

Collins Checkpoint English

Stage 9: Workbook

Answer Key

Chapter 1

Topic 1.1

1

a) 3; b) 1; c) 1; d) 3; e) 1; f) 1

2 *Possible answers*

a) sunny: clear, radiant, summery

b) deep: bottomless, unfathomable, profound

c) peaceful: quiet, tranquil, restful

d) dangerous: perilous, hazardous, precarious

e) difficult: demanding, challenging, formidable

f) extreme: severe, drastic, uncompromising

Topic 1.2

1

1. skimming – c) glancing rapidly through a text to determine gist

2. scanning – a) glancing rapidly at a text through a text to search for specific information

3. close reading – b) the careful, sustained examination of a brief passage of text

2

a) Mexico's / warm climate / makes it / an attractive / travel destination.

b) Mexico / has the 23rd / highest income / from tourism / in the world.

c) There are / over 15 million / indigenous people / in Mexico, / constituting 15% / of the population.

d) Mexico City / is one of the largest / metropolitan areas / in the world, / covering 1485 / square kilometres.

3 Suggested answers

a) travel light – to bring very few things with you when you go on a journey

b) smooth sailing – to make progress without difficulty

c) clear the decks – to get ready for important action by tidying up anything that might get in your way

d) train of thought – a complex sequence of thoughts in your mind

4

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

Topic 1.3

1

a) register; b) formal; c) tone; d) denotation

2 Possible answers

a) If you could please let me have the ticket now, it will save us both a lot of time and bother in the morning.

b) I'm terribly sorry. Unfortunately the que for foreign passports is on the left.

3 Possible answers

a) We will do our best to accommodate your vacation request. However, we must also consider the needs of the business at that time of year.

b) We are sorry to inform you that the model R30 you ordered is no longer available. We recommend the model R25, which has all of the same basic features.

Topic 1.4

1

a) apprehensive; b) minaret; c) alluvia; d) cleaves; e) tract; f) comber; g) cupola

2

1. When I found myself on my feet, I looked about me, and must confess I never beheld a more entertaining prospect. 2. The country around, appeared like a continued garden, and the enclosed fields, which were generally forty feet square, resembled so many beds of flowers. 3. These fields were intermingled with woods of half a stang, and the tallest trees, as I could judge, appeared to be seven feet high. 4. I viewed the town on my left hand, which looked like the painted scene of a city in a theatre.

3

a) The tone seems to one of disorientation and wonder. He would seem to be disoriented because “found himself on [his] feet,” i.e. he did not come to be on his feet by his own efforts. He seems to be in wonder of the fields which “resembles so many beds of flowers,” and the town which looked like a “painted scene of a city in a theatre.”

b) The footnote in *Gulliver’s Travels* says that stang is a unit of measure; “an old word for a perch, sixteen feet and a half.’ Therefore, at “half a stang,” the length of the woods would be eight feet and a quarter.

c) The country appeared like a continued garden; the town looked like a painted scene in a theatre.

4

a) moaning; b) injury; c) lying; d) appreciable; e) conscious; f) affected

Topic 1.5

1

simple sentence – b) A sentence that contains just one subject and one verb

compound sentence – e) a sentence that contains ideas of equal weight joined by a connective

complex sentence – b) a sentence that contains a main idea and one or more supporting ideas

predicate – d) What is said about the subject

main clause – f) A clause or sentence that contains a subject or a predicate

subordinate clause – a) A clause that adds more information to the main idea

2

a) False; b) True; c) True; d) False; e) True; f) True; g) False

3

a) Simple sentences

b) underlined & c) **in bold**

Walking through Barcelona **is an amazing experience.** The city is filled with buildings of every age and design. In the old city the streets are narrow. Everywhere are shops and restaurants.

4

Walking through Barcelona is an amazing experience **which everyone should experience.** There are buildings of every age and design **as if the city itself is a museum of architecture.** In the old city the streets are narrow **while outside the old city walls the streets are wide and tree-lined.** There are shops **that will tempt you to spend your euros** and restaurants **where you can eat some of the best food in Europe.**

Topic 1.6

1

Relative pronoun	Subordinating conjunction	Both
Whatever	Although	When
Whoever	As long as	Where
Whose	Even though	Whether
That	Unless	whenever

2

We stopped to drink a little water **whenever** c) we were thirsty.

We knew we could keep going **as long as** b) we still had water.

Unfortunately the water ran out **although/even though** f) we had been careful not to drink too much.

It seemed that we would not get to the village **unless** d) someone helped us.

A car appeared **when** e) we did not expect to see one.

We were safe now **whatever** a) happened.

3

Whenever we were thirsty, we stopped to drink a little water.

As long as we still had water, we know we could keep going.

Although/Even though we had been careful not to drink too much, unfortunately the water ran out.

Unless someone helped us, it seemed that we would not get to the village.

When we did not expect to see one, a car appeared.

Whatever happened, we were safe now.

Generally putting the subordinate clause first creates a more interesting sentence, but be careful not to do it all the time as it can be repetitive.

Topic 1.7

1

a) ascent; c) distinct; d) eerily; f) glimpsing; h) legend

2 *Suggested, others are possible*

a) unpleasant, unfriendly; b) unattractive, ugly; c) similarity; d) wintry, strong; e) predictable; f) rich, wealthy; g) tasteless, unappealing; h) uninteresting, boring, dull

3

Word	Form	Example (<i>students' own answers</i>)
To beautify	Verb	
Beautiful	Adjective	
Beauty	Noun	
beautifully	Adverb	

Word	Form	Example (<i>students' own answers</i>)
------	------	--

To impoverish	Verb	
Poor	Adjective	
Poverty	Noun	
Poorly	Adverb	

Word	Form	Example (<i>students' own answers</i>)
To vary	Verb	
Variable	Adjective	
Variety	Noun	
Variably	Adverb	

Word	Form	Example (<i>students' own answers</i>)
To amaze	Verb	
Amazed	Adjective	
Amazing	Adjective	
Amazement	Noun	
Amazingly	Adverb	

Topic 1.8

1

- a) Does anything need **more** detail?
- b) Are there **interesting** details you could add or **dull** ones you could remove?

- c) Have you varied your **sentences** enough?
- d) Have you **overused** certain words?
- e) Are there words or phrases you could **replace** with more effective ones?
- f) Have you used **punctuation** effectively – for example, with clauses?

2

- a) Yes: Why did they go to Barcelona, who did they go with.
- b) There are very few interesting details, more could be added about the weather, the people, what the city looks like. How the author feels to be there. The information about the population and economy is too dull for a piece of travel writing and should be removed.
- c) No, the sentences are almost all simple sentences. There was only one complex sentence at the end.
- d) Yes, amazing is repeated too often and the adjectives are very dull: big, interesting, different.
- e) Yes, a lot of the adjectives are dull and the explanation for the buildings is not very effective.
- f) No, there is a punctuation mistake in the last sentence – there is no comma before ‘because’ (the subordinate clause) because the main clause is first.

3

Introduction	We have just returned from a visit to Barcelona.
Facts	It is a big city in Spain on the Mediterranean coast. In 2014 it had a population of over 1.4million and is in one of the richest regions in Europe with a GDP 16% greater than the average.
Opinions	Barcelona is an amazing city. The buildings are amazing and the beaches are amazing. The buildings are interesting, because there were many different architects in Barcelona.
Conclusion	You should go there.

4

- a) opinions; b) introduction; c) facts; d) introduction; e) conclusion

5 Suggested

My uncle and I have just returned from a visit to Barcelona where we visited an architecture exhibition. It's famous not just for Gaudi who is still one of the most original architects to have ever worked but also for its extraordinary city plan of square blocks called "manzanas" - apples. Barcelona is an amazing city Looming over us were buildings of every conceivable style and shape. If you enjoy the seeing the most fantastic and unusual of buildings you should go there.

Chapter 2

Topic 2.1

1

a) subsidence; b) irony; c) chock-full; d) skim; e) magma; f) adjective; g) scan; h) point of view

2

a) chock-full; b) scanned; c) skim; d) subsidence; e) adjectives; f) irony; g) magma; h) point of view

3

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

4

Positive	Negative	Neutral
sensible	squalid	sceptical
reassuring	superfluous	satisfactory
rewarding	tedious	tricky
respectable	unsatisfactory	significant
reasonable	tragic	random

5

a) eminently; b) completely; c) notoriously; d) potentially; e) terribly; f) completely

6

b) random; c) tricky; d) rewarding; e) significant; f) reasonable

7

Students' own answers.

Topic 2.2

1

- a) Levels of formality depend mostly on word choice.
- b) 'Personal style' is a style of writing that seems warm and friendly because of its use of first and second person pronouns.
- c) 'Impersonal style' sounds more detached and objective, emphasising facts and concepts rather than the writer's opinion.
- d) Read between the lines in almost any piece of writing and it is possible to detect the writer's mood.

2

up for grabs – available

crack up – laugh

as a result – consequently

around – approximately

make up your mind – decide

you have to – requirement

not equal – disparity

3

a) F; b) T

Topic 2.3

1

- a) News agencies should hire separate staff and create a separate product strictly for young people.
- b) News agencies should focus on covering news items that are relevant to young people.
- c) Young people want news that is intelligently written, not dumbed down.

d) Bullet points and sub-headings are good for attracting and maintaining young readers' interest.

2

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

3

a) accept; b) assumption; c) process; d) worthless; e) treating, overcome; f) current

Topic 2.4

1

1. timekeeper; chairperson; scribe

2. So that participants have enough time to cover all items on the agenda.

3. No. The scribe must record what participants discuss and decide without bias, noting group comments and decisions.

4. *Possible answers:* chance to pool knowledge and skills with peers, can provide more input for subjects you are brainstorming, provides chance to give and receive feedback, provides good practise for communication skills, facilitates tackling more complex problems than one person could handle, etc.

5. To help the group tackle the task, to keep people focused on the task, to make sure that everyone contributes and listens politely, to make sure the group finishes the task.

Topic 2.5

1

a) S; b) P; c) F; d) S/F; e) S; f) S/P; g) S; h) S/F; i) F/S/P; j) F/S/P; k) F/S/P; l) F/S

Topic 2.6

1

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

2

The problem with all of them is that they don't make it clear what the paragraph will be about. a); b); d) are too general and c); e) are too specific.

3

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

Topic 2.7

1

Addition / accumulation	Contrast	Reason / result / cause / effect	time
And in addition, also, besides, furthermore, likewise, moreover	But however, nevertheless, still, conversely, otherwise, instead, in contrast	so, for, accordingly, consequently, therefore, as a result, for this reason	before, after, meanwhile, subsequently, then, afterward, earlier, later

2

a) however; nevertheless; conversely; in contrast

b) so; accordingly; consequently; therefore; as a result; for this reason

c) before

d) in addition; besides; furthermore; likewise; moreover

Topic 2.8

1

a) A **preposition** is a word that usually precedes, a noun or pronoun and expresses a relation to another word or element in the same clause.

b) An **adverb** is a word or phrase that modifies the meaning of an adjective, verb, or other adverb, expressing manner, place, time, or degree.

c) A **prepositional phrase** consists of the preposition, its object, and modifiers of the object.

d) An **adverbial phrase** consists of two or more words that act as an adverb. It can modify a verb, adverb, or adjective.

2 Prepositions underlined Prepositional phrases **bold**

a) There were [**about twenty people**] [**in the cave**].

b) You must be **over 14** to go caving.

c) She suffered **from claustrophobia** when she went **down the cave**.

d) They wanted to speak **with the group leader**.

3 Adverbs underlined Adverbial phrases **bold**

a) She lives **in a large cave**.

b) We waited outside **for a long time**.

c) They climbed the cliff wall **with great skill**.

d) They shouted **at the top of their voices**.

Topic 2.9

1

a) By the tiny pieces of rock / mineral deposits building up from the water flowing through a cave.

b) Greek.

c) Lava, minerals, mud, peat, pitch and sand.

d) Fastest is about 3mm per year.

2

a) 2; b) 1; c) 1; d) 2; e) 2; f) 1

3

a) In caves; through the cave; in it; from the ceiling; from the floor; in the middle.

b) Over time this leaves a piece of rock hanging from the ceiling (stalactite) and a column of rock growing up from the floor (stalagmite). An easy way to remember which

is which is Stalagmites, with a g, come from the ground and stalactites with a c come from the ceiling.

c) That you see in caves; which comes through the cave; As the water drips down.

Chapter 3

Topic 3.1

1

A = Adjectives

F = Facts

O = Opinions

R = Rule of three

E = Emotive language

S = Statistics

T = Talk to the reader (personal pronouns).

2

2; 1; 3; 5; 4

3

a) F; b) F; c) F

Topic 3.2

1

a) red; b) green; c) black; d) black; e) red; f) white; g) blue; h) black

2

1. space – e) race

2. launch – d) pad

3. sound – a) barrier

- 4. moon – g) walk
- 5. test – h) pilot
- 6. gravitational – c) force
- 7. outer – f) space
- 8. manned – b) spacecraft

Topic 3.3

1

a) voyage; b) vehicles; c) spaceflight; d) weightlessness; e) suborbital; f) earth

2

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

3

1. passed away – d) died; 2. fell off the back of a truck – h) stolen; 3. on the streets – b) homeless; 4. big boned – g) overweight; 5. between jobs – c) unemployed; 6. vertically challenged – a) short; 7. sanitation engineer – f) garbage man; 8. collateral damage – e) accidental deaths

4

a) Similar; b) Different; c) Similar; d) Similar; e) Different

Topic 3.4

1

a) Exploring the / solar system / as a united humanity / will bring / us all / closer together.

b) Human settlement / on Mars / will aid / our understanding / of the origins / of our solar / system.

c) To prepare / for this settlement / the first unmanned / mission / is scheduled to / depart in / 2020.

d) Join / Mars One's efforts / to enable / the next giant / leap for / mankind.

e) A habitable settlement / will await / the first crew / before they / depart earth.

f) The hardware needed / will / be sent / to Mars / in the years / ahead of the / humans.

2

a) F; b) F; c) T

3

a) mission; b) role; c) programme; d) partnership; e) observation; f) network

4

a) principal; b) consequences; c) wonder; d) to consider; e) watching; f) invented; g) Whether; h) leave

Topic 3.5

1

fundamentally; exponentially; impossibly; certainly; extraordinarily; essentially; obviously; utterly; significantly; considerably

2 *Suggested, others may be possible*

a) superficially; b) partially; c) possibly; d) doubtfully; e) complicatedly; f) normally; g) obscurely; h) questionably; i) insignificantly; j) inconsiderably

3

a) The Fundamental (this is also the adjective form); the superficiality

b) The total; the part

c) The impossible; the possible

d) The certainty; the doubt

e) The simplicity; the complication

f) The extraordinary; the normal

g) The obvious; the obscure

h) The question

i) The significance; the insignificance

j) The consideration; the inconsideration

4

Noun endings are -ity, -tion, -ance, -ary and a short form of the word without any suffixes.

Topic 3.6

1

a) An argument essay is a style/type of essay where you try to convince your reader to agree with your opinion on a controversial topic.

2

All options could be valid, but these are essential to include: c); b); d); h)

3

Standard	Point by Point	Block
Introduction / explanation of the issue	Introduction / explanation of the issue	Introduction / explanation of the issue
Advance your argument	Statement of 1 st counter-argument + your rebuttal	Summary of the counter-arguments
Develop your argument	Statement of 2 nd counter-argument + your rebuttal	Rebuttal to the counter-arguments
Introduce counter-argument	Statement of 3 rd counter-argument + your rebuttal	Advance your arguments
Rebut counter-argument	Conclusion with your argument	Develop your arguments
Conclusion	XXXXXXXX	Conclusion

4

1. Some people suggest that the rise of English will diminish their own culture.
2. Cultural identities are not necessarily destroyed by the addition of another language.
3. Communications will be easier throughout the world.
4. Everyone who speaks English will have access to a world of opportunities.

Or

1. Communications will be easier throughout the world.
2. Everyone who speaks English will have access to a world of opportunities.
3. Some people suggest that the rise of English will diminish their own culture.
4. Cultural identities are not necessarily destroyed by the addition of another language.

5 Topic underlined Controlling idea in **bold**

Some people suggest that the rise of English **will diminish their own culture**.

Cultural identities are not necessarily **destroyed by the addition of another language**.

Communications **will be easier throughout the world**.

Everyone who speaks English **will have access to a world of opportunities**.

Topic 3.7

1

a) culture; destroy; language

b) Words in **bold** relate to culture Underlined words relate to destroy Words in *italics* relate to language.

Cultural identities are not necessarily destroyed by the addition of another language. Despite some people's concern about the dilution of their **culture**, evidence has shown that the existence of another *spoken language* rarely damages the use of the native *language*. Indeed, quite often the result is the opposite; as people perceive the threat of the incoming *language* they work harder to preserve their original **cultural traditions**. Often this active promotion of **culture** increases **cultural awareness** in the community where otherwise it may have died out through apathy.

c) Every sentence contains at least one of the key words or a related word.

2

We can give coherence to our paragraphs by repeating the same word, synonyms or words in the same word family throughout the paragraph.

3

a) Everyone [who speaks English].

b) Everyone who speaks English will have access to a world of opportunities. There are more people in the world who have English as a second or third language than there are native speakers of English. These people not only have the ability to succeed in their own country either in national companies or international companies. Additionally they can travel to other countries where English is the first or a common language to seek work and enhance their careers. Indeed for those who can communicate in English the world really is their oyster.

c) A wide variety of pronouns are used to refer back to the subject of the sentence. Using pronouns effectively is another good way of creating coherence within a sentence.

4

Learners of any foreign language embark on a long and sometimes difficult journey. While **they** may start with considerable enthusiasm often the hard work of learning all the vocabulary can put **them** off and **they** give up. However for **those** who persevere and succeed the rewards are considerable. **They** will have the pleasure of being able to live and work in another culture. **They** may also find **themselves** developing a new identity in that culture. Something that will enhance both **their** character and enrich **their** lives.

Topic 3.8

1

Do: a; b; c; d; e; g; I; j; n; o

Don't: f; h; k; l; m; p; q

Topic 3.9

1

1. Decide what the two sides of the argument actually are and chose the one you agree with most.
2. Write a thesis statement. This can either state just your point of view or both sides of the argument.
3. Research your topic to get facts, opinions and examples for both sides of the argument.
4. Make notes of any important quotes you would like to use, but don't forget to record where you got them from.

5. Decide which structure you will use: standard, block or point by point.
6. Write a draft.
7. Write an explanatory or attention grabbing introduction.
8. Check and revise your essay for the final draft before submission.

2 Suggested

- a) The mobile phone is the worst invention of this century, but it has brought many benefits to people around the world.
- b) Every child should do one hour of sports at school each day, although some people believe that school is just for academic education.
- c) The environment needs to be protected by international laws, in spite of the fact that many countries want to retain control over their own environmental policy.

3 Suggested

- a) 1. Parents can keep in touch with their children. 2. People feel safer with one. 3. They enable better communication.
- b) 1. Children need to exercise their bodies as well as their minds. 2. It helps children develop the habit of keeping fit and healthy. 3. Team sports develop good co-operation skills.

4

Connectives underlined Vocabulary in **bold** Pronouns in *italics*

Some people believe that children should spend at least one hour a day at school playing some type of sport. There are many reasons for this: firstly not all children have access to **sports facilities** outside school. Secondly, no one denies that **doing exercise** helps *their* mental development as well as *their* **physical development**. Also it is important for *them* to develop a positive attitude to **keeping fit and healthy** when *they* are young. Finally, **playing team sports** enables children to develop good co-operation skills which will be helpful to *them* throughout *their* lives.

Chapter 4

Topic 4.1

1

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

2

a) hearing; sight; taste; smell; touch

b) audio; vision; flavour; odour; contact

c) *Possible answers:* acquired, fruity, horrible, peculiar, salty, etc.

d) *Possible answers:* acrid, appetising, foul, pungent, refreshing, etc.

3

a) above; b) by; c) above; d) by; e) behind; f) under; g) against

4

a) From the sublime to the ridiculous is but a step.

b) Nothing is worse in prison than the consciousness of one's innocence.

c) In matters of grave importance, style, not sincerity, is the vital thing.

d) One skill I did not learn on the streets of Ottawa was how to ride a horse.

Topic 4.2

1

1. In a piece of...; 2. For example...; 3. Alternatively...; 4. By carefully...

2

a) To ensure reliability, the anthropologists could not disclose all the details of the study.

b) While waiting for the doctor, I read an interesting article about teaching overseas.

c) The natives pursued spiritual, not material, wealth.

d) She tried several times to call home from China.

e) At base camp, we decided ourselves what to do with our free time.

f) Due to the nature of dogs, a dog owner is less likely to suffer from stress.

g) Under pressure, the scientist changed the data in the case study.

3

a) fright; b) satisfaction; c) grief; d) outrage; e) tranquillity

Topic 4.3

1

1. simile – d) a comparison between two things that uses the words ‘as’ or ‘like’
2. pathetic fallacy – c) using a description of the weather to reflect the feelings of a character
3. atmosphere – a) the main mood or emotions in a piece of writing
4. symbolism – b) using an object or image to represent a feeling or idea

2

- a) What might happen if the government stopped pandering to the needs of wealthy bankers?
- b) In China, many children are forced by their parents to take piano lessons.
- c) Battery powered torches are the more commonly used ones in North America and Europe.
- d) In Saudi Arabia, 90% of export earnings are associated with the petroleum sector.
- e) Sara’s job involved receiving shipments of retail goods from overseas and shipping them on to domestic retail outlets.

3

- a) criticisms & at; b) which & affect; c) break; d) gets

4

- a) mature; b) flavour; c) indispensable; d) overbalanced; e) abscond

Topic 4.4

1

Across:

3. Quail: A little bird that lays small, fragile eggs
4. Char: A French word for a decorated float, or moving platform, used as part of a parade

5. Innumerable: Too many to be counted

6. Galette: A type of French cake

Down:

1. Conspiratorial: Secretive and illegal

2. Febrile: Feverish

2

a) febrile; b) char; c) galette; d) quail; e) innumerable; f) conspiratorial

Topic 4.5

1

a) T; b) F. She was woken by the moonlight; c) T; d) F. It came from the directly above Jane's room; e) T

2

a) The face of the moon; b) Savage, sharp, shrilly; c) Because they all have the 'sss' sound which echoes the word and the sound of a scream. Also using the 'rule of three' is very effective for adding dramatic tension; d) It sounds like people are fighting to kill each other; e) It sounds like someone is trying to suffocate the other by putting something, perhaps a pillow, over their mouths.

3

a) To create an atmosphere of solemn calm beauty to add contrast to what comes next; b) It comes as a big shock after the calm of the first paragraph and leaves the reader wondering what is happening; c) "My pulse stopped: my heart stood still; my stretched arm was paralysed." This comes very soon after the 3 adjectives for the scream and it is very effective in describing Jane's terror; d) This serves two purposes, firstly to give a good analogy about the volume and amount of energy needed to produce that scream, but also it gives the reader a bit of a break from the excitement. Sometimes if there is too much tense atmosphere in the writing, lots of short sentences etc. it can get dull without some sort of contrast - this is the contrast; e) Overhead is mentioned twice and then Jane defines it - almost creating another example of the 'rule of three'. But mainly to emphasise how close it all is, how frightening and also to explain how she can hear what is being said.

Topic 4.6

1

a) Because of the noise of the fight in the room above her bedroom; b) It is the only light in the gallery.

2

a) Terrified, where shall we run?, sobbed; b) terrified murmurs sounded, demanded, sobbed; c) demanded confusedly on all hands, They ran to and fro, they crowded together, some sobbed, some stumbled, the confusion was inextricable.

Topic 4.7

1

The sleepers were all aroused: shouts, terrified murmurs sounded in every room; door after door unclosed; one looked out and another looked out; the gallery filled.

They ran to and fro; they crowded together: some sobbed, some stumbled; the confusion was inextricable.

2

In both cases to introduce a list of 'actions' taking place at the same time. By using colons in this way the author is able to communicate the information much more efficiently and effectively than if she had written fully expanded sentences. This creates a much greater sense of panic and urgency which adds to the atmosphere of the situation.

3

a) To add the various things people are saying.

b) By using the dashes the author creates a greater sense of confusion and urgency than if she had written "Mr smith said..... Miss Ingram said" etc.

4

8 types: colons, semi-colons, hyphens, question and exclamation marks, speech quotes as well as commas and full stops.

Topic 4.8

1

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

2

a) fingernails; b) as a child; c) I remembered; d) meanwhile; e) she remembered; f) the teddy

Topic 4.9

1

a) A large beetle – a type of insect; b) Because his new beetle body is much bigger than his human body; c) Fabrics and textiles; d) It is of a woman dressed in fur accessories raising her hand towards the viewer; e) On his right side; f) Because his back is too round and heavy.

2

a) 3rd person narrative.

b) troubled, horrible, armour-like, pitifully, helplessly.

c) Feelings of revulsion, something that is big and ugly, yet pitiful and helpless. The use of the adjective 'troubled' to describe Gregor's dreams is almost a 'warning' about what is going to happen to him.

d) The second paragraph creates a dramatic shift in atmosphere. Instead of answering Gregor's natural question, the paragraph talks about the ordinariness of the room he is in. A huge contrast to the ugly insect he has now become.

e) It tells us that Gregor is probably quite poor, to put up an image from a magazine, but has enough money to frame it. He clearly likes luxury as the picture is of a woman in luxury furs. However it does seem a bit of a strange choice of image. Which does make us curious about Gregor.

f) He is very calm, he doesn't attempt to ask what is happening but prefers to try to go back to sleep and pretend that it is just some dream.

g) Referring to the dull pain Gregor has never felt before is indicating the seriousness of his situation. Now it is not just his eyes that are telling him he's a beetle but feelings within his body.

Chapter 5

Topic 5.1

1

- a) Employ an unreliable narrator, / preferably one / who doesn't know he is insane / and has no recollection / of such events / as digging into a grave / to rip out the teeth / of his recently departed friend.
- b) Include a beautiful woman / with raven locks / and porcelain skin, / preferably quite young, / and let her die tragically / of some unknown ailment.
- c) Use grandiloquent words, / such as heretofore, / forthwith, and nevermore.
- d) Do not shy away / from such grotesqueries / as imprisonment, insanity, / and men costumed / as orangutans being burned / to death.
- e) When in doubt, / bury someone / alive.

Topic 5.2

1

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

2

1. – c) river; 2. – f) fog; 3. – b) bridge; 4. – e) hope; 5. – a) fortune; 6. – h) fate; 7. – d) sky;
8. – g) ship

Topic 5.3

1

a) viewpoint; b) character; c) third; d) first

2 *Possible answer*

It is impossible to say how first the idea entered his brain, but, once conceived, it haunted Edgar day and night. Object there was none. Passion there was none. He loved the old man. The old man had never wronged him. He had never given Edgar insult. For his gold Edgar had no desire. It was the old man's eye! Yes, it was this! One of his eyes resembled that of a vulture – a pale blue eye with a film over it. Whenever it fell upon him, Edgar's blood ran cold, and so by degrees, very gradually, he made up his mind to take the life of the old man, and thus rid himself of the eye for ever.

3

- a) Characters are / people in a story / who the reader attributes / with moral, intellectual, / and emotional qualities.
- b) A 'flat' character, / also called a / two-dimensional character, / is built around / a single idea or quality / and is presented / without much / individualised detail.
- c) A round character / is complex / and represented as / an individual; / such a character is difficult to describe, / and, like a person / in real life, is / capable of surprising us.
- d) Stock characters / are the types / of characters / that appear so frequently / in specific genres / as to become / conventions of the form.

4

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

Topic 5.4

1

- a) He starts off frightened, a bit wild and hysterical. Then he becomes calm and resigned. At the end he is curious and puzzled.
- b) Because rats in traps run about frantically and fruitlessly and that was what he was doing.
- c) He plans just to remain calm and pretend that he didn't know he was locked in.
- d) Either that he had made some sort of mistake, or that he had been deliberately locked in.
- e) *Students' own answers*
- f) First person narrative: Allows us to share Jonathon's feelings and also, as this is a diary format, share his retrospective feelings.

Topic 5.5

1

- a) Frankenstein; b) No; c) No

2

Where is it set?	Central Europe / Switzerland
When is it set?	In the 1700s
Who are the main characters	The scientist (Dr Frankenstein), his creation, his wife
What happened?	Dr Frankenstein created a 'man'. The man killed a lot of people
What are some of the big ideas in the book?	Power, arrogance and what science can do

Topic 5.6

1

2 underlined

Urgency	Danger	Fear
Insist	<u>Risk</u>	threaten
Press	Endanger	<u>Dread</u>
Persuade	<u>Menace</u>	Frighten
Hurry	<u>hazard</u>	Terrorise
Plead	<u>alarm</u>	<u>Distress</u>
Beseech		<u>Scare</u>
Beg		<u>Panic</u>

3

a) She fell to her knees, hands clasped together, "I **beg/beseech** you" she wept, "let my son go".

b) The sound of the scream **alarmed/frightened** her so much that she could not move a muscle.

- c) Taking his life in his hands he **risked** everything in one jump across the ravine.
- d) As the water began to enter the locked room of the sinking ship the children **panicked** and started screaming and crying for their mothers.
- e) His hands were around the other man's neck **threatening** him with a sure and painful death.
- f) For centuries the people of the old village had been terrorised by the unknown forces living in the woods.

4

a) – e); b) – c); c) – d); d) – b); e) – f); f) – a)

Topic 5.7

1

- a) self-conscious; ashamed; uncomfortable
- b) self-assured; assertive; collected
- c) annoyed; vexed; antagonized
- d) awkward; uncoordinated; lumbering
- e) unclean; grimy; filthy

2

- a) Use description, / action and dialogue / to show / what / characters are like.
- b) Make sure / dialogue has / a clear / purpose / and sounds / realistic.
- c) All details / should add to / characters / or move / the plot along.
- d) Chose words / for greatest / impact / and vary / sentence types.

Topic 5.8

1

1 – b); 2 – c); 3 – a)

2

It was [PS] a bright and sunny afternoon. For weeks the weather had been hot [PP] so the grass was [PS] dry and brown. It seemed [PS] that the land had been washed and bleached [PP] by the sun, no colours, no definition, all was [PS] bland and flat. I was walking [PC] home from college along dusty tracks and dry river beds. Very few birds were singing [PC] and the wind was only blowing [PC] a whisper. It was [PS] then that I saw [PS] him, well, not so much a him, as an 'it' – he was lying [PC] under a dead and dusty tree – motionless.

3

It's a bright and sunny afternoon. For weeks the weather has been hot so the grass is dry and brown. It seems that the land has been washed and bleached by the sun, no colours, no definition, all is bland and flat. I'm walking home from college along dusty tracks and dry river beds. Very few birds are singing and the wind is only blowing a whisper. Suddenly, I see him, well, not so much a him, as an 'it' – he's lying under a dead and dusty tree – motionless.

4

The text in the present tense feels more 'immediate' and 'closer' however it doesn't feel quite as believable as the first as usually when stories are told they are told in the past tense as we reflect on the event.

Topic 5.9

1 & 2

a) At first it leaked water all over the floor, then it turned all my clothes blue and now it's just not working. I'm never going to use that **washing machine** again.

b) I woke up this morning to the sound of something panting in my ear, it came closer and closer and in my half-awake state I wondered if it was a monster come to eat me. Then I felt it paw at the duvet and a sloppy wet tongue dragging across my face. I opened a lazy eye to see my **dog** looking down at me.

c) I could see it under the sofa, shiny and bright, it's blade reflecting the light of the evening sun. I could see its wooden handle, worn with so many years of use. But still I felt some trepidation as I reached under the sofa to pull the **knife** out.

d) We were walking through the long grass on the way home from school. Then we saw it, it's long thin body curled neatly in front of us, its scales glinting in the afternoon sun. I screamed, I'm terrified of **snakes**.

Topic 5.10

1

a) F, he's met him on the stairs; b) T; c) T; d) F, the visitor wants Richard to do him a good turn; e) F the visitor breaks the glass; f) T

2

a) steadying; pawing; frightened

b) dash, bolt. That he is moving very quickly, emphasising again the visitor's fear.

c) It means it's a very strong drink, with a lot whisky. This adds again to the sense of the fear of the visitor.

d) That he is supposed to be dead.

e) That he is quite calm and cool, just as the visitor assumed.

3

Probably to hide him, or help him escape from here.

Chapter 6

Topic 6.1

1

b)

2

Beauties, marvels, possibilities: using nouns instead of adjectives creates a much stronger, vivid and more dynamic description.

3

He hopes that this book will make people more interested in the Old West. He feels this is important not just because it was important to him but because it is an important part of American history.

4

a) buffalo; stagecoach; pony express.

b) Adding details of yet another part of the wild west life that has gone a little after the first.

c) Adds weight and drama to the description 3d electricity 3e old bones of dead buffalo.

5

a) Being forgotten; because it is such an important part of American history.

Topic 6.2

1

c)

2

That this is a play about upper-class, rich people, with good taste and an interest in the arts.

3

It's the afternoon: the stage direction says that Lane is setting out afternoon tea.

4

The stage directions give very detailed instructions about the way people on the stage are moving; they tell us that this is more about the dialogue of the play than the action in the play.

5

That he probably doesn't play very well, but with great enthusiasm.

6

He doesn't want Lane to think he is accusing him of stealing the champagne.

7

Although they are 'master' and 'servant' their relationship is very friendly and Lane is sometimes even a bit cheeky.

Topic 6.3

1

a) P; b) E; c) E; d) J; e) E; f) J; g) E

2

Emily: Hasn't considered the budget or where to stay.

Paul: Hasn't considered how to get from Ipswich to Aldburgh late on a Friday night.

Jon: Hasn't thought about where to leave their bags before they go birdwatching on Saturday.

Topic 6.4

1

a) The reviewer is referring to all aspects of the performance from the characters to the staging, costumes, music etc.

b) excellent, fresh, new; vigor, vitality.

c) These words are all very positive and strong and give a clear impression of what the play was like.

d) production; works; story.

e) By using 'even though', a more emphatic version of 'although', the review is seeking to emphasise the 'newness' and 'freshness' of this production compared to the many other productions of the same play.

f) Appeals to our emotions.

2 Suggested

a) This is a simple sentence which gives an overall introduction to the review and clearly states the reviewer's opinion.

b) This is a complex sentence with the dependent clause giving some background information to the play and the main clause giving more specific details about this performance.

c) This sentence moves the review from the general to the more specific by talking about the cast members.

d) Becoming even more specific the reviewer now focusing on one specific character. The use of dashes is an effective way of including some extra information.

3

c)

4

Turning now to the costumes and **scenery**, this has to be one of the brightest and most **colourful** productions I have ever seen. The characters were decked out in flamboyant

costumes – defying both national and historical **conventions** – of either primary or **pastels** colours. The scenery was painted to an incredibly high standard – especially when you consider that this is a **school** production – credit has to be given to the **art** department for this most impressive work.

Topic 6.5

1

both - S

while - D

however - D

in contrast - D

like - S

as - S

although - D

yet - D

whereas - D

contrary to - D

similar - S

but - D

differ - D

in the same way - S

too - S

instead - D

unlike - D

have in common - S

the same as - S

as well as - S

on the contrary - D

even though - D

on the other hand - D

2

1. Read the question carefully and underline the key words.
2. Read carefully the two texts you have to analyse.
3. Make a note of the key similarities and differences in your texts.
4. Decide on the most important points for your central argument.
5. Write an outline that will form the framework of your essay.
6. Write a Topic Sentence for each paragraph.
7. Fill in the details for each paragraph.
8. Add any appropriate quotes from the text.
9. Edit!

Chapter 7

Topic 7.1

1

- a) extinct (3)
- b) vanished (4)
- c) revert (5)
- d) environmentalism (9)
- e) beavers (7)
- f) stallions (6)
- g) drawn (1) ('Achieved' may be ambiguous for students. They need to look at this word in its context in Student Book p.185, so 'brought about, produced, resulted in' may also help them arrive at the correct answer. These additional words will be added at reprint.)
- h) arresting (8)
- i) feral (2)

2

- a) It's testing how well you have been able to understand a new word based on the information given in the text.
- b) It is not used in the usual sense of 'winning a competition. A more accurate word would be 'obtained' – but the use of the verb 'won' adds more emotion to the sentence. [see also the verb 'drawn']
- c) Punctuation and grammar skills.

3

- a) Seven-acre enclosure where the beavers are living. 5cm is how much the water table has been raised by. 155million litres of water has been retained. 23,000 acre is the size of the wilderness reserve owned by Paul Lister. 50,000 acres is the size of a fenced enclosure required by wolf packs.
- b) Invertebrates, fish and birds.
- c) He's using that as a comparison with something not so difficult – putting wolves back into Scotland.
- d) Because lynx could pose a threat to sheep.
- e) It is the opposite of re-wild when land is stripped of its natural characteristics probably to turn it into agricultural or commercial land.

4

- a) Questions 1-9 are generally 'low-level' questions about the meaning, vocabulary, punctuation and grammar of the text. Question 10-14 are more high level questions about the form and structure of the text.
- b) It is important to know the difference between formal and informal language and when to use each type to communicate effectively.
- c) How we structure our writing is very important for its success as a piece of text. If we are able to identify another writer's reasons then we will also be able to use these reasons for our own writing.

Topic 7.2

1 *Suggested*

a) Faltering, hesitating, mumbling; b) tripping, falling, lurching; c) Twist, coil, whorl; d) Limitless, never-ending, ceaseless; e) Entreaties, supplications, implorations; f) Creeping, sloping, skulking; g) Shamble, trundle, waddle; h) Anxious, edgy, uneasy

2

a) Clearly she wants them to abandon their new product, which will have a significant negative effect on the company's sales and profitability.

b) This new product could be harmful to the wildlife that remains in the country and/or it could encourage more land to be turned over to growing crops, reducing the amount of natural habitat.

c) This story is set in the future and this phrase indicates that foxes which are a common wild animal in the UK are almost extinct now.

d) Hawks are birds of prey which feed on small rodents such as field mice.

e) There is a tendency among some people to see animals as cuddly extensions of humans. This isn't really very scientific and can often damage the arguments of the true environmentalists.

f) This is a rather strange comment as it suggests that Bryn, being a farmer's son, is maybe not educated, well-spoken or confident enough to cope in this situation.

Topic 7.3

1

a) T; b) T; c) F, general to specific; d) F, it is important to include both the location and the animal.

2 *Suggested, others are possible*

a) cautious: careful, thoughtful, restrained.

b) traditionally: usually, habitually, customarily.

c) eccentric: unconventional, weird, bizarre.

3 *Suggested, many others are possible*

a) This is not a new idea

b) Some of the most exciting schemes in the world

c) Possible achievements

- d) The chances of success
- e) What you need to start rewilding
- f) This is

4

- a); c); e); f)

5

We may use a verb inappropriately in the context which, in the worst case scenario could change the meaning. This can be avoided by using a thesaurus or by checking the word in a good dictionary which gives examples of the word in use.

6

That they are accurate and relevant

7

- a); c); e)

8 *Suggested, others are possible*

and	but
In addition to	However
As well as	Although
Additionally	Nevertheless
What is more	Even though
Furthermore	On the contrary
Too	In contrast

9

- a) Gerund (noun form) present participle (adjective form)
- b) Infinitive
- c) Present perfect continuous

d) Third person singular present simple

e) Past participle

f) Past passive

g) Past perfect

10

Skimming is reading a text quickly to get an idea of the overall meaning or gist of the text. Scanning is when we look for particular details.

Topic 7.4

1

a) Third person

b) First person advantages: clearly get to see inside someone's head; can be more immediate and dramatic. Disadvantages: can limit the scope of the story if it is always just through the views of one person; the narrator can be unreliable.

Third person advantages: the narrator, being outside the characters can provide more information; it is more objective. Disadvantages: can't really get inside the characters heads; is less immediate and dramatic.

2

There is an element of onomatopoeia in these words. This is when the sound of the action is reflected in the word. Also there is an excellent rhythm with both words having 3 syllables and ending in -ing.

3

A lot of these words e.g. hisses, spits, hawk-faced, reference animals, but in contrast to the cuddly and sweet animals Megan has brought into the room.

4

"I want to curl up like a field mouse" – it is effective as it clearly indicates how small and vulnerable Megan feels.

5 *Suggested, others are possible*

Say; shout; tell; utter; declare; cry; communicate; yell; whisper; murmur.

6

As it helps to make the meaning clear and shows that you fully understand the word.

7

It shows that you understand the text and the question you are answering.

8

This gives a clear indication of the amount of information that is expected. If only one mark is available then only one word or idea is needed. If it is as much as three then you will probably need to provide at least an idea and some evidence from the text.

9

Dashes are preferred when we are writing dialogue as it gives a clear sense of the speaker pausing to add this extra information. Brackets are better when we are writing formal, especially, academic English.

10

By writing a sentence in your own words you are showing that you fully understand the question and are giving the correct answer by your knowledge of the text. You are not just copying some of the text. It is important that all the words you use in your sentence are your own and that you have not just copied parts of it from the text or even used the same grammar structures. This is an important skill to develop as if you ever study in English you are not allowed to copy direct extracts from the text – unless you reference them.