

Collins Checkpoint English

Stage 8: Workbook

Answer Key

Chapter 1

Topic 1.1

1

a) letter; b) blog; c) diary; d) website; e) newspaper article; f) magazine article; g) autobiography; h) encyclopedia

2

a) regarded; b) greatest; c) approximately; d) narrative; e) translated; f) stimulating; g) credited; h) written

3

3; 1; 4; 2

Topic 1.2

1

context – the setting (time and place) for an event or situation

skimming – running your eyes quickly over a text to understand the main points without reading every word

scanning – using key words to find specific information in a text

biographical – dealing with the life story of a particular person

classifying – ordering information in a text by importance in response to a particular task

2 *Possible answers*

a) the art of the short story, the age of the British Empire, the First World War (1914 – 1918).

b) the significance of the Apollo moon-landing missions, the race to space with the Soviet Union, new technology brought about by the space program.

c) ethical obligations of political leaders, American involvement in the war in Vietnam, the Apollo 11 moon landing.

3

1. prodigious; 2. competent; 3. violin; 4. musician; 5. bored; 6. symphonies; 7. operas; 8. concertos

Topic 1.3

1A

a) four; b) London; c) 100 degrees C; d) The Nile

2

Possible answers

a) boring: tedious, monotonous, tiresome

b) great: significant, momentous, crucial

c) important: significant, substantial, far-reaching

d) obvious: apparent, evident, conspicuous

e) painful: distressing, unpleasant, agonizing

f) sensible: wise, practical, prudent

3

a) F; b) T; c) T

Topic 1.4

1

a) It's helpful / to think / of good writing / as a conversation.

b) Sometimes, / we're so focused / on getting information / and ideas / down on our page (or screen) / that we "monologue."

c) However, / if we imagine / that someone's reading us, / then we can think up questions / they might ask, / or reactions / they might have.

2

3; 1; 4; 2

3 *Possible answers*

a) Because your readers want you to acknowledge their expectations and provide answers for their questions.

b) Because it is easier for readers to follow your argument if you introduce ideas gradually, rather than all at once.

4

a) destruction; b) evacuation; c) combination

5

angry: furious, outraged, annoyed, enraged, incensed

excited: thrilled, animated, provoked, exhilarated, inspired

calm: relaxed, composed, unemotional, self-possessed, sedate

lonely: solitary, isolated, forsaken, abandoned, withdrawn

6

F; T; F

Topic 1.5

1A

A – Greatest achievement

E – Experience

A – Attain

A – Accomplished

E – Involvement

E – Participation

E – Survive

E – Lived through

A – Culmination of their career

E – Be subjected to

A – Succeeded

A – Triumph

2

| Noun | Verb | Noun (person) | Adjective |
|-----------------------------|-------------|---------------|------------|
| Achievement | Achieve | Achiever | Achievable |
| Attainment | Attain | Attainer | Attainable |
| Involvement | Involve | Involver | Involved |
| Participation | Participate | Participant | XXXXX |
| Survival (survivability) | Survive | Survivor | Survivable |

Topic 1.6

1

a) whose; b) when; c) where; d) which; e) who

2

a) Anne Hathaway's cottage, which still exists and is open to the public, was married to Shakespeare.

b) Although Shakespeare is still very popular, many people find his writing very difficult to understand.

c) If you find Shakespeare's plays difficult to understand, it is a good idea to start with the comedies.

d) Shakespeare wrote a number of historical plays which are mainly about the kings of England.

e) Ben Johnson, who some people think wrote some of Shakespeare's plays, was his good friend.

Topic 1.7

1

a) False. He is four years older; b) False. He is big for his age; c) True; d) False. He is at home; e) False. He does not have much affection for them; f) True; g) False. They do not take her side; h) True

2

a) large, stout, dingy, unwholesome, heavy, bilious, dim, bleared, flabby; b) large and heavy could be positive but in this context are clearly meant negatively. The rest are all very negative; c) Suggested: large – small / delicate, stout – slim / slender, dingy – fresh / bright, unwholesome – wholesome / healthy, heavy – light, lithe, slender. Bilious – healthy, dim – bright, bleared – clear, flabby – firm; d) bullied, punished, strike, abuse; e) fear, shrank, bewildered

3

a) Because he is fat and unhealthy and should eat less sugar and unhealthy foods; b) That he is working too hard and missing home; c) Miles. It is obvious that John is a very greedy boy; d) Because she has little power in the household, the servants won't support her and John's mother won't hear anything bad against him. She is weak and vulnerable so it seems pointless to be so horrible to her; e) She is totally indulgent and spoils him. She won't hear anything bad against him and even rejects the schoolmaster's advice to send him less food; f) (Suggested) He is very nasty and unpleasant boy. He thinks that he can do what he wants, probably because he knows he can get away with anything because of his mother's indulgence. He is ungrateful, not repaying his mother with love. He is a coward and a bully by picking on someone so much weaker than himself.

4 Suggested answer

"John Reed was a schoolboy of fourteen years old; four years older than I, for I was but ten: large and well built for his age, with fresh and healthy skin; strong limbs and elegant extremities. He habitually ate sensible at table, which made him healthy, and gave him a clear and bright eye and firm cheeks.

John had much affection for his mother and sisters, and sympathy towards me. He welcomed my company and talked happily with me. I liked him, and every morsel of flesh

in my bones welcomed him when he came near. There were moments when I was so happy with the feelings he inspired, because I just loved being in his company.

Topic 1.8

1

It was the best of times, it was the **worst** of times, it was the age of wisdom, it was the age of foolishness, it was the epoch of **belief** it was the epoch of incredulity, it was the season of Light, it was the season of Darkness, it was the spring of hope, it was the winter of despair, we had **everything** before us, we had **nothing** before us, we were all going direct to Heaven, we were all going direct the other way—in short, the period was so far like the **present** period, that some of its noisiest authorities insisted on its being **received**, for good or for evil, in the superlative degree of comparison only.

There were a king with a large jaw and a queen with a **plain** face, on the throne of England; there were a king with a large jaw and a queen with a **fair** face, on the throne of France. In both **countries** it was clearer than crystal to the lords of the State preserves of loaves and fishes, that things in **general** were settled for ever.

2

a) He wants to share his feelings about it; b) According to the narrator it was a time of great contrasts; c) It is very long but grammatically correct. Because of the repetition of the contrasting phrases it creates excitement about the event; d) He seems to be enthusiastic and keen to tell the story; e) The second paragraph which describes the same looking kings but different looking queens; f) iii; g) Students' own answers.

Chapter 2

Topic 2.1

1

a) intended; b) publication; c) advertising; d) market; e) product; f) aimed; g) disease; h) market; i) audience; j) narrow

2

a) logo; b) colours; c) images; d) headings; e) fonts

3

a) T; b) F; c) F

4

1d) perfect fit; 2c) mouth-watering recipes; 3e) competitive rates; 4a) highly-trained staff;
5f) wide variety; 6b) money-saving tips

5

a) tent; b) piano; c) wristwatch; d) printer; e) bird feeder; f) sweater; g) electric blender; h)
fountain pen

Topic 2.2

1

a) I think that / the only reason / bears eat fish / is because / they can't afford / pizza.

b) I think that / football / is a more / exciting sport / to watch / than table tennis.

2

a) Half / of the world's / roundabouts / are in / France.

b) One / in ten / Icelanders / will become / a published author / in their lifetime.

3

a) Oil, which is lighter than water, rises to the surface.

b) Taxis that are dirty are illegal in some cities.

c) The locker contained worn clothes, old shoes, and dirty hats.

d) Charles Dickens's early novels, I believe, stand the test of time.

e) September 11, 2001, will never be forgotten.

f) The beach wasn't safe enough, was it?

Topic 2.3

1

a) greatly; b) highly; c) longingly; d) fully; e) unreservedly; f) perfectly; g) openly; h)
virtually; i) flatly; j) sorely

2

a) F; b) T; c) F

Topic 2.4

1

a) talking; b) telling; c) showing; d) taking; e) reporting

2

a) filling; b) making; c) outlining; d) giving; e) bringing

3

a) highlight; b) put; c) talk; d) make; e) discuss

Topic 2.5

1

a) To give coherence to your writing and help the reader to understand what ideas you are trying to communicate; b) The main subject and a controlling idea; c) Details of any evidence or facts to support your idea; d) The introduction (which usually includes a thesis statement which is the overall theme of your report) and the conclusion.

2A [DN: Can you replace the text in bold with the text circled]

- a) Robots of the future **will be able to do more than just simple household chores.**
- b) Engineering technology **will remain important no matter how much information technology expands into daily life.**
- c) Health care for elderly people **has to be taken seriously by many governments in the developed world.**
- d) Education for everyone **must be one of the primary objectives of every nation.**
- e) Climate change and global warming **are issues that concern everyone in the world.**
- f) The increase in car ownership **represents a serious threat to air quality in many cities in the world.**

2B

The main subject comes first and then is qualified by the controlling idea.

Topic 2.6

1

Smartphones are one of the most important inventions in recent years **because** they have increased the ways in which we can communicate with other people. For example previously you had to go to your computer **in order** to connect to the internet. **As a result** you could only send emails or check social networking sites when you were at your home or office. Now **after** the introduction of the smartphone it is possible to be in contact with everyone all the time.

2

Space, usually answering the question – where?

Time usually answering the question – when?

Process usually answering the question – how?

Frequency usually answering the question – how often?

Degree usually answering the question – how much?

3

a) Robots of the future will be able to drive by using their advanced visual systems. Time / Process

b) In less than 20 years, robot technology will be so good we will only have to buy new robots once every five years. Time / Frequency

c) We may come to rely on robots very much. Degree

d) Robots will not only be useful in the home, but also in hospitals and factories. Space

e) In a few years' time every home will have at least three robots operating in different rooms. Time / Space

Topic 2.7

1

a) Quick and easy to use, will save time, effort and money; b) It's sleek, modern and elegant; c) That although it has so much technology it is cheaper than many other fridges. Because of the use of the word 'but'; d) What foods are in the fridge; e) It will order required food from the supermarket.

2

a) Latest technology, state of the art technology, cutting edge technology; b) This implies that while other fridges may be called 'smart' they aren't really, at least, not compared to this one; c) Food products, items, them, your order; d) To keep the text interesting.

3A

1. Simple
2. Simple
3. Simple
4. Compound
5. Compound
6. Question
7. Complex
8. Complex
9. Complex
10. Simple
11. Question
12. Imperative

3B

The first three simple sentences give clear, easily understood information to attract the reader and encourage them to continue reading. Further information is then added using compound sentences. The use of the question is clever as it is a way of introducing more information in an engaging way. This is followed by the three complex sentences which provide more detailed explanations of the product. The final three sentences complete the 'sales' effect of the text.

3C & D (C underlined D **bold**)

The new IceCool super-smart smart fridge freezer is now available. It's quick and easy to use. It will save you and your family time, effort and money. The new IceCool model is equipped with all the latest technology and it is designed to look elegant in any home. It is sleek and efficient but it is cheaper than many other so-called smart fridges currently on the market. So, why should you buy an IceCool Super-smart smart fridge freezer? Firstly, it contains cutting edge technology **so that** you will never again run out of your favourite food products. Secondly, **by** using state of the art technology, the IceCool is able to monitor what items you are using. Thirdly, **before** you run out of them, the fridge will automatically place an order with your local online supermarket. Your supermarket will deliver your order to your home. What could be simpler? Make your life easier and buy the New IceCool Super-Smart Fridge Freezer today.

3E

"In compound sentences a co-ordinating conjunction is used to link two phrases of equal weight. Both of these phrases are complete sentences. In complex sentences a subordinating conjunction is used to link a main clause, which is a complete sentence and a subordinate clause, which is not a complete sentence."

Topic 2.8

1

'?' question mark; ',' comma; '(' ')' brackets; '/' parentheses; '-' hyphen; '/' dash; ':' colon; '.' full stop; '!' exclamation mark; ';' semi colon

2

2A

b); d); e)

2B

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

3

Answers a) and b) are correct; b) and d) should have colons.

Topic 2.9

1

- a) Who's the orchestra's conductor for the new season?
- b) In two weeks' time the semester will be over.
- c) He did not follow his teacher's advice.
- d) Didn't he tell you when he would arrive at Oliver's house?
- e) It's very funny to observe a dog chasing its tail.
- f) The dog's bark was far worse than its bite.
- g) The fox had its right paw caught in the trap's jaws.
- h) My teacher's car is an old clunker and it's just about to fall apart.
- i) My telephone number has three 7's and four 5's.
- j) Ruth's and Richard's homes are both in London.

2

a) "Can you believe", Richard said to Ruth, "that the semester is early over"?

- b) She asked, "Do you read The Times or The Telegraph"?
- c) "I think," Richard said, "that the best time to visit Venice is in the winter".
- d) "Ruth is leaving for university next week", said her mother.
- e) George Washington is famous for saying, "I cannot tell a lie".
- f) "No", the man said, "I cannot loan you money for a taxi".
- g) Einstein said, "Only two things are infinite, the universe and human stupidity, and I'm not sure about the former".
- h) "Truth is stranger than fiction", remarked Mark Twain, "but it is because Fiction is obliged to stick to possibilities; Truth isn't".

3

Across:

- 1. pace: the speed at which you choose to speak
- 5. connective: a linking word or phrase used in a sentence
- 6. adverbial: a type of clause with a group of words that tell us more about how an action is done
- 7. modal: a type of verb that combines with another verb to express levels of certainty or possibility
- 8. simple: a type of sentence with one subject and one verb
- 9. pronoun: a word used instead of a noun

Down:

- 2. compound: a type of sentence that contains equally weighted simple sentences joined by connectives
- 3. adjective: a word that describes a noun (thing)
- 4. complex: a type of sentence that contains a supporting clause which adds to the information in the main clause
- 6. audience: the people a text is written for

Chapter 3

Topic 3.1

1

1. At the end of the day – h) ultimately
2. Time will tell – i) will become clear over time
3. 110% – a) 100%
4. A matter of time – g) will happen sooner or later
5. At the speed of light – b) very quick
6. An eternity – d) a very long time
7. Avoid it like the plague – j) avoid at all costs
8. Take the bull by the horns – f) tackle a problem
9. Every cloud has a silver lining – e) something good will come of it
10. Lost track of time – c) intensely focused on something

2

3; 4; 1; 2

3

a) G; b) B; c) G; d) B

4

a) although; b) except for; c) when / while; d) because (of) / since; e) now

5

a) received; b) sleigh; c) niece, grief; d) thief; e) believe; f) conceited; g) priest; h) freight

Topic 3.2

1

a) similarity; b) spectacle; c) viewpoint; d) quotation; e) opinion; f) statistics; g) culmination; h) orienteering

2

a) statistics; b) quotation; c) similarity; d) opinion; e) orienteering; f) culmination; g) viewpoint; h) spectacle

3

a) 135; b) 8:30 A.M; c) hundreds; d) 2:00; e) 18

4

a) There was absolutely no doubt that Gary's sculpture, a huge, ugly pile of rocks, was the worst entry in the art competition.

b) The Dakar Rally and the 12-Hour Lawnmower Race, both mentioned in Topic 3.2, attract a lot of contestants.

c) The ability of cows to produce mass quantities of milk is, I believe, quite amazing.

d) Running around the city block, the thief was abruptly stopped by the police.

e) If the other team should win, many of our players will be traded.

f) Jaguar Cars, the famous British car manufacturer, was purchased by Tata, an Indian motorcar company, in 2008.

5

a) persuasive; b) splendid; c) beautiful; d) article; e) amateur; f) bystander

6

a) F; b) F; c) F; d) T

Topic 3.3

1

a) judgement; b) evidence; c) illustrates; d) objective; e) links; f) observe; g) quotations

2

To Add: and, furthermore, what's more, in addition, and then

To Compare: on the other hand, on the contrary, meanwhile, in contrast, but

To Emphasise: definitely, surprisingly, obviously, in fact, indeed

To Give an Example: for example, for instance, in this case, as an illustration, to demonstrate

3

a) X – missing comma after introductory clause ending with 'turned'

- b) C
- c) X – missing comma after introductory phrase ending with ‘engineer’
- d) C
- e) C
- f) X – missing comma after introductory clause ending with ‘college’
- g) C

Topic 3.4

1

a) activity; b) consciousness; c) curiosity; d) familiarity; e) necessity; f) originality; g) possibility; h) reliability; i) regularity; j) seriousness

2

a) achieve, believe; b) ceiling; c) conceive; d) weigh; e) relief; f) veins; g) receipt; h) freight; i) deceived; j) piece

3

a) youngest; b) highest; c) impressive; d) amazing; e) privileged; f) bustling; g) permanent; h) surprising; i) fortunate; j) athletic

4

a) eleventh; b) second; c) nineteen; d) two; e) second; f) forty; g) sixth sense; h) second; i) ninety-nine; j) one

Topic 3.5

1

| | | | | |
|------------------------|---------------------------------------|----------|-------------|---------------------------------------|
| Introducing a new idea | Interrupting to make a relevant point | Agreeing | Disagreeing | Not appropriate language for a debate |
|------------------------|---------------------------------------|----------|-------------|---------------------------------------|

| | | | | |
|--|--|--|--|---|
| <p>Could I just say</p> <p>Can we move on....</p> <p>I think we should consider...</p> | <p>Yes, but on the other hand,</p> <p>What about the fact that</p> <p>My view is that</p> <p>Well yes, however</p> <p>What about</p> | <p>Yes, that's a good point</p> <p>I totally agree with you about that..</p> | <p>I'm afraid I disagree with that idea</p> <p>I agree with you to some extent</p> <p>No, I don't agree</p> <p>Well you may have a point but....</p> | <p>Be quiet</p> <p>That's just rubbish</p> <p>Nonsense!</p> |
|--|--|--|--|---|

2

To sum up, here are the main points our opponents have – not addressed

We pointed – out that

Our opponents have claimed – that

To recap the main – points

Let's sum up where – we stand

Let me summarize our – position

Topic 3.6

1

a) Dec; b) Int; c) Imp; d) Exl; e) Imp; f) Dec

2 Suggested answers

a) This is the best car currently on the market!; b) Do you really want to miss your 'Best-relaxing' holiday?; c) This is the thinnest and cheapest mobile phone ever produced; d) Don't be left behind in technology, sign up for our high-speed wi-fi today.

3

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

4 Suggested answers (others are possible)

- a) By using cutting edge technology the fridge is the most efficient on the market.
- b) During the month of October we are offering a special discount.*
- c) We are planning to go on holiday in August.*
- d) We have a new car with advanced steering assistance.
- e) The most beautiful cars in the world are built by Italian companies.

*For question b) it would be almost correct but during has the idea of 'the whole of the month'. Likewise during could work for question c) but it suggests that they will be on holiday for all of August.

Topic 3.7

1 Suggested answers (others are possible)

New: original, innovative, fresh, modern, unique, contemporary.

Cheap: inexpensive, economy, economical, discounted reduced, bargain.

Good: effective, valuable, appropriate, beneficial, high-quality, superior, fine, excellent.

Attractive: appealing, alluring, delightful, lovely, fascinating, desirable, beautiful, gorgeous, striking.

Interesting: stimulating, motivating, exciting, fascinating, remarkable, curious.

2A in bold

2B

- a) Islabonita is an **island** in the **middle** of the Pacific Ocean where you can **really** relax.
- b) Do you want a holiday by the sea?
- c) Come to Islabonita for a beach holiday.
- d) You will have a good time here at Islabonita.
- e) We have a new hotel with a good **restaurant** and you can spend your time on the **beach** or in the sea.
- e) Our water is the **clearest** in the world and we have fewer **tourists** than most islands.

3A

- a) That you can really relax

- b) You spending time on the beach or in the sea
- c) Clear water, few tourists
- d) You will have a good time

3B

No, it's written in very dull language and is just not interesting enough.

Topic 3.8

1A in bold 1B underlined

Hello Pete,

How are things? We've been talking for a while about going on holiday and I really think that this coming **spring** would be a really good time to make our dreams reality. I know you're really busy at the moment at college so I've done some research and I think I've come up with a brilliant idea. I hope you agree!

OK, so firstly I think this spring is a good time as we both have a break from our studies. Also, it's not going to be too hot so we can really get some good exercise without fainting in the heat. I'm thinking of Mallorca which is a Spanish island in the Western Mediterranean. April is the best time to go as it's fantastically green and covered in flowers, and it won't be crowded with tourists!!!

I've found a great company that can organise all sorts of activities, such as kayaking, horse-riding, and even **paragliding** if we feel brave enough. What is so great about this company is that we don't have to make any decisions now – this is great as we're both so busy with our studies – we can wait until we get there. Then we can see what the weather is like and what we feel like doing. Let's face it, after our exams we may just want to lie on the beach and read a book. The company and the hotels they recommend both have excellent ratings on the internet, especially for customer service. So I'm confident we'll be in good hands.

With all that, I'm sure we'll have a great time. Just imagine it? Two weeks, no studies, sun, fun and each other!

I do hope you'll say **yes**.

Cheers

2

- a) Weather is good, countryside is beautiful and it's not too crowded
- b) Because Peter is too busy with his studies

- c) It's a Spanish island in the Western Mediterranean
- d) Because paragliding is a more 'extreme' sport than the others
- e) Because they don't know now what they may want to do then

3

| Features of persuasive text | Yes/no | Evidence |
|-------------------------------------|--------|--|
| Promise | Yes | Make our dreams reality |
| Picture | Yes | Second paragraph |
| Proof | Yes | Third paragraph |
| Push | Yes | Fourth paragraph |
| Paragraphs each with separate focus | Yes | |
| Prepositional Phrases | Yes | Eg we can wait until we get there |
| Imperative sentences | No | |
| Rhetorical questions | Yes | How are things? – It may seem like a direct question but it's a fairly common way of opening an email to a friend. |
| Declarative sentences | Yes | Many Just imagine it |
| Exclamatory sentences | Yes | |
| Adjectives | Yes | Plenty of them |
| Facts | Yes | Mostly about the activity company |
| Opinion | Yes | About the time of year and how much fun they'll have |
| Rule of three | Yes | When talking about the activities available |
| Emotive language | Yes | Especially in first and last paragraphs |
| Statistics | No | |
| Personal pronouns | Yes | Lots |

Chapter 4

Topic 4.1

1

- a) Writers use many different techniques to describe characters and show their thoughts and feelings.
- b) You need to be able to identify and explain how a writer develops characters through description.
- c) You now know how to identify an idea about a character and support it with a quotation.
- d) Now you need to think about how the writer uses language to show ideas.

2

a) mythology; b) ability; c) touch; d) synonym; e) benefitted; f) exemplifies; g) folly; h) harm; i) intelligence

3

- a) decorator; speculator; equalizer
- b) entertainment; reservation; dedication
- c) international; electricity; opportunity
- d) investigation; reciprocation; accommodation

4 Suggested answers

- a) In my opinion, Ted Hughes is the best poet of the 20th Century.
- b) Who is the oldest of your three brothers?
- c) According to inside sources, Robert Downy Jr. is the highest paid actor in the world.
- d) In Australia, June is the coldest month of the year.
- e) The most expensive picture ever sold was painted by Van Gogh.
- f) Alison is very quiet, but she is the most intelligent person in my Spanish class.
- g) What is the fastest way to get there from here?
- h) Russia is the largest country in the world, but China has the highest population.

Topic 4.2

1

- a) Central character – the plot revolves around these characters
- b) Minor character – compliment central characters / move plot forward
- c) Dynamic – change over time
- d) Static –do not change over time
- e) Round – have complex personalities
- f) Flat – notable for having one main personality trait
- g) Protagonist – the hero in the story
- h) Antagonist – the obstacle that the protagonist must overcome

2

4; 3; 5; 1; 2

3

a) wandered; b) stationery; c) scenery; d) sewed; e) receipt; f) rise; g) permit; h) imaginary;
i) headline; j) for; k) until; l) inspection

4

a) T; b) F; c) T; d) F; e) F; f) F

Topic 4.3

1

a) etched; b) conceive; c) lest; d) projecting; e) pose; f) bowels; g) supreme; h) traces

2A

1. – e) personification; 2. – f) synaesthesia; 3. – a) metaphor; 4. – c) synecdoche; 5. – b) simile; 6. – d) metonymy

3

a) effect; b) affect; c) effect; d) effect; e) affect; f) effected; g) affect; h) affect

4

a) on; b) here; c) pear; d) sweat; e) sell; f) please; g) jail; h) detest; i) thump; j) bear; k) height; l) course

Topic 4.4

1

a) commence (start); b) comprehend (understand); c) exceed (be more than); d) adhere (stick); e) terminate (end); f) ascertain (find out); g) remunerate (pay)

Topic 4.5

1A

Many people; pavement; shadows; trees; young man; tall modern buildings.

1B

Many people: crowds, hordes of people, thronging with people; Pavement: concrete slabs, grey tiles; Shadows: shadows, shades, outlines on the ground; Trees: verdant trees, trees in full leaf, small green trees; Young man: youth, student, teenager; Tall modern buildings: skyscrapers, steel and glass edifices.

2

These can be in any order you like. However your writing will be more coherent if you start from a small detail, like what the young man is thinking and then work outwards, describing what he looks like and his character before moving on to describe the environment. Or, it could be equally effective to start with the environment and the 'big picture' before moving in to describe the young man.

Topic 4.6

1

Car FE

Crash F

Collision E

Vehicle E

Bang F

Crunch F

Accident FE

Coupé E

Pile-up F

2A

1. You'll never guess what I saw today! F
2. Can you believe it? F
3. There was a collision on the main road between two vehicles. E
4. I immediately called the emergency services. E
5. Of course I called 999 straight away. F
6. Thankfully no one was hurt. F
7. It was very good news that no one was injured. E
8. It was a great shock. F

Topic 4.7

1

a) F. He is outside in the graveyard; b) T; c) F. He is wearing broken shoes; d) F. He grabs him by the chin; e) T; f) T; g) F. He only has some bread in his pockets; h) T

2

a) Frightening; b) Even very poor men wore some sort of cap in those days, the fact that he is not wearing a hat suggests that he is a disreputable or very very poor person; c) That he is either desperately poor or in a desperate situation; d) Because it is more interesting and dramatic to use the 'verb + in + noun' construction; e) It builds up a dramatic tension and an image of someone who really looks to be both frightening and badly hurt, injured or

damaged; f) Because he is indicating the break between the list of things that have happened to the man and the list of verbs describing what he is doing.

g) underlined h) **in bold**

A fearful man, all in coarse grey, with a great iron on his leg. A man with no hat, and with broken shoes, and with an old rag tied round his head. A man who had been **soaked** in water, and **smothered** in mud, and **lamed** by stones, and **cut** by flints, and **stung** by nettles, and **torn** by briars; who **limped**, and **shivered**, and **glared**, and **growled**; and whose teeth **chattered** in his head as he **seized** me by the chin.

i) The answers to 7 and 8 are surprising as in a description you would normally expect more adjectives. However Dickens has used verbs cleverly to create a dynamic and vivid image of the man.

4

He was a really frightening man, wearing thick grey clothes and a big iron ring around his ankle. He didn't have a hat, only an old rag around his head and his shoes were broken. He was really wet and covered in mud. His legs were covered in cuts and bruises and he was limping very badly. He was obviously very cold as he was shivering and his teeth were chattering. He was also very angry as he stared at me and grunted. Then he grabbed me by the chin.

Topic 4.8

1

a) relative clause; b) adjective; c) prepositional phrase; d) subordinate clause.

2 Suggested answer

The poor old man was shaking angrily as he tipped Pip upside down and shook him (until the bread came out of his pockets) prepositional phrase

The poor old man was shaking angrily as he tipped Pip upside down (and shook him) conjunctive phrase

The man was shaking angrily as he tipped Pip upside down (poor old) adjectives

The man tipped Pip upside down (was shaking angrily) complement / adjective

Topic 4.9

1

Across:

2. adverb: describes a verb

4. adjective: a word that describes a noun (thing)

6. infer: to work out what someone is implying through their choice of words

7. repetition: saying or writing something more than once to create an effect

8. superlative: type of adjective describing the most that something can be

9. imply: to suggest something, through your choice of words, rather than saying it directly

10. narrator: narrator: the character in a piece of writing who tells the story

Down:

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

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

5. tone: in speech, the emotion, mood or feeling conveyed by your voice

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

Chapter 5

Topic 5.1

1

Go pear-shaped – when a plan goes wrong or produces an undesirable result

Dodge a bullet – to narrowly avoid a problem or a disaster

Tight spot – to be in a very difficult situation

Vicious circle – when the solution to a problem creates another problem

Necessary evil – you don't like something but it has to be exist accepted

Spell trouble – to signify problems in the future

Asking for trouble – behaving so stupidly that you are likely to have problems

Cloud on the horizon – when problem is predictable or likely to arise

Topic 5.2

1A

a) D – turned into a monstrous vermin; b) C – clocks were striking 13; c) A – ‘must be in want of a wife’ really?; d) B – unhappy family

2

a) unpleasant – uneasy

b) the same – alike

c) changed – transformed

d) insect – vermin

e) everyone believes – It is a truth universally acknowledged

f) different – in its own way

g) with – in possession of

h) terrifying – monstrous

4

A: Jane Austen: *Pride and Prejudice* (1813)

B: Leo Tolstoy: *Anna Karenina* (1878)

C: George Orwell: *Nineteen Eighty-Four* (1949)

D: Franz Kafka: *Metamorphosis* (1915)

Topic 5.3

1

a) complex sentences; b) vivid adjectives; c) action verbs; d) personification; e) simple sentences

2

a) Information is only a click away: it ranges from ancient history to the most recent scientific discoveries.

b) Playing squash requires a lot of strength; therefore, I can vent my anger doing this sport.

c) People gain a lot of knowledge from reading; also, they feel relaxed and peaceful while reading.

d) Some people do not like fishing; they say that it is boring.

e) Reading is similar to shopping: one always finds surprises while doing it.

3 *Possible answers*

a) perilous; hazardous; precarious

b) detrimental; ruinous; deleterious

c) ridiculous; ludicrous; preposterous

d) resourceful; ingenious; knowledgeable

4

a) F; b) F; c) T; d) T

Topic 5.4

1

2; 4; 3; 5; 1

2

a) break; b) haul; c) nit; d) creek; e) vises; f) need; g) magnet; h) heed; i) wish; j) sword

Topic 5.5

1A & B

c) Men labour under a mistake.

a) The better part of the man is soon ploughed into the soil for compost.

d) By a seeming fate, commonly called necessity, they are employed, as it says in an old book, laying up treasures which moth and rust will corrupt and thieves break through and steal.

b) It is a fool's life, as they will find when they get to the end of it, if not before.

2

a) rack up – accumulate; b) racket – noise; c) front – disguise

Topic 5.6

1A & B

1. Why did you come here? M

2. How often do you visit the churchyard? P

3. Are you running away from something? M

4. What happened to your clothes? M

5. What is that iron on your leg for? M

6. Who do you live with in the village? P

7. Why did you have a piece of bread in your pocket? P

8. Why didn't you have any money? M

2A

Relaxed N

Happy N

Frightened B

Angry M

Surprised B

Hungry M

2B

That the man is also frightened may seem unusual but if you look carefully at the text you can see from his actions and dialogue that he sees Pip as a threat.

Topic 5.7

1 Spelling mistakes in **bold** Grammar mistakes underlined

This morning I had one of the most frightening **experiences** of my life. As I often do when I feel sad, I went down to the church to look at the **graves** of my father and mother. Before I had even got there, this man jumped out from behind one of the gravestones. He was so frightening and he looked terrible. He wasn't wearing a hat, just had a bit of cloth **around** his head. His shoes were broken and he had an iron round his leg. It looked like he'd been living outside for some time. He was **wet** and covered in mud and his face and legs were covered in scratches. The worst bit was when he tipped me upside down and **shook me!** I really thought he was going to hurt me but when a piece of bread fell out of my pocket he let me go and grabbed and ate the bread. Although I was so frightened, I felt so sorry for him. He must have been so hungry.

2

a) No, he hasn't. The man grabbed him by the chin, not the arm; b) Sometimes they do, but not always. If you think of Pip's case – it clearly was a great shock and it's not a surprise he didn't get all the facts correct; c) The idea of the 'unreliable narrator' is common in modern fiction. Sometimes it's because people deliberately want to record something different for many reasons, but quite often it's just because they can't remember; c) He's observant: he remembered all the details of what the man was wearing and the state he was in. He seems quite kind, he noticed that the man must have been homeless and hungry; d) Student's own answer.

Topic 5.8

1

a) clarifying

b) full stop

c) complete

d) subject

e) after

2

1. c); 2. d); 3. b); 4. a)

Topic 5.9

1

1. beginning; 2. rising action; 3. climax; 4. falling action; 5. end

2 Answers **in bold**

The beginning which is sometimes called the exposition introduces **important** information: such as setting; anything that **happened** before this story starts; **characters** and any important background about them.

Rising action a series of events which begin **immediately** after the exposition and build towards the **climax**. These incidents the most important part of the **story** since the whole plot depends on them.

The climax is the turning **point**, which changes the narrator, or main characters story. The nature of the climax depends on whether the story is a comedy or **tragedy**. If it is the former then the climax is usually something **bad** which can then be happily resolved; if it is the latter, then the climax is usually something good which then turns bad.

falling action is a series of events showing the **struggles** between 'good' and 'bad' **leading** up to the end or resolution of the story.

The ending also called the dénouement; resolution, revelation or catastrophe is the **final** part of the story where everything is resolved. In a comedy the **narrator** or protagonist ends in a better situation than at the **beginning**, while in a tragedy it is the reverse.

Topic 5.10

1

a) rising action; b) vivid, action; c) complex; d) simple; e) first person; f) parenthetical; g) semi-colon; h) diary

2

a) I went for a long walk on Friday; it was a perfect day for walking.

b) The gate was locked; consequently, I could not get in the garden.

c) Politicians keep promising to cut taxes, and we are still waiting for it to happen.

d) We always went to the cinema on a Friday night; it's how we blew off steam.

e) I put the book down, and immediately fell asleep.

f) I entered university to study law, but I changed my mind when I failed the first test.

g) The essay had to be completed by Monday morning; otherwise, the professor would refuse to mark it.

h) The class was initially concerned by the length of the reading list, but the teacher calmed their fears.

Chapter 6

Topic 6.1

1

a) F. She comes from somewhere near Scotland; b) F. She wants to stay to get an education;

c) T; d) T; e) F. She was made to stand in the centre of the room and everyone looked at her; f) F. She says that she couldn't bear to be hit.

2

Angry J "I should resist her" "But then it seems disgraceful to be flogged"

Impatient J "You must wish to leave Lowood?" "I could not bear it"

Calm H "No! Why should I?"

Accepting H "...nobody can be sure of the future" "It would be your duty to bear it"

Patient H "it would be of no use going away until I have attained that object"

Judgemental J “Miss Scatchard, is so cruel to you”

Violent J “I should get it from her hand; I should break it under her nose”

Understanding H “Not at all! She is severe: she dislikes my faults”

Considerate H “.....a great grief to your relations”

3 Suggested

a) I was sent to Lowood to get an education and it would be a waste of time / pointless to leave without getting one.

b) It is better not to make a fuss about something that has only hurt you rather than reacting too quickly and doing something which will hurt everyone around you.

4 Answers (suggested), to include the following points:

That Helen has learned to understand the reasons why some of the teachers behave so badly and forgive them. To learn to accept whatever the future may bring. That it is better to be patient and keep your pain to yourself than to cause more trouble for both yourself and others. That sometimes our fate means that we have to bear problems and troubles and that we can't avoid these, so there is no point saying that you can't bear something, when you just have to.

Topic 6.2

1 Suggested

A: highlights – identifies

B: illustrate – show

C: general – overall

D: expected – wanted of her / what she is obliged to do

E: major – significant / important

F: considered – discussed

2

a) To create a clear link between the author's beliefs and ideas and aspects of the play.

- b) Housework and helping mother / paid employment such as picking tea and coffee.
- c) It suggests that without a husband Gathoni won't have a good life or even survive.
- d) The fact that not only does Gathoni not allowed to go to school but she has to work to earn money so that her brother can go to school.
- e) Yes, they do this is clear from the final paragraph and the positive description of Gathoni.

Topic 6.3

1

a) D; b) C; c) B; d) A

2 Suggested

A: Woman in the middle facing us: talking excitedly, hand up with fingers together – making a strong point.

B: Man: Head in hands, elbow on knee, looking very down and depressed.

B: Woman: hands facing each other in front of her, wants him to listen and understand.

C: Man in suit: Pointing with strong arm over the player's right shoulder.

D: Woman on left of picture: looking sad, left forearm over knees, right hand supporting head, elbow on knees.

D: Man on right on picture: Right elbow on right knee, right hand out and open wanting his listener to understand.

3

a) C man in suit; b) A woman in middle facing us; c) B man; d) A woman with her back to us; e) D man; f) B woman

4 Suggested

A: a group of politicians, or colleagues from a small company, who have money problems about a project which is important to them; B: a husband and wife, he may be having problems at his work, or have lost his job, or may be sick, and she is trying to support him; C: a basketball player who is very talented but for some reasons is not playing very well. His coach is trying to motivate him to improve; D: a group of friends or students who share

a house but things are not going well between them, so they have to decide if they want to move out and find other accommodation.

Topic 6.4

1

a) T; b) F. Sometimes they can be embarrassing; c) F. Mothers can tell them when their children are there; d) T; e) F. 'Pet' is a term of endearment; f) F. Her mother laughed a lot.

2

Wrinkle – crease; tale – story; tiny – little; seeing – watching; humiliating – embarrassing; come across – found; family and friends – other people; laughing – giggling; replied – retorted.

3

a) By using “tell to” the author is emphasising the fact that other people are hearing these stories our mother tells and that they are presented as ‘anecdotes’, not just said in a casual way.

b) By repeating the word ‘or’ the author is allowing their listeners a little more time to take in the 3 adjectives.

c) ‘Retorted’ has an added meaning in that it suggests a sharp reply, or the return of an accusation. The author uses it to suggest that at the time she felt her mother was making an accusation about something – the book was too heavy for her – when she had already dealt with that problem – lying on the floor! Using the word replied would weaken the strength of this part of the story.

4

a) The author starts by ‘setting the scene’ – it’s the same as any introduction – this has two purposes: firstly to let her listeners know that she is going to tell a story her mother told. However the second purpose, which is more important in this case is to get the sympathy of the listeners by making them think of the (embarrassing) stories their parents tell about them. This is a good way of getting the listeners ‘on her side’ as she continues with the story.

b) Repetition of ‘story’ in the first paragraph and repetition of ‘book’ in the second. The first example of the ‘rule of 3’ is right at the beginning and the repetition of the word ‘story’ sounds quite dramatic when the anecdote is told. Repetition of the word ‘book’ in the

second paragraph serves to introduce the fact that the 'book' is the central feature in the story.

c) "A book that I'd taken from my parents' bookcase" – this isn't necessary at all, but it gives the listeners some 'space' to absorb the story so far. "Pet is a term of endearment where I come from in the north of England" – obviously if she was telling this story in the north of England this 'aside' wouldn't be necessary, but she adds it here as an explanation. Of course she could have left the word 'pet' out, but keeping it in adds to the feeling that it is her mother speaking to her in a caring and friendly way.

d) "What on earth" – this means that the author had absolutely no idea why her mother was laughing.

Topic 6.5

1

Personification

2 Possible answers

a) **dancing** in the breeze; b) **Tossing their heads** in sprightly dance; c) such a **jocund** company

3

Simile: a figure of speech comparing two unlike things, introduced by *as* or *like*

4 Possible answers

a) I wandered lonely as a cloud; b) Continuous as the stars that shine

Topic 6.6

1

a) differ; b) contrast; c) differentiate; d) difference; e) discriminate; f) By way of contrast

2

a) However; b) Otherwise; c) Furthermore; d) Nevertheless; e) Therefore; f) though

Topic 6.7

1

- a) 'Partners' bears very little – d) resemblance to 'Tich Miller.'
- b) The author uncovered several subtle – e) differences between the two poems.
- c) In his essay, the student tried to draw a – a) comparison between the two poems.
- d) My own poetry doesn't bear – g) comparison with either of these poems.
- e) Their conclusion was the exact – h) opposite of what I expected.
- f) This essay strikes – c) the right balances between criticism and praise.
- g) The author's aim is to bridge – f) the gap between fact and fiction.
- h) There seems to be a growing – b) disparity between the rich and the poor.

2

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

3

Across:

- 2. again: repeating a point for the sake of clarification
- 5. admittedly: announcing a concession
- 6. thus: drawing a conclusion from data
- 7. however: announcing a swerve or change of direction

Down:

- 1. indeed: creating emphasis
- 3. although: establishing a problem
- 4. therefore: making a causal connection
- 5. also: adding thoughts together

Chapter 7

Topic 7.1

1

- a) compulsory – c) something that must be done
- b) outbreaks – g) when lots of people get a disease at the same time
- c) vaccinations – e) injections that prevent animals or people getting a disease
- d) infectious – b) easily spread to other creatures
- e) yield – f) the amount produced
- f) sterility – a) a condition that means they cannot have calves
- g) slaughtered – d) killed in large numbers

2

- a) There are interesting films showing at the repertory cinema all this week
- b) The stranger was tall, dark and good-looking
- c) Since increasing his hours of practise, Bill has become the best jazz pianist in New York City
- d) I am very interested in learning Spanish

3

- a) comparison; comparatively; comparable
- b) uncontrollable; controlling; controls
- c) continuation; continuous; continuity
- d) contrivance; contrived

Topic 7.2

1

- a) shaken; disturbed; troubled
- b) awful; dreadful; horrendous
- c) remorseful; contrite; penitent
- d) speechless; taciturn; mute
- e) deteriorate; decline; degenerate
- f) conventional; orthodox; indicative

2

a) F; b) T; c) F; d) T

Topic 7.3

1

- a) abandon – altogether
- b) accurate – amazingly
- c) agree – enthusiastically
- d) boring – deadly
- e) cautious – particularly
- f) coincide – roughly
- g) debated – hotly
- h) delayed – considerably
- i) develop – gradually
- j) exploit – fully

2

- a) The effects of foot and mouth disease are, I think, quite serious.
- b) The little girl, who was quite used to a solitary life, said she was upset by all the lorries and diggers.
- c) To complete an essay on time, one needs to start well in advance of the due date.
- d) Watching the television, the young girl saw a story saying that Front Field, her own farm, had been struck by the disease.
- e) She used to live at 106 Aqueduct Street, Ontario, Canada, but has since moved to 15 Peterborough Road, Sheffield, England.
- f) By the mailbox at the end of the lane, she found a policemen smoking.

3

a) except; b) accept; c) accept; d) except; e) except; f) accept; g) except; h) Except

4

a) audience; b) modal; c) pace; d) connector; e) adverbial; f) superlative; g) imply; h) infer

5

a) simile; b) metaphor; c) metaphor; d) simile; e) simile; f) simile; g) metaphor; h) simile

6

a) Literary texts often contain quotations from other works.

b) Sometimes particular words or phrases in a text refer to something that requires knowledge the reader may not have.

c) In some texts, reference is made to a body of folklore, cultural practice, or myth.

d) Searching for information when re-reading a text may open up aspects of the text missed in spontaneous reading.

e) Additional information enriches the context within which interpretations can be found.

f) Information used to find out about the world in which a text was published has no obvious limits.

Topic 7.4

1

a) ceiling; b) perceive; c) belief; d) conceive; e) achieve; f) yield; g) receipt; h) deceive; i) relief; j) conceit; k) niece; l) chief

2

"I before E, except after C" is the rule of thumb for English spelling.

3 *Possible answers*

a) science; species; sufficient

b) height; weight; neighbour

4

a) make; b) do; c) make; d) do; e) make; f) make; g) do; h) do; i) make; j) make; k) make

5

You 'do' an activity. You 'make' a product.

6

Examples such as:

- a) I would like to make a proposal for how we could make this plan easier.
- b) We will do a survey to find out more information.
- c) I am going to make recommendations as to what could be done better next time.

7

1. First person narration is found in a wide – c) range of novels that are otherwise dissimilar.
2. Third person narration offers a different – a) perspective on a character and his/her actions than the one we might get if the story was written by that character.
3. The terms first and third person indicate who tells the narrative but, narrative – e) point of view also relates who sees or experiences events.
4. Focalization describes how a text represents the relationship – b) between who experiences and what is experienced.
5. Characters are part of the machinery that drives – f) the plot forwards.
6. Narratives exist in our culture as a way of making – d) sense, packaging experiences for specific audiences.