cause laughter.

c) *Suggested*: audible, adjective, can be heard / inaudible, adjective, can't be heard / auditory, adjective, related to the sense of hearing. Comical, adjective, something funny, especially in a ridiculous way. Comically, adverb, doing something in a funny way.

Topic 6.2

1

a) False. It's near, but she can't see it; b) True; c) False. On the ice; e) True

2

a) Because the dog is very big and yet he can move smoothly and silently.

b) Because the dog is black and white and the trees of the forest are green.

c) The author mentions the hedges and the trees so we know this is in a forest. Forests are traditionally in many stories a place of mystery and possibly danger. As Jane was walking on her own she may have become distracted by the atmosphere in the forest.

d) Because he has fallen, his horse has fallen and he is still caught in the riding gear of the horse. He doesn't quite know what to do first.

3

Students' own answers

Topic 6.3

1

version; married; unpleasant; everyone; golden; coachman; jewelled; mistreated

2

a) delicate; b) mistreat; c) miraculously; d) unpleasant; e) probably; f) governess; g) clothing

3

a) If I might interrupt for a moment.... I

b) Before you go on,I

c) I'm not sure that is really very relevant. T

d) Can I justI

e) If I can return to the original topic ...T

f) Perhaps I could.....I

g) Mmmm, Good point. Anyway.....T

h) To get back to the question.....T

i) Before you move on.....I

4

1. Well, do you think – c) that's a good idea?

2. What's your – a) opinion?

3. Do you agree – f) with this?

4. What do you – b) think?
5. Is there anything – d) else you would like to add?
6. Would you like to share – e) your ideas with us?

Topic 6.4

1

a) onomatopoeia; b) consonance; c) alliteration; d) assonance

2

a) shall; b) own; c) move; d) here; e) eat; f) shout; g) tea; h) wear; i) cost; j) phone

3 *Suggested answers*

- a) the weather is breezy; the flowers are beside a lake; the flowers are beneath trees
- b) they are 'dancing'; he finds them in 'a crowd'; they are 'tossing their heads'; they show 'glee'

Topic 6.5

1

a) these; this

b) that; those

2

a) this; b) that; c) those; d) these

3

- a) Creating emphasis: More specifically; Significantly; Indeed
- b) Adding thoughts together: Also; In addition; Furthermore
- c) Making causal connection: Therefore; As a result; Consequently

Topic 6.6

1

a) Establishing problems: On the one hand; On the other hand; Although...

b) General to specific: For example; For instance; In particular

c) Change of direction: However; And yet; At the same time,

2

analyse: thoroughly; in detail; carefully; systematically; justly; exhaustively; objectively

criticise: strongly; publicly; fiercely; rightly; openly; closely; harshly; unfairly; bitterly; mildly

3

a) False. Quotations are a useful way to introduce evidence; b) True; c) False. They also focus on particular things

4

1. playing; 2. opened; 3. went; 4. loved; 5. is (preferable); 6. proving; 7. play; 8. makes; 9. recommend; 10. likes

Chapter 7

Topic 7.1

1

a) You need to give reasons and evidence

b) Why

c) No!

d) comments, examples or opinions

e) suggests

f) When the question asks you to 'find', 'copy' or 'give a quotation'

2

a) False. You should take some time to plan your answers; b) True; c) False. You must check your work carefully; d) False. You can add, correct and delete words as you are checking.

3

a) content; b) addressing the audience appropriately; c) Text structure; d) Sentence structure; e) Punctuation; f) Vocabulary and spelling

4

a) Always read the questions carefully; If you misunderstand the question it is likely that you will give an incorrect answer.

b) Check how many marks are available for the question; If you don't know how many marks each question has you won't know how much time to spend on it and you could end up wasting a lot of time on a question with few points and vice versa.

5

Answer all questions in the spaces provided on the question paper. You should pay attention to punctuation, spelling and handwriting. The number of marks is given in brackets at the end of each question or part question. The total number of marks for this paper is 50. Suggestions for how long to spend on each section are given in the booklet.

Topic 7.2

1

a) Because that is where the person who is marking your paper will look for them. If they are somewhere else then the marker won't see them and won't mark them.

b) Because these are some of the things you are being marked on.

c) So that you know how much time to spend on each question.

d) So that you use the exam time efficiently.

2

1c; 2b; 3b; 4a; 5c; 6b

Topic 7.3

1

b) (Skill: Overall comprehension / understanding gist)

2

To build up the suspense because of the fear Matthew is feeling. (Skill: Use of punctuation to create effects)

3

The little girl. (Skill: internal reference / detailed comprehension)

4

brisk; carelessly; jauntily. The stationmaster seems from this passage to be quite a happy person, but someone who doesn't really care about other people's problems and who certainly isn't going to help. (Skill: extrapolation / Understanding characterisation)

5

To avoid repetition of the word 'stationmaster' so soon. (Skill: comprehension / Pronoun use)

6

a) preparatory; b) supper; c) informed; d) presently; e) concealed; (Skill: Vocabulary)

7

Matthew: ...asked him if the five-thirty train would soon be along. "Will the five-thirty train be along soon?"

Stationmaster and little girl: She's sitting out there on the shingles. I asked her to go into the ladies' waiting room, but she informed me gravely that she preferred to stay outside.

"Would you like to go to the ladies' waiting room"

"No thank you, I prefer to stay outside"

Stationmaster: Said you and your sister were adopting her from an orphan asylum and that you would be along for her presently. Mrs Spencer "Matthew and his sister are adopting her from an orphan asylum and they will be along for her presently".

(Grammar / Use and form of reported and direct speech)

8

Matthew is a rather shy and not very confident person. He may not be very bright.

Evidence: The adverbs, blankly and helplessly. He wishes Marilla was there to help him.

He's clearly terrified of talking to the girl. He arrives half an hour after the 5.30pm has been and gone but is still asking if it has arrived. (Skill: comprehension / inference)

9

He whistles when he realises that there has been a big mistake and that a girl has arrived instead of the expected boy and that there is nothing that can be done about it. (Skill: Comprehension, detailed / inference)

10

The stationmaster when he says: "Maybe they were out of boys of the brand you wanted." The joke is in the implication that Matthew and his sister ordered a boy in the same way you would order some product by choosing your favourite brand. But because the 'brand' of boy they ordered was sold out they were sent a boy instead. It is quite a cruel joke as it is suggesting that Matthew and his sister are 'buying' a child. (Skill: inference)

11

Marilla is Matthew's sister. The stationmaster refers to Mrs Spencer saying that Matthew and his sister were expecting the child and Matthew wants Marilla to be there to help him. (Skill: extrapolation)

12

Gravely means 'very seriously'. It often collocates with 'ill' when someone is dying. Thus is it not a word we would expect to see with reference to a little girl. It suggests that the girl is quite serious and mature for her age. (Skill: inference)

13

She clearly has confused the stationmaster by not behaving in a way that he thinks little girls should behave. (little girls should be seen and not heard). She has her own mind and can express herself clearly. Because of this the stationmaster says she is a 'case' which suggests she may be trouble. The fact that she likes to use her imagination suggests that she may be a bit of a day-dreamer or just someone who is very creative. (Skill: inference)

14

Students' own answers