

Collins Checkpoint English

Stage 7: Student Book

Answer Key

Chapter 1

Topic 1.1

1

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

Topic 1.2

1

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

2

b

4

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

Topic 1.3

2

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

5

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

Topic 1.4

1

He was scared by the experience of arriving in a new village, particularly his exposure to the natural world.

2

Students can use the details on Slide 3 of the PowerPoint in the Teacher's Guide to help them for some of the descriptive detail. Here are some explicit details students could mention based on that and the extract:

- a) where he is: in a village
- b) what is going on: he is aged 3; he cries; he is afraid
- c) what he can see and hear: the grass is taller than him; grasshoppers; it is hot and sunny; there are many birds: larks; plants stink.

3

Students' own choices. Here are five possible examples:

'Towered above me' is a figurative way of saying that he felt tiny compared with the grass, and therefore small and insignificant.

The phrase 'wicked green' suggests the grass has an evil purpose, setting out to harm him. Further details support this such as the 'knife-edge' which suggests it can wound or hurt him.

The larks' 'screaming' conveys a harsh, ugly cry as if the birds are in pain or are about to cause pain.

The sun which hit him 'smartly in the face' is a metaphor which conveys the shock of the heat, like a slap.

The grasshoppers being 'like monkeys' is a simile which implies the world he is in is like a jungle, somewhere unknown and dangerous.

4

Students can use the given examples or some from this list:

'A further point to note is...'

'A key impression the narrator has is...'

'The extract shows how...'

'The writer explores the experience of...'

Topic 1.5

1

The first slide on PowerPoint 1.5 in the Teacher's Guide will help students think of ideas but some of the things students might say are that he/she...

- makes me laugh
- always has something interesting to say
- tells stories using facial expression and hand gestures
- mimics others
- can understand what they say
- varies the tone and pitch of their voice.

2

Possible words/phrases:

Nouns/images: 'Bang', 'Explosion', 'Rush', 'Joy', 'Freedom', 'Fun'

Adjectives: 'great', 'fastest'

Adverbs: (hit me) 'at once'

3

Students' own responses – they might suggest stressing the words and phrases from Q2.

4

He starts with a single word exclamation which conveys the impact of winning. He also ends with an exclamation – and the fact he is the 'fastest' in his area.

5 and 6

Students' own responses based on the skills learned.

Topic 1.6

1

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

2

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

3

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

4

'walked' – past

'thought' – past

'had happened' – past perfect

'was writing' – past continuous

'flew' – past

‘bounced’ – past

‘wasn’t paying’ – past continuous

‘startled’ – past

‘had seen’ – past perfect

‘felt’ – past

‘was’ – past

Topic 1.7

1

Adjectives: precious, warm, rich, sweet, honest

Adverbs: happily, generously, lazily, sweetly, impressively

2

‘wild’, ‘delicious’, ‘emerald’, ‘full’

3

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

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

6

Suggested answers

happy: cheerful, delighted, glad, pleased

ambition: aspiration, desire, aim, goal

house: apartment, building, residence, home, dwelling

red: crimson, maroon, scarlet, ruby

food: meal, provisions, snack, nourishment

walk: hike, stroll, parade, stride, march

exercise: train, work out, practise, drill

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

sad: unhappy, depressed, heartbroken, miserable, dejected

nice: pleasant, good, kind, likeable, polite

work: labour, chore, effort, endeavour, toil

Topic 1.8

1

noun: a person, place or thing

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

verb: expresses an action or a state of being

adjective: describes a noun

adverb: describes a verb

pronoun: replaces a noun/noun phrase

2

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

3

Suggested answers

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

4

Suggested answer

This morning I woke up late **and** I quickly had a shower. I ate some breakfast, grabbed my school bag **and** ran out the door **because** I thought I was going to miss my bus! **But** the bus was a bit slow this morning **so** I made it to the bus stop on time. However, I had forgotten my money **so** I would have to walk to school **or** I was going to get in trouble.

Topic 1.9

1

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

Chapter 2

Topic 2.1

2

1. heading
2. image
5. first paragraph

Topic 2.2

1

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

3

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

Topic 2.3

5

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

Topic 2.4

1

- a) Audrey Mark, another shopper
- b) Raleigh, North Carolina
- c) 50,000
- d) Yes – the article says as much ('heartwarming', 'touched....users')

2

a) Conventions might include:

- a title/headline for the article
- an image which fits the content
- a lively, engaging style with personal testimonies/comments
- a mix of mostly formal and some more informal uses ('guy').

b) Students might feel there would be hyperlinks. The text might be set in one column.

c) The image is appropriate – it is about how to tie a tie – but it is rather dull and small; photos of the people involved might be more engaging.

3

a) Formal – phrases such as 'witnessed the simple act of kindness' 'aside from' and full names/titles of jobs ('Public Relations spokeswoman'); Informal: 'guy', 'teen'

b) It does so reasonably well – though words such as 'guy' and 'teen', and idioms such as 'rooting for' may locate this more in the US than elsewhere.

4

Students' own responses will vary but here is one possible paragraph:

The editor should employ this journalist as he/she has an engaging style which mixes the formal and informal. It also speaks directly to the reader ('you') and tells a touching story about how a shop employee helped out a teenager.

Topic 2.5

1

a) Students' questions will vary but here are some possible ones:

'What is your full name and age?'

'What exactly happened?'

'Where and when did the deed take place?'

'Who were you helping? What is their name and age?' 'What did you do to help?'

'Why was it a challenge?'

'How did the person you helped feel during and after the incident?'

'How did you feel?'

b) Interviewees' answers will depend on the event itself.

2

Students' responses will vary.

3

Students' responses will vary but they could think about developing the interview by exploring ideas such as whether they are still in touch with the person they helped; if anyone else was involved; any other 'good deeds' they have done.

4

Students' work on their own – no responses necessary.

5

Possible responses:

The people in the picture could face each other, smile and come closer. They could use open gestures rather than having arms crossed.

6

Students' responses will vary – no set answer.

Topic 2.6

1

Students' responses will vary but they do need to make sure it is a 'good deed' which means doing something which helped others.

2–11

All responses here are dependent on the good deed story the students develop so there is no set answer in each case. The examples in the student book provide a frame for students' own content.

Topic 2.7

1

Students' own responses based on their own news story.

2

Students' responses will vary. As an alternative to the given example, here is another one which demonstrates the content in the table:

Syed Hussain/age 14/from Chittagong/saved/a drowning animal/when it got into difficulty at Cox's Bazar Beach on Saturday afternoon.

3

Students' responses will vary – based on their story. A further example would be:

And: Syed shouted for help and local people helped him pull the poor animal from the sea

But: Syed shouted for help but no one came to his assistance

Or: Syed looked around for a rope or some other means for rescuing the animal

Because: Syed was astonished because he found out later that the animal had been in the sea for over an hour.

4

Students' responses will vary.

Topic 2.8

1

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

2

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

4

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

Chapter 3

Topic 3.1

1

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

2

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

3

Text A: persuasive

Text B: argumentative

Text C: persuasive

4

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

5

The writer uses evidence to sound convincing.

Topic 3.2

2

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

3

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

4

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

5

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

6

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

Topic 3.3

1

Suggested answers

‘England’s biggest penguin pool’, ‘stunning’, ‘even bigger spectacle’

4

a

Topic 3.4

1

a) ‘irreversible’

b) ‘suggested’

2

Suggested answers

a) destroy, ruin

b) product

c) special

d) vital, really significant

3

c)

Topic 3.5

2

Evidence 1: Animals suffer ill health and become unfit.

Evidence 2: Animals suffer stress and boredom.

Evidence 3: Zoos have endangered species.

Evidence 4: Zoos educate the public.

7

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

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

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

Topic 3.6

1

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

2

for, if

3

Suggested answers

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

4

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

Topic 3.7

2

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

3

'Another reason...is...'

4

'Some people might argue that...'

5

'However'

6

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

Chapter 4

Topic 4.1

1

Adjectives help describe his physical and in one case mental condition ('confused').

The nouns describe the things he does or is doing: the strain ('effort'), the 'tears' that flow, the fact he is going somewhere ('journey').

The verbs describe his movements – both body and face.

The adverbs give more detail about these movements – in particular the effort and slowness, and misunderstanding ('blankly').

2

Such changes would convey a very different, and much more positive impression of the man. However, changes could also increase the negativity and sad picture – for example, substituting 'snail-like' for 'slow' or 'disoriented' for 'confused'.

3

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

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

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

4

Students' own responses may vary – one possible response:

In the description, the simile 'like green skyscrapers' suggests how tall the trees are. The branches are described using personification and the phrase 'linked hands and embraced' makes them seem as if they are welcoming and caring. The author also uses metaphor when he describes the way the scent 'poured' from flowers and this helps the reader imagine the smell flooding over anyone in the forest.

5

The children stepped into the mouth of the cave [1] and were swallowed up [1] by the darkness. Turning on their torches they could see stalactites descending [3] from the roof of the cave like huge teeth. [2] Water dripped down through the darkness [3], tapping and echoing on the stone below, or splashing coldly on their skin. Filled with terror, they continued inside. In the weak torchlight [3], shadows flickered threateningly [1] along the walls of the cave. Something whispered through the blackness. [3]

[1] personification/metaphor

[2] simile

[3] imagery

6

The writer also uses verbs to convey the frightening sounds: *tapping, echoing, splashing, whispered*

7

Students' responses may vary. Here is one suggested response.

In the extract about the cave, a metaphor in the form of personification is used to describe how the cave's 'mouth' 'swallowed' up the children. This gets across the idea that the cave is a sort of living, breathing thing – like a monster.

The extract also uses a simile ('like huge teeth') to describe the stalactites hanging down. This is effective because it makes the reader imagine the jagged and dangerous impression they give and adds to the idea of the cave being an unwelcoming place.

Lastly, the walls of the cave are described through the images of the 'weak torchlight' and the shadows which flicked 'threateningly' This is a good description because it helps the reader vividly experience what the children experience.

Topic 4.2

1

- a) false
- b) true
- c) false
- d) false
- e) true

2

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

Topic 4.3

1

Technique	Definition	Example
repetition	using a word more than once to highlight its importance	'every' (in 'everything' and 'everyone'), 'servants'
list	a sentence that contains several linked images in order to build up an idea	'their eyes closed, their breathing slow, hoping...'

short sentence	a sentence that gets across an important idea without using many words	'Violently'
onomatopoeia	a word that sounds similar to the actual sound it is describing	'whirred', 'rumble'

Topic 4.4

1

a) towers, concrete, glass, brick dust, houses, stone buildings, no roofs, churches, stone flags

Wide acres, brick houses, roads, factories, offices, shops, gardens, fences, fields, acres of beans, potatoes, cabbages and leeks

Buses and trains, bus-stations, cowsheds, tunnels, rats, mice, thieves, beggars, passages

b) she focuses on buildings and the transport network. She might be doing this because it is the most effective way of conveying how life had changed

c) several adjectives could be selected: 'toppling', 'shattered' but also 'ancient' and 'great' for the past. For now, it could be 'flat, green and low', or 'open', 'wide'.

d) The words could convey the change from the magnificence of the past, albeit a decaying, destroyed one and the practical nature of the current land – being flattened to make way for farming. How things have been turned from places to live to places to work.

e) there is mention of 'the rich' in the final paragraph, but the main people mentioned are 'thieves', 'beggars' and 'prisoners'

f) It suggests London is a dangerous place where everyone is trying to survive as best they can

2 and 3

Students' own responses. A possible paragraph could be:

One way in which the setting is made interesting is by focusing on the 'green' areas beyond the city's edge where vegetables are now grown, such as 'potatoes' and 'leeks'. The narrator also creates a negative atmosphere when describing the 'thieves' and 'prisoners' who live in the underground tunnels along with the 'rats'.

4 and 5

Students' own responses.

Topic 4.5

3

- a) flavour – ‘taste’
- b) adore – ‘really like’

4

delicious, spicy

5

Suggested answer

enquire, reply

7

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

8

Suggested answer

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

13

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

Topic 4.6

3

Suggested answers

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

4

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

6

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

7

Suggested answers

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

8

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

9

- a) Suddenly a voice came over the portaphone, distant and crackly, so we stopped and listened hard.
- b) I pressed the portaphone as close to my ear as I could, the cold steel against my cheek, but I couldn't make anything out.

Topic 4.7

8

Suggested answer

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

Topic 4.8

Answers for this topic will mostly vary according to the description the students develop.

For task 1, here is one suggested spider diagram based on the image:

Time of day, weather etc: *sultry, summer night, dark, luxurious*

Senses: *bright, myriad lights, dazzling, red reflections in calm water, chattering, murmurs, robot waiters buzzing, eyes watching from skyscrapers, food sizzling, huge eels slithering silently under the water*

Chapter 5

Topic 5.1

8

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

Topic 5.2

2

c) It is unpleasant and unwelcoming.

Topic 5.3

2

Suggested answer

Eragon's age: 15

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

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

Topic 5.4

1

gleaming, soft, peaceful, pearly

2

Suggested answer

'dark', 'hidden' 'brooding'

5

mysterious, suspicious

Topic 5.6

1

The castle is mysterious.

2

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

3

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

4

Suggested answer

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

Topic 5.7

1. Possible adjectives

angry, determined, anxious, worried, relieved

2. Before: concerned about his whereabouts; angry with Miss Peabody

During: determined but disgusted by what she sees

After: relieved that Toby is safe

3. Before: contented with her decision which she thinks is fair;

During: displeased that Cecily is questioning her; unconcerned about what she has done

After: we don't know but possibly worried about Cecily's fury when she comes out of the cellar

4. Students' responses will vary but as examples, here are two possible role-play monologues:

Miss Peabody

The idea that this child should defy me! I do not have to answer to unimportant creatures like her or that irritating younger brother of hers. It is perfectly reasonable for me to shut the ghastly child in the cellar. All he did all day long was cry and answer me back when I ordered him to do things.

Cecily

I was furious with Miss Peabody! Doesn't she have a scrap of kindness in her? The idea that she could lock a little child in a cellar full of rats is unbelievable. It is child cruelty! She didn't

even try to deny it but justified it by saying children should be out of sight. Toby could have been bitten – and I'm sure he will suffer nightmares for a long time. Yes, she took us in but that does not mean she can treat us so terribly.

Topic 5.8

1

Possible sequence

- b) A boy notices people are disappearing from his town
- a) a boy discovers an underground cave
- f) a boy follows kidnappers to the cave and phones the police
- d) a boy is captured and placed with other children
- c) police track a boy by his phone to the cave
- e) a group of children are rescued

2

Students' responses will vary.

3 and 4

Students' own responses based on the ideas they have developed.

Topic 5.9

1

! (exclamation mark)

2

? (question mark)

4

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

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

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

Topic 5.10

1

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

2

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

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

Paragraph 4: one asks about Jimmy's identity.

Paragraph 5: this question is answered positively.

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

Chapter 6

Topic 6.1

1

b) Beauty and the Beast

2

a) Loved it

3

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

5

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

6

c) 'horrible green scales and a long tail'

Topic 6.2

2

a) Beauty and the Beast

b) Yes

c) Text A Storybook, Text B play script

4

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

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

5

a)

6

Version A

7

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

Topic 6.3

1

- a) Charles Perrault's.
- b) Cinderella's poverty and mistreatment; being transformed or given nice clothes for an event (not always a ball); and the slipper that is left behind.
- c) over 300 versions

3

- a) Sia
- b) Levi
- c) Jay

4

Daz

5

Suggested answer

- a) Sia could have disagreed in a more pleasant way, giving reasons such as 'Not all girls expect to marry princes'.
- b) Levi could have talked about aspects of the story such as family arguments or dreams for the future.
- c) Jay could have supported Daz by keeping the group on track.

Topic 6.4

2

- a) Plot: mystery, suspense and danger, revenge, disappearance, murder, people turning from good to evil, the supernatural
- b) People: cruel older villains, orphans, girls in danger
- c) Settings: frightening places such as castles, mansions, ruins in mountains or forests
- d) Stories: Dracula, The Mysteries of Udolpho, The Castle of Otranto

4

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

5

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

6

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

8

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

9

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

10

Suggested answer

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

Topic 6.5

1

black mountain

2

They 'create a gloomy mood'.

3

a) 'broods'

4

'second'

5

'first'

6

'the green woods'

7

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

8

Suggested answer

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

Topic 6.6

Suggested answer

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

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