

ENGLISH WORKBOOK 3–7 ANSWERS

Reading: practice texts

Pages 6–7

Purpose = to describe the setting and introduce the character

Audience = teenage readers of the book

Text type = prose, descriptive fiction writing

1 Any one of:

- 'Matt heard it and looked up briefly.'
- 'the crowd meant nothing to him.'
- 'He wasn't part of it.'

(1 mark)

2 The writer emphasises Matt's isolation by starting and ending the extract with a description of him by himself. The first sentence is actually a paragraph of its own, which makes it more of a striking statement. The final descriptions of him at the end of the extract are firstly a short statement and then a broken sentence. This sandwiching effect is contrasted with the chaos and confusion that is going on around him. The busy street is juxtaposed with Matt as an individual and helps to make him seem different and apart from it.

(2 marks, one each for any two of the above points)

3	Example of descriptive language	The impression it gives
	'commuters were fighting their way out of the station.'	This gives the impression of pressure and chaos.
	' a tangle of cars, taxis and pedestrians'.	Everything seems confused and busy.
	' Somebody leant on their horn and the noise blared out'	The noise seems loud and ugly.

(1 mark for each up to a maximum of 2 marks)

4 Matt is made to seem isolated by the way he is set apart from the rest of the world and the language that has been used. The structure of the piece emphasises his isolation – he is described at the beginning and end of the extract and this description is juxtaposed with the busy commuter scene. Secondly, we are told he doesn't really react to what is going on around him, even though it is noisy and chaotic: 'Matt heard it and looked up briefly'. This suggests he is in a world of his own. Finally, we are told that the world around him is 'fighting' and a 'tangle' but he is just 'sitting'. This lack of movement makes him seem different and therefore isolated.

(3 marks. Notice there are three main points made. You would get a mark per point you make.)

5 It is clear that something bad is going to happen because we are told Matt knows he is 'making a mistake'. Perhaps he is going to do something that goes against the law or society. He is shown as being isolated, which suggests he does not feel like he is part of society, so maybe he doesn't care about doing something bad.

(2 marks)

ENGLISH WORKBOOK 3–7 ANSWERS

Reading: practice texts

Pages 8–9

Purpose = to describe and entertain

Audience = teenage/adult readers of the book

Text type = prose, descriptive fiction writing

1 He is being told what to do by someone who has no right to do so.

(1 mark)

2 Any two of:

- 'narrowed his eyes'
- 'wished he were taller, stronger and eight years older'
- 'a ball of anger exploded inside him'
- 'made him wish he had the courage to say exactly what he wanted to say'

(1 mark)

3 Quotation	What it tells us about Bruno's state of mind
'Bruno narrowed his eyes and wished he were taller, stronger and eight years older'	Bruno is in a confrontational mood and wants to be as big, strong and old as the person he is angry with so that he can taken them on.
'A ball of anger exploded inside him'	This suggests a powerful knot of anger has been building up but it has now been let loose.

(1 mark each)

4 He doesn't like the Lieutenant telling him what to do and thinks he has no right to. He has very little respect for the Lieutenant, as shown by the sneering way he refers to his title as a 'fancy title'.

(1 mark)

5 Bruno is made to seem young by his use of the proper nouns 'Mother' and 'Father'. The fact he has not abbreviated them shows he is doing exactly as he is told and does not think of his parents in any way other than their relationship to him.

(2 marks)

6 The writer makes us take Bruno's side by focusing on his thoughts and feelings. We never learn what the Lieutenant thinks and that means we can't be as sympathetic towards him.

The description of the 'ball of anger' exploding shows us this exchange is really affecting Bruno. It suggests he has been trying to stop feeling angry for a long time but he has finally been pushed too far. However, he realises his limitations and his lack of courage: 'made him wish that he had the courage'. This also makes us side with him as it shows he is realistic and feels like he has no hope of standing up for himself.

The reference to 'Mother and Father', names which have been made into proper nouns to show these are the names by which Bruno thinks of them and refers to them, reminds us that Bruno is a young child. The fact he hasn't abbreviated these names suggests he is obedient and respectful towards his parents; characteristics which also make us take his side.

The language is very precise and careful, and we get the impression we are in Bruno's mind. When you follow a character's thought process you are more likely to side with them.

(5 marks)

ENGLISH WORKBOOK 3–7 ANSWERS

Reading: practice texts

Pages 10–11

Purpose = to promote summer events in Woking

Audience = 7–16 year olds and their parents

Text type = magazine article

1	Activity	Details
	drama workshop	Develop theatre skills, explore exciting scripts, meet others, final performance to friends and family
	cinema crafts workshop	Make costumes and props, afternoon film
	arts workshop	African drumming, Mexican crafts,
	Craft Co. workshop	T-shirt painting, salt-dough modelling, card-making, pot-decorating
	dance and poetry	Work with professional dancers, contribute your ideas, final performance

(2 marks, 1 from each column)

2	Examples of language used	What it suggests
	'a packed programme'	The alliteration makes it sound fun and exciting.
	'a huge range of activities'	The adjective 'huge' emphasises the large amount of activities to choose from.
	'chance to shine'	The verb 'shine' is positive and makes it sound like a brilliant opportunity.

(2 marks)

- 3** The article makes the opportunities seem exciting and attractive through the use of positive language, making it clear you can try new things, and by using bright colour and clear layout.

The activities are made to seem exciting and fun by language such as 'packed programme of activities' and 'get your creative juices really flowing'. The alliteration of the 'p' in 'packed programme' makes the phrase really bouncy and energetic, a bit like the activities they are trying to promote. The lists of activities also make it sound like there's lots to do which is really good when you're a teenager as you can get bored easily.

It might seem scary to join in with a workshop if you don't know anyone, but they mention the fact you can make new friends – 'meeting other young people'. This makes it seem more attractive as it's always good to meet other people with the same interests as you.

The presentation is attractive. The picture is of young people acting, which helps to show the sort of things you might do. Bold print is used for each activity and this helps the reader as they can scan through the article and not have to read the bits they are not interested in.

(5 marks)

ENGLISH WORKBOOK 3–7 ANSWERS

Reading: practice texts

Pages 12–13

Purpose = to persuade the reader to join LeisureTime Plus

Audience = Ms Holroyd/adults concerned about health and fitness

Text type = letter

1 Join LeisureTime Plus

(1 mark)

2 Ms Holroyd seems like someone who is interested in keeping fit and healthy but has not found it easy. Perhaps she has had a bad experience of gyms and fitness instruction.

(2 marks)

3 Any two of:

- The letter uses statistics to support its claims about the value of exercise.
- It provides a list of benefits, suggesting there are lots of good results to be had from exercise.
- It uses positive language to describe the benefits of exercise.
- It uses 'experts' to support its claims.

(2 marks. Note, the question does not ask what the letter says, it asks about the methods used.)

4 Example of negative phrase	Why the language is used in this way
'crowded, sweaty gyms'	The negative adjectives make the gym sound horrible.
'sergeant-major fitness instructors with the bark of a bulldog'	The adjective 'sergeant-major' makes the fitness instructors sound strict and nasty. The 'bark of a bulldog' emphasises this impression.

(1 mark each)

5 For example:

- Informal, colloquial phrase: 'a walk in the park'
- Why it is used: it makes it sound like the writer of the letter is friendly and approachable. This colloquialism makes the whole letter seem informal and as if the writer knows how the reader will find exercise.

(2 marks)

6 This letter makes joining LeisureTime Plus seem a good idea by making exercise seem like a vital part of life and explaining the benefits it might have. It uses opinion disguised as fact, 'Everybody knows the need to live a healthy lifestyle', to make its ideas seem logical and believable.

The letter has a friendly, approachable tone: 'but we'll be with you all the way'. This makes the company seem friendly and approachable which means the reader is more likely to join it.

It uses emotive language and the benefits of exercise are shown: 'fitter, healthier and happier'. This list of three makes it sound balanced. It also seems balanced and considered because it admits that exercise used to be unpleasant: 'crowded, sweaty gyms and sergeant-major fitness instructors with the bark of a bulldog'. Juxtaposing this with what LeisureTime Plus offers makes its product seem even better. It also seems more truthful because it admits how bad exercise used to be.

Finally, by addressing the reader directly, 'you'll notice', it makes it more personal which is effective.

(5 marks)

ENGLISH WORKBOOK 3–7 ANSWERS

Reading: practice texts

Pages 14–15

Purpose = to inform of the decision to give mobile phones to schoolkids

Audience = adults

Text type = newspaper

1 Any two of:

- Personal organisers
- Record lessons
- Set alarm to remind to do homework
- Use the memo
- Research using the Internet
- Share ideas in class
- Manipulate sounds in music
- Morning alarm

(1 mark for the two answers. 1/2 marks are not given.)

2 By the use of the connective 'However'. This tells us the information that follows will be different to the ideas that have already been presented.

(1 mark)

3 It suggests the world is modern and changing. The abbreviation 'techno' creates the impression of something fast-moving.

(1 mark)

4 Having a quotation from a named education advisor gives the story credibility and makes it seem more factual, despite the fact that he is just expressing opinion.

(1 mark)

5 Any two of the following. A total of two marks are available, one for each word or phrase selected with explanation.

- 'claiming' suggests the teachers' view is just opinion and not correct
- 'constantly interrupting' makes the phones sound like a real ongoing nuisance
- 'demand' makes the teachers sound unreasonable
- 'dilapidated' emphasises the poor condition of the school buildings in an emotive way

(2 marks)

6 The views are not presented in a balanced manner. Firstly, the positive, government view is given more space and a quotation is included. Secondly, the teachers' views are presented with negative vocabulary and finally, the students aren't given a voice at all.

The mobile phone deal is presented in a positive way, with 'celebrating' by ministers and being described as 'a huge step forward'. These words and phrases create a positive impression of the deal and don't question it at all. Describing the world as 'techno' reminds the reader it is changing quickly and so learning must also change to keep up.

Wayne Daniels is presented as an expert and his views are presented as fact, giving the whole scheme credibility. The example of how students might use the phones to help organise themselves and make them do homework is a very positive view. Any potential negative outcomes are ignored totally. The phrase 'reel off lists of benefits' creates the impression that the benefits are so numerous that it's easy to list them.

ENGLISH WORKBOOK 3–7 ANSWERS

Reading: practice texts

Pages 14–15 continued

The view of the teachers is presented very negatively after this innovation has been presented in such a positive way. We are told the teachers are 'claiming' and 'demand', words which sound very negative and aggressive. This tone makes us regard the teachers' view with suspicion.

Although the students are said to be 'celebrating', no student's view is reported so they aren't really given a voice. The use of the exclamation mark suggests that it's inevitable that students will celebrate and implies that the reporter didn't even go and interview them.

(5 marks)

ENGLISH WORKBOOK 3–7 ANSWERS

Reading: practice texts

Pages 16–17

Purpose = to describe

Audience = teenage to adult

Text type = poem

- 1 The blackberries go mouldy and start to decay.
(1 mark)
- 2 It suggests they are desperate to collect all the blackberries so use any container they can get hold of.
(1 mark)
- 3 The final line, 'Each year I hoped they'd keep, knew they would not.' is balanced and shows that, although the narrator hopes they will keep, he knows they will rot. It gives the idea of a child clinging to hope when he or she knows deep down that time is passing and the natural world decays.
(1 mark)

4	Simile	Explanation
	• 'hard as a knot'	This image describes how the unripe berries look and reminds us how hard and tightly formed they are. It also suggests they are dry and without their juice, as they are not yet ripe.
	• 'like thickened wine'	This image makes the berry seem luscious and reminds us of its thick, potent juice.
	• 'like a plate of eyes'	This is a horrible image and makes us think of the texture of the berries and the fact they have been stripped from the bush. They are shiny and reflecting all that is around them.
	• 'palms sticky as Bluebeard's'	Bluebeard was a murderer, so this suggests the blackberry pickers are also murderers – they have picked all the berries, even though they know they won't keep.

(3 marks, one for a simile and two for its explanation)

- 5 The blackberry pickers seem eager, focused and hard-working. The speaker in the poem has a 'lust for picking', which suggests a desire you associate with a child rather than an adult. When the berries are ripe they use anything they can to collect them in, 'milk-cans, pea-tins, jam-pots', suggesting this is not an organised or professional harvesting. They don't mind the briars that scratch them as they are just focused on picking the berries.

The comment at the end, 'I always felt like crying' suggests the speaker was a child at the time of the blackberry picking, who hadn't yet learnt that the berries would rot and go off.

(5 marks)

- 6 The poet presents this memory as one that is good, but there is sadness mixed in with it. The excitement of the first 'glossy purple' blackberry creates 'lust', perhaps reflecting childish wonder at the natural world. However, there are many sinister images used in the poem which warn us that these wonderful berries are not the juicy treats they seem at first. We are told they are full of 'summer's blood' and there are other aspects of the natural world mentioned, such as the briars attacking them when they are picking the blackberries. This suggests they are robbing nature and shouldn't be taking so many berries.

ENGLISH WORKBOOK 3–7 ANSWERS

Reading: practice texts

Pages 16–17 continued

By the end of the first stanza they have hands like 'Bluebeard's', likening them to a murderer. The sinister tone continues as we find the hoarded berries start to rot, 'rat-grey fungus, glutting on our cache'. Nature has won after all and although they have picked the berries they are not able to enjoy them all. Perhaps this is why there is a tone a sadness at the end of the poem. The adult poet looks back and realises it is not worth fighting nature. He is sad at his younger, naïve self, who will soon learn to stop hoping.

(5 marks)

ENGLISH WORKBOOK 3–7 ANSWERS

Reading: practice texts

Pages 18–19

Purpose = to instruct the reader how to make a pizza

Audience = children/young people

Text type = recipe

1	Put the mozzarella on the pizza	2	Put your favourite toppings on the pizza	3
	Make the tomato topping	1	Put the pizza in the oven	4

(1 mark)

2 This recipe is written for children or young cooks. I know this because of the language used such as 'fave' and 'scrummiest' and the way it suggests the reader gets an adult to help use the oven.

(3 marks)

3 Any one of:

- First
- Next
- Now
- When

These words are all connectives. They create a sense of order and logical progression. The reader knows not to move on to a new step before completing the previous one.

(3 marks)

4 For example:

- 'How to make the scrummiest pizza'
- 'our fave toppings'
- 'plaster it with the tomato topping'

You'll also need an explanation along the lines of this one:

Using the abbreviation 'fave' makes this recipe seem fun and the author seem friendly. It's aimed at young cooks and it makes the writer seem like someone who will enjoy the same sort of food. Pizza is also a fun food so this word fits it well.

(2 marks)

5 It says 'Sometimes simple is best' because cheese and tomato sounds really boring when you think of all the toppings you could have on a pizza. It acknowledges this fact but reminds the reader that this classic topping is actually really nice.

(2 marks)

6 I think this text will make young people want to make the pizza. It makes the recipe seem fun by its use of colour and bright layout. It also uses language to make cooking seem exciting, for example 'fave' and 'mouth-watering'. It makes it clear that you can make the pizza with any toppings you like, 'there are no rules', and this sounds really creative and fun.

The text makes a connection with the reader by addressing them directly with the pronoun 'you' and by using language that the young cook might use with their friends, 'scrummiest' and 'fave'. This makes the reader think that the pizza is going to be suitable for a young person to eat and won't be boring food like you normally get in recipe books.

It also makes the recipe seem easy by using words such as 'plaster', which suggests you don't have to be really careful with everything, and saying 'there are no rules', which is really appealing for a young cook!

(5 marks)

ENGLISH WORKBOOK 3–7 ANSWERS

Reading: practice texts

Pages 20–23

Purpose = to entertain

Audience = adults

Text type = prose fiction

1 He was in prison because he murdered his brother-in-law but he has now escaped.

(1 mark)

2 The jailer is called Burton Duff.

(1 mark)

3 **Example of descriptive phrase** **Impression it creates**

'the moon sailed into a patch of unclouded sky'	The moon is free and moves easily. This contrasts with the actions of the fugitive.
'as white as death'	This simile suggests danger and evil and warns us that the figure pointing Orrin towards the jail might be a ghost.
'the livid mark of the iron bar'	The word 'livid' stands out just as the mark left by the iron bar. It is shocking and creates the impression of violence and danger.

(2 marks)

4a) The first sentence tells us that Orrin Brower comes from Kentucky, murdered his brother-in-law and has escaped from the law.

(1 mark)

b) It tells us lots of information very quickly to get us interested in the character and the story. It also means we know the background so the story can get going.

(1 mark)

5 For example:

'he saw, indistinctly, the figure of a man' or 'as white as death'.

You need an explanation such as:

The fact Orrin doesn't see his captor properly suggests something is strange about it. It doesn't speak to him, just points, and this is also unusual for someone capturing a wanted murderer.

(2 marks)

6 The author makes the ending of the story very dramatic through sentence lengths and repetition.

The penultimate paragraph is very detailed and this helps you to get a good picture of what is happening. The repetition of 'Straight' emphasises the fact that Orrin is not resisting arrest at all and is returning straight to jail. We are given lots of detail about him opening the door, 'laid his hand upon the knob of the heavy iron door', which slows the pace down and raises the tension and suspense. This is followed by two very short sentences, almost as if we are seeing the scene in real life and following Orrin's thought processes.

The final twist in the tale, that the person who captured Orrin and returned him to jail was the person he killed earlier in the story, is made even more shocking by putting it in a paragraph by itself. This makes it stand out more and so we spend more time reading it as it tells us Orrin was captured by a ghost.

(5 marks)

ENGLISH WORKBOOK 3–7 ANSWERS

Reading: practice texts

Pages 24–25

Purpose = to review and entertain

Audience = anyone interested in film

Text type = review

- 1** *Be careful with this type of question! It wants to know more than that the film got 5 out of 5.*
The five stars show the reviewer likes the film and they make the reader want to know more about it. They are a quick and easy way for someone to find a review of a good film.
(1 mark)
- 2** *For example:*
 - ‘the poor long-suffering Gromit’ which reminds us that Gromit is easy-going and bad things always happen to him.
 - ‘cheese-loving Wallace’ which tells us more about Wallace and reminds us of his character traits.(1 mark)
- 3** The repetition of ‘big’ builds up our anticipation and makes the film seem even better.
(2 marks)
- 4** *For example:*
Fact: it has been ten years since the last Wallace and Gromit film. (Note you have to leave out the words ‘long’ and ‘poor long-suffering’ as these are opinions.)
The reviewer starts the review with a fact embedded in opinion to make the whole review seem more factual. This will make us more likely to believe it.
(2 marks)
- 5** *For example:*
The phrase ‘Maybe that means they weren’t really needed?’ is friendly and informal because it is as if the reviewer is just thinking aloud. This makes the reader think they are being very genuine and sincere, and we are reading their real thoughts.
(2 marks)
- 6** The positive language and tone of this review help to create the impression that this film is worth watching. Words such as ‘Another’ in the first line remind us that previous films have been fun to watch and suggest that if you enjoyed them you’d enjoy this one.

The use of exclamation marks creates a sense of excitement and this adds to the idea that the film is really good. Furthermore, words and phrases such as ‘guaranteed to delight’ are big claims and make it clear the reviewer likes the film, even without the five stars.

The reviewer includes positive language such as ‘joy’ and ‘energy’ to make this a positive review. Mentioning Computer Generated Imagery provides us with contrast and something to measure this film against. Recent CGI films have been really impressive, and this comparison is suggesting this film is even better.

The final sentence is a paragraph on its own which makes it stand out more. Finishing with the reminder that it won an Oscar helps to promote the film in a positive way.
(5 marks)

ENGLISH WORKBOOK 3–7 ANSWERS

Reading: practice texts

Pages 26–27

Purpose = to promote the school and invite prospective parents to an open day

Audience = prospective parents

Text type = formal letter

- 1 The head has written this letter to promote the school and to invite prospective parents to an open day.
(1 mark)
- 2 The head mentions Oxbridge twice. This suggests he regards students getting into those universities as his greatest successes. He doesn't mention other school-leavers. It also suggests this is what he thinks the parents are interested in.
(2 marks)
- 3 The head uses 'we' to show that he represents the whole school. It makes it seem as if he can speak for the whole school and that they are a united community. He wants to create the impression that the school is working well as a community and that they all get on and want the same things.
(2 marks)
- 4 This letter uses short paragraphs to help categorise the information and make it easier for the reader to understand. It also makes it more formal as it makes it seem as if it is all very organised and there is no room for change.
(1 mark)
- 6 Bordondown School is made to seem very organised and successful with the mention of 'examination results' and Oxbridge. By saying they are looking forward to 'Another year' of top results it implies previous years have been really successful.

The school also seems very strict. It mentions learning three times but gives examples about uniform and homework showing that it thinks these are important. The phrase 'we find an organised student is a successful student' is almost robotic and reminds me of the Demon Headmaster! The use of the word 'insist' shows there is no choice.

It mentions 'many' extra-curricular activities, but it doesn't list any, instead it suggests the parent 'browse' through the prospectus. The word 'browse' is one of the only informal words here, perhaps suggesting that the head doesn't really know what activities are available?

Overall, the impression the letter creates of the school is one of an organised and strict place with good exam results.

(5 marks)

ENGLISH WORKBOOK 3–7 ANSWERS

Reading: practice paper

Pages 28–41

- 1** Staff look out for darker donations because these might have bacterial contamination or have been stored incorrectly.
(1 mark)
- 2** Any two of:
- Donors will read it before they read the article and it will reassure them the process is safe.
 - Donors will read it before they read the article and it will interest them in the whole article.
 - It reassures potential donors that the process is safe.
 - It outlines another safety check that is undertaken.
 - It makes the staff seem like trained experts.
 - It includes lots of safety checks.
- (2 marks)
- 3** Describing the staff as ‘scientific’ increases our trust in them and makes them seem like professional experts who know what they are doing.
(1 mark)
- 4a** The writer uses modal verbs such as ‘can’, ‘could’ and ‘may’ to show you cannot draw a direct conclusion from the colour of plasma.
(2 marks – 1 for the term ‘modal verb’ and one for the use of examples. You do not need all three examples.)
- 4b** You might have one of the following ideas:
- The writer has done this to introduce ambiguity and show there are many possibilities.
 - It will ensure the reader does not jump to conclusions – it is too complex to do so.
 - It makes the whole process seem very complicated and the people who deal with it seem very skilled.
- (1 mark)
- 5** The subject matter is obviously going to be of interest to the audience as they are all blood donors. It has probably been included in this booklet to help explain what happens to the blood that is donated and to encourage people to keep being donors. It shows that the blood is really cared for and this implies how much it is needed.
- The piece has been written in an informal but informative way. The facts give it authority and the rhetorical questions such as ‘Have you been concerned your blood looks more like Ribena than the finest Merlot?’ help to engage the reader in a fun and everyday way. The use of ‘finest Merlot’ when talking about blood also introduces a sense of humour. Although the language contains lots of technical terms such as ‘haemoglobin’, these do not make the piece off-putting as the rest uses everyday language.
- The whole article is presented in an accessible way. The columns break the writing up and the eye is drawn to the pictures and information in boxes. Once you have read that you are more likely to read the whole article.
(5 marks)
- 6** Platelets help to clot blood. If your blood doesn’t clot you won’t stop bleeding when you get cut.
(1 mark)

ENGLISH WORKBOOK 3–7 ANSWERS

Reading: practice paper

Pages 28–41 continued

7a The headings help to break the information up into chunks that are easy to read and learn.
(1 mark)

7b The bullet points help students to learn the information. This is a textbook, so the information needs to be very clear and obvious. Students don't have time to pick information out from long paragraphs.
(1 mark)

8a and b *You might have provided any of these answers:*

- (microbes) This gives a technical name for the organisms. Students can still understand the sentence even if they don't know the technical name.
 - (blood proteins) These brackets provide more detail about the other chemicals in the blood.
 - (slightly yellow) These brackets provide more detail about the 'almost colourless liquid'. The extra detail might help a student to remember it.
 - (glucose, amino acids, fats) These brackets provide detail and specific examples of what the dissolved food is made up of.
 - (carbon dioxide, urea) These brackets provide more detail about the waste products in plasma.
 - (about 95 000 km) This provides the specific detail about the distance around the Earth.
- (1 mark for the information in brackets and its explanation)

9 *You might have one of the following ideas:*

This text has been written to:

- help students to learn about blood.
- explain about blood.
- provide information about what blood is made up of.

(1 mark)

10 The extract makes the topic easy for the reader to follow by the use of layout and the general structure of the information. For example, sub-headings such as 'Red blood cells' and 'White blood cells' make it really clear what the paragraph is going to be about. This helps the reader to navigate as s/he can scan the text to find the section s/he needs. The pictures also help as they are really clear and link directly to the text – they illustrate it. Bullet points also help to break the text into easily manageable pieces.

The language is very technical because this is a technical subject. However, many technical terms are put into brackets so that the student can follow the text without them, or they are explained clearly, for example 'plasma'. On the whole the language is clear and simple, which means the reader is not going to be put off completely. Even if s/he doesn't understand the technical term it is likely they will be able to work it out. There are a lot of numbers in this extract, especially in the final paragraph. These give the piece credibility and make it seem more factual.

The piece is structured with many simple or compound sentences, mostly pretty short. This is because it needs to explain its knowledge quickly and clearly. It is not about revealing the interesting information with tension and suspense – it is about making it fast and clear.

(5 marks)

ENGLISH WORKBOOK 3–7 ANSWERS

Reading: practice paper

Pages 28–41 continued

11 You might have one of the following:

- Watson thinks Holmes is clever. We know this because he asks how he knows about Afghanistan 'in astonishment'.
- Watson thinks Holmes is dedicated to his studies. We know this because he calls him a 'student ... absorbed in his work'.
- Watson thinks Holmes gets very excited about things. We know this because he describes him as 'delighted as a child with a new toy'.

(2 marks: 1 for the idea and 1 for the quotation/evidence)

12 Holmes claims his idea is important because it will help apply justice and find out if a mark on the clothes of a suspect is blood or not.

(1 mark)

13 The writer has used alliteration of 'l' in 'lofty', 'lined' and 'littered' to make the room seem really big. The phrase 'lined and littered' emphasises the fact that it is full of scientific equipment. The sight seems almost overwhelming and this is supported by the word 'countless'.

(2 marks)

14 Sherlock Holmes is made to seem like someone fixated on an obsession in this extract. At first the whole room has been given over to his experiment; you can't even count the bottles of chemicals. Holmes is 'absorbed' and bent over the table – this makes him seem really obsessed.

However, when people enter the room he is excited and gives 'a cry of pleasure' which makes him seem more human. However, all he wants to do is show off his powers of deduction and the result of his experiment. This makes him seem quite selfish – he doesn't ask why they have come to visit, he just says, 'The question now is about haemoglobin'.

Finally, my impression is of someone who actually wants glory as well as justice as he names the test after himself – 'The Sherlock Holmes test'! He thinks he has made a great breakthrough for the world and is really pleased with himself. Overall, my impression is of someone who is self-interested and clever.

(5 marks)