



Cambridge Lower Secondary English Workbook 9 Answer

Freshman English (Harvard University)

Workbook answers

1 Going underground

1.1 Relic

- 1 Key information: *organised and neat, Everything was in its place, the walls were painted cream, kitchen was perfectly clean, table, chairs, TV, rug, clock, only photograph.*

The description of the apartment makes Louis's life sound very dull. It is so neat and tidy that it does not sound relaxing or as though Louis does much socialising there. There is hardly anything personal about his apartment – it comes across as a bland place where anyone could live. It suggests that Louis is lonely, as he has lost touch with school friends and does not seem to have any photographs of family in his apartment.

- 2 Louis makes the decision to meet Relic when he looks at his apartment and realises how empty and unfulfilling his life is: *it seemed somehow empty* are words describing his apartment but the impression is given that Louis is also talking about his life generally. The apartment meets his basic needs but it appears that Louis wants more and sees Relic as a way of adding some adventure to his dull routine. Louis is also unfulfilled – *listened to the silence* sums up how lonely he is. The photograph of himself with his school friends seems to make him determined to change things and *meet Relic*.

- 3 Example answer:

He sat at the desk, which was covered in tall towers of paper; endless assignments to mark and most of them mediocre and dull. In his five-year teaching career, he could count the number of talented writers he had taught on one hand. Teaching creative writing had seemed a great way of earning money while working on his first novel, but it had not worked out as planned. He was still on chapter 8. He could not even locate his own work amongst the sickening mess of papers sprawled on the desk in front of him. Instead of writing every evening, he was forced to plan lessons and mark. He was sick of it and knew things needed to change.

1.2 The Doorkeeper

- 1 Louis's fears and doubts are apparent through the ellipses, which show pauses. He also questions Relic to show his uncertainty. Relic is evasive, answering his question with a question as a way of avoiding giving an answer. This has the desired effect and leads to an uncomfortable silence. When Louis (clearly still worried) asks how far they still have to go, Relic shows her exasperation through the use of an exclamation, when she tells him he can go home.

- 2 Example answer:

'Stand Back! Watch carefully!' said The Doorkeeper in hushed tones. 'You've waited your whole life ... for this.'

Louis held his breath and watched ... The Doorkeeper slowly turned a key in a door in the wall and pushed it open. Louis stared in horror as the awful thing appeared!

'What is ... that?' whispered Louis, barely breathing.

- 3 Example answer:

The Doorkeeper slammed the door shut and turned on Louis with burning eyes full of fury.

'It's you! You!' he roared, 'You have caused this ... this symbolic representation of a life half lived ... a meaningless existence ... a wasted human soul!'

'I ... I ... don't understand ...' stuttered Louis, completely stunned by the anger he was facing. 'How can I be responsible?'

The Doorkeeper looked at him with barely concealed contempt. 'Existing is not living, Louis. Why did you come here? You have a responsibility to fulfil and I am the one who will make you succeed. Life or death, you will try! Then we will open the door again and see what awaits us.'

1.3 Reviewing *Darkparis*

- 1 Floyd:** The ending of this book is amazing. It was the character of The Doorkeeper that grabbed my interest at first, because he seemed so mysterious, and that's what kept me reading because I wanted to find out who he was and why he needed Louis to help him. I did lose a bit of interest in the middle of the book – the bit where The Doorkeeper goes missing – but in the last few chapters, there are so many things happening and when The Doorkeeper came back and said his last words, it was brilliant.

Hyen: Like my friends, I mostly enjoyed *Darkparis*. The ending of the book wasn't as good as I'd hoped, but the character of The Doorkeeper was the best in the story. I liked the way he was mysterious, but also was weak too and needed the help of other people to survive. The middle chapters of the book, where the setting changes to the island, were my favourite part. Relic was interesting too – I think the writer should have involved her more in the story.

Positive points

Negative points

- 2** Both reviewers like the character of The Doorkeeper because he is mysterious and keeps the reader interested in how the plot develops. They differ in their views about the middle sections of the book, with one reviewer losing interest but the other citing them as their favourite part. They also differ in their views of the ending, with one review describing it as *amazing* and the other as disappointing. Floyd doesn't mention Relic by Hyen wishes she had more of a storyline.
- 3** It is clear that lots of people who have read *Darkparis* enjoyed it and would recommend it. However, the statement *Everyone who reads the book thinks it's the best thing they've read* is not supported by these reviews. Firstly, Hyen does not think that the book lived up to his expectations. He says *the ending of the book wasn't as good as I'd hoped*, showing that he was disappointed. Floyd describes it as *amazing* so clearly enjoyed it, but he also says, *I did lose a bit of interest in the middle of the book*. So, at best, these reviews are mixed and do not support this claim.

1.4 The second test

1	What Louis knows	What Louis does not know
	He is underground. He is blindfolded. His hands are tied behind his back.	That The Doorkeeper and Relic are around the corner. That he is being tested. That there is a gap further down the path.
	What the audience knows	What the audience does not know
	He is underground. He is blindfolded. His hands are tied behind his back. That The Doorkeeper and Relic are around the corner. That he is being tested. That there is a gap further down the path.	If he passes the test. Why he is being tested. What will happen if he falls down the gap.

2 Summaries may include:

- The reader will feel concern for Louis as he is in a vulnerable position.
- The Doorkeeper and Relic are still fairly ambiguous characters. It is not clear what their interest is in Louis or whether either of them can be trusted.
- The reader still does not know why Louis is being tested, or what will happen if he falls down the gap.

3 Learners' answers will vary.

1.5 Visiting Coober Pedy

- 1 The city is being compared to a monstrous creature: a predator with *glowing red eyes*, a *threatening growl* and *tentacles*.
- 2 The extended metaphor creates the impression that the city is an unpleasant and hostile environment. It is clearly a big city, as the *head of smoke* implies pollution and the *two towers* show there are tall buildings. The writer describes the city as if it is alive: the noise of the city is described as a *threatening growl* and the *streets pounded like a heartbeat*. The narrator seems to feel threatened, as he says, *this city was dangerous* and he *had to escape*. He describes himself as *prey* and says *Dhaka had me in its sights*; it is as if he feels he is being hunted by a predator.
- 3 Example answer:

The skyline rose ahead of us like a mountain range. Its peaks almost reached the sky and called out to us to conquer them. As we drove closer it was clear that this was a place for fun, adventure and discovery. We had the knowledge and all the right equipment: we were prepared to get to the summit.

1.6 Living under the ground

- 1 a, c, d
- 2 The main message of this text is that we should not make assumptions or judge others for living differently to us, or assume one way of living is better than another. The writer went to Matmata with a slightly patronising attitude, expecting to find the people very different to her, but instead she found she had much in common with them in terms of priorities and ambitions, such as wanting to be happy and healthy.
- 3 Example answer:

As I watched the city race past the train window, I reflected on my week exploring one of China's busiest cities. The landscape started to change: the buildings thinned out and were replaced by fields and small villages. So, what had I learnt about city life? People! People everywhere! From the packed trains on the metro to the crowds of shoppers on the Nanking Road, Shanghai is full of people. Initially I found it suffocating and longed for the open space of my small rural village, but even I had to admit that the constant buzz of the city and the beauty of the lights at night were exciting and mesmerising. Things that I feared, such as getting lost, turned into great adventures. I discovered that I am far more capable than I thought possible. My outlook has changed – I know now that I am destined to be a city girl someday.

2 Law and order

2.1 Right and wrong

- 1 a The first, simple, sentence gives the key argument. The complex sentence that follows develops the ideas and evidence to support the key argument.
- b The compound-complex sentence offers a dilemma and explains it – the details. The simple sentences that follow sum up the decision made.

2 Example answer:

Emotions are powerful things: they can be positive or negative. Emotions can influence people's decisions. They control the conscience.

3 Example answer:

I thought deeply about my decision and carefully considered the impact it would have on those around me. That was the problem. I had never been good at putting myself first. With a deep breath, I walked into the room and made my announcement: I was going to take the job and would be leaving them.

2.2 Join the police

- 1 a The community expects one thing from police officers: fairness.
- b Dedication and bravery: the two main attributes of any good police officer.
- 2 a Communities need good police officers; good police officers make good communities.
- b Communities are complex things; they need time and care invested in them.
- 3 a The second part of the sentence directly explains the statement in the first part.
- b The colon adds emphasis to the word *policing*. In the second sentence, the semi-colon shows the close relationship between the two parts of the sentence.

4 Example answer:

Acting: my lifelong dream! The theatre has it all: the roar of the audience, the thrill of the curtain rising, the smell of the greasepaint, the brightness of the lights. It's in my heart and soul; I belong on the stage.

2.3 The art detective

- 1 Learners' answers will vary.
- 2 Learners' answers will vary.
- 3 Learners' answers will vary.
- 4 Example answer:

It was too chilly to be sitting outside but I was early and the table wasn't ready. The autumnal trees were shedding their leaves and, despite the sun being out, there was a cold breeze that pierced my thin jacket. No one else was outside; I looked at the pristine white tablecloths and wondered why they bothered setting the outdoor dining tables on such a cold day. Optimism that the restaurant may be so busy with customers that they would be forced out there? Perhaps. I shivered as the wind caught me again and hoped my guest would be early too.

2.4 Young detectives

- 1 Lian seems confident and intelligent. She knows that Mr Chan does not get on well with people and clearly does not trust him. However, she says very little and keeps her thoughts to herself until she has had a chance to look carefully at the scene in the shop for clues. Mr Chan is quite angry towards Lian but she does not react to this; she waits until she has some evidence.
- 2 Using appropriate quotations, answers should note that Lian becomes more powerful because she looks for evidence that she can confront Mr Chan with. She does not respond to his rudeness and complaints but just ignores him so he cannot establish any power over her. Once she has evidence, she speaks. The way that she looks him in the eye clearly makes him nervous, as he blinks. The implication is that she has been in control from the start and is not concerned by his rudeness.
- 3 Example answer:

Kwame watched as the door slowly opened and a voice spoke through the crack: 'Who are you?'

'Police Ma'am,' said Kwame holding up his identification card. 'Here to investigate the theft of your handbag.'

'Oh yes,' exclaimed the voice as the door opened further and a tiny, elderly lady came into view. 'It's taken you long enough to arrive,' she grumbled, 'but I suppose you'd better come in.'

Kwame followed her down a dimly lit hallway into a living room that was cluttered with different belongings, ornaments and photographs; every surface was covered. He had to remove a cat, two hairbrushes, a pair of slippers, a bag and several magazines to clear a chair to sit down in.

'So, I understand your handbag was stolen yesterday. Could you tell me more about what happened?' Kwame enquired as he took out his notebook.

'It was stolen while I slept in my chair,' she exclaimed, 'I have no idea how he got in as all the windows and doors were locked. I've been terrified ever since. He could still be in the house.'

'Could you describe the handbag to me?' Kwame asked gently.

'It was duck-egg blue; my favourite bag actually,' she replied sadly.

Kwame sighed deeply. 'This bag?' he said, retrieving the bag the cat had been asleep on.

2.5 Making deductions

1 Mr Chan is:

large

unfriendly

known for being argumentative/difficult
rude and demanding

a liar – but not a good one!

2 The reader may respond quite negatively to Mr Chan as he does not come across as a very pleasant character. He is abrupt and rude to Lian when she is trying to do her job. We are also told that he is angry, unfriendly and always getting into arguments, so the reader suspects he may not really be a victim. He seems to give that away through his guilty

behaviour when Lian tells him she can see what has happened.

3 Example answer:

In the story, Mr Chan seems to be a victim, but actually turns out to be the villain. From the opening of the story, readers view him with suspicion. Mr Chan is an unpleasant character. He is dishonest and tries to lie and cheat to gain money. He is not very good at being a criminal as he seems to get caught very easily, which indicates that he isn't very intelligent. Instead he relies on his large frame and aggressive demeanour to intimidate people. He isn't very good at covering his tracks as it looks as though he smashed his shop window from the inside. He is also a bad liar as his face gives it away when he is confronted.

2.6 Detective fiction

1 Jacob and Boris are likely to produce biased texts.

2 This story is another in the series featuring Lian Yang, the quiet but effective detective. Most fans of the genre know the character of Lian, as the book sales of 500 000 for Liu's previous novel suggest. *Broken Promises* is not the best of books, however. From the start, where Yang investigates a break-in at the shop of the suspicious Mr Chan, it feels very predictable. Familiar openings are, of course, common in detective stories, but this opening – and indeed the whole book – is poor and confirms that Mae Liu is past her best. Anyone who reads this will be sorely disappointed. There are so many better writers producing much better detective fiction.

Factual Fair opinions Biased opinions

3 The review starts off by fairly acknowledging the success of the writer's previous novel. But it then becomes critical and seems biased as the only real criticism of the book offered is that the plot is *predictable*, which the reviewer admits is *common in detective stories*. The reviewer goes on to make a series of sweeping statements such as *the whole book – is poor* and *Mae Liu is past her best*, as well as assuming that the reader will be *sorely disappointed*. There is no further evidence offered to support these highly critical assertions. The review does, therefore, seem biased.

3 'The Red-Headed League'

3.1 The red-headed visitor

1	Word	Meaning	Etymology
	analysis	solving a complex problem by breaking it down into simple elements	From the Greek <i>ana</i> (up) and <i>lysis</i> (loosen). To loosen/unfasten/untie/cut apart.
	liberty	to have free choice	From the Latin <i>libertatem</i> meaning civil and political freedom. The modern English version is personal independence not just political.
	destroy	to end something's existence through damaging or attacking it	From old French <i>destruier</i> , meaning to overthrow, lay waste, ruin.
	psyche	the human mind, soul or spirit	From the Greek <i>psykhē</i> , meaning the soul, mind, spirit.
	edifice	a large structure – building or system of beliefs	From the old French <i>edifice</i> , meaning building.

- 2 a analytical: able to solve complex problems
- b liberally: freely/repeatedly
- c destructive: damaging
- d psychological: battles of minds
- e edification: improvement of the mind
- 3 a pre-eminent: distinguished
- b renowned: famous
- c curb: reign in
- d confrontations: clashes
- e out-smart: defeat

3.2 The assistant

- 1 This means that introducing a mysterious character makes a story more interesting for the reader as it adds a sense of tension.
- 2 Mrs Crick is mysterious as she has clearly been hiding her identity and real personality from her husband. The implication is that she has given her husband away to some sort of authority and has some regrets about it. We have no idea whether she is good or bad though.
- 3 Example response:
He stood on the crowded platform holding a newspaper in front of his face to give the impression of reading it. Behind it his eyes

were firmly fixed to his right where the young woman stood nervously waiting for the train to arrive. He observed her left hand firmly placed in the pocket of her trench-coat holding something that strongly resembled the shape of a gun. He briefly flickered his eyes to glance at the station clock; when he looked back, the young woman had gone.

3.3 The end of the League

- 1 Features of a report might include: a title, subheadings, numbered or bulleted points, formal language, facts and figures.
- 2 They help the reader by organising the material logically and signposting where to find information. It makes it easier to skim through the text and find the information needed.
- 3 Example plan:
 - Start with factual information about Conan Doyle and the books – when published/how many, etc.
 - Then write about Sherlock Homes, the character – where he lives/family/arch enemy.
 - Then write about what has happened to the books since – numbers sold, TV adaptations/fans being upset.
- 4 Learners' answers will vary.

3.4 Investigating the street

- 1 a Tension: creating a growing sense of expectation.
b Climax: the highest point of tension or turning point.
c Release: the moment the tension is allowed to subside.
- 2 Readers are likely to react by building up their sense of anxiety or excitement until the climax when they see the highest point of the action and feel fulfilled. They will then feel the release as the story has played itself out and is resolved.
- 3 Lian put her foot on the bottom step as quietly as she could. He must be upstairs. The stair creaked a little. Should she be doing this? She was on her own and Crick was dangerous. She'd asked for help, but her nearest colleagues were on another job in another part of town. The second stair creaked. What was that? It sounded like movement upstairs. Lian began to crawl up the stairs on her hands and knees. Maybe she was wrong. Maybe Crick was long gone. One more step. Then it happened. There was an almighty roar as Crick raced towards her. She moved quickly, but he had her cornered. She stood no chance. He was nearly twice her size. So this is it, thought Lian. He smiled menacingly and walked towards her.

'Stop right there, Mr Crick!' demanded a voice from the bottom of the stairs. They had arrived just in time.

Tension

Climax

Release

- 4 The longest phase is building up the tension. This is important to develop the story and keep the reader interested. It allows lots of details to be included to give the story more depth. The climax is reasonably developed and exciting whereas the release is shorter so it has more direct and immediate impact.
- 5 Learners' answers will vary.

3.5 The dark cellar

- 1 Way up ahead, I could just see the lights of the old house. It seemed miles away, and it was dark. I walked across the field, the creaking of the branches filling the air, and behind them, the rustle of the leaves. It was a terrible

night. The spikes of rain were hitting my face and running off down the back of my neck, making me shiver. The house didn't seem to be getting closer. As the field got wetter, my boots squelched in the mud. And then, somewhere up ahead, a wild animal howled...

Aural images

Tactile images

The images used make the reader feel tense as the atmosphere created is quite eerie. The sounds such as *creaking*, a *rustle* and a *wild animal* all suggest that something threatening is out there and the character is afraid. Even the rain sounds hostile as it falls in *spikes* as though it wants to do harm. The house seems to be getting further away as if the character is in a nightmare.

- 2 Example response:

The aural and tactile images used suggest that crossing the field is not a very pleasant experience. The sounds being made are described as *creaking*, a *rustle* and a *wild animal*, which could all cause a feeling of fear. The heavy rain is described as *spikes*, which indicates that it was painful and the idea of rain *running off down the back of my neck, making me shiver* gives a feeling of discomfort. When her boots *squelched in the mud* it makes it sound as though it was difficult to walk. Learners describe the impact and suggest what the character is feeling.

- 3 Example response:

Pounding the cold, hard pavement, I could feel the salty sea air washing over my face as I ran. It had been raining so tiny splinters of water hit my legs as I ran; I could feel them trickling uncomfortably down the back of my training shoes. My footsteps squelched slightly as they hit the ground. The raucous cries of seagulls filled the air as I disturbed them pecking into discarded chips and sandwiches. The sudden and violent flapping of their wings as they took flight made me stumble. This was not a relaxing run by the sea.

3.6 The solution

- 1 This ending reinforces the message that criminal behaviour will be punished in the end. My Crick tries to evade the police but is finally caught. It shows that in the end, good will always win over evil. It also shows that good will not

some readers as it suggests that Mr Crick is able to get away with his criminal behaviour because he has enough money to hire a good lawyer. This lacks morality and order so readers may feel it gives out a poor message.

- 3 This opinion shows that readers do not always like predictable endings and enjoy it when something unexpected happens. Life is not always fair so this ending is perhaps more reflective of what sometimes happens.

4 Time

4.1 Moments in time

- 1 It piles up, thick and formidable, on the marble terrace.
The pages, called again and again,
try to sweep it away.
But never mind, the next moon
The shadow will come back.

Annotations:

The present tense verbs make his frustration immediate in the main body of the poem.

The modal verb in the last line makes it clear it will keep happening.

- 2 The poem suggests that humans want to control nature but cannot. They keep trying but in the end, nature will always triumph. The present tense shows the continuous but futile attempts to sweep away the shadow cast by the moon; the modal verb shows nature will persist, the moon will appear again and the shadow will reappear.

- 3 Example answer:

The End of Summer

The nights draw in, shorter and colder,
bringing early twilights.
She stays up later to lengthen the summer's joy
and warmth.
But father time keeps going
The summer will die.

4.2 Making the most of time

- 1 The narrator feels that the current year has gone quickly, as though it is over before it has begun. The narrator does not seem to regret this, as they feel disappointed by how little they have achieved.

The narrator is looking forward to the new year ahead and hoping to feel as though they have achieved more by the end of it. The new year seems to bring the promise of a new start.

- 2 The simile suggests that the year passed very quickly: the moment it began it seemed to end. The snake in the field disappears as soon as it is seen, so the simile works well to suggest that time passes in a flash. It is a slightly negative

image and implies that the narrator has not had a good year and is relieved to see it gone.

- 3 Learners' answers will vary.

4.3 The tribe that time forgot

- 1 When music festivals come to an end, all the local people are much happier. Festivals contribute nothing to the local area, apart from bringing misery for the people who live nearby. Everybody knows that at festival time, it's extremely noisy – and extremely messy. We asked some of the locals in the city of Leeds what they felt about the recent festival in their area. One resident, Karen White, said 'Festivals attract the sort of people I can't bear. They just make a mess.' Certainly today, as the festival left Leeds, there was a lot of litter lying around.

- 2 There is negative vocabulary, such as *misery*, which is contrasted with *happiness* when the festival ends. There is a lot of focus on *mess* and *litter*, showing how thoughtless the people who attend are. The local people do not like the *noise* created.

Quoting a local resident shows how the locals feel about the people: they *can't bear* them. The reader gets the impression that people who attend festivals are thoughtless and selfish.

- 3 Learners may note the following effects:

- There are many generalised statements, such as *all the local people are much happier* and *Everybody knows* . . . This has the effect of making the reader accept the writer's bias without thinking about it fully.
- Quoting Karen White at the end of the article gives support to the writer's viewpoint. Because she is a local, she speaks for everyone so the reader could accept her opinion as being the general opinion of everyone in the area. No alternative view is offered. What she says gives evidence such as *mess* and *litter*.
- Not offering any alternative viewpoint makes the article very biased. Some of the generalisations, such as *festivals contribute nothing to the local area*, could be challenged quite easily. Quoting one resident does not give a balanced viewpoint.

Everyone finds soccer boring because it is on the television far too much. If it was on less, people may enjoy it more, but over the weekend, it just dominates the screens, driving everyone mad. It is also on during the week, which has just made all our lives worse. The whole game is just a load of men kicking a ball up and down a field. They all cheat and dive throughout the whole match. We all know that football players earn far more than they deserve, too. It is ridiculous that they earn more in an hour than most people do in a year and most of them have not got any intelligence or sense. They are just a bunch of idiots who drive flashy cars too fast down the motorways. They do not make any significant contributions to the communities they play in. Life would be better if football was banned.

4.4 The time tornado

- 1 leapt – dramatic: connotations of great distance, speed and being daring/urgency
 hurtled – dramatic: connotations of speed and being out of control
 whizzed – dramatic: connotations of speed and eagerness
 spun – dramatic: connotations of circling and being out of control
 rising – calm: connotations of lifting gently
 racing – dramatic: connotations of speed and competitiveness
 panicking – dramatic: connotations of anxiety and loss of control
 plunged – dramatic: connotations of falling fast and loss of control
 shot – dramatic: connotations of great speed
 floated – calm: connotations of being supported by air or water gently
 opened – calm: connotations of something allowing access calmly
 smiled – calm: connotations of calm and controlled happiness
 touched – calm: connotations of making contact calmly / gently

and frightening, but also exhilarating, and many of the verbs show speed and a lack of control, such as *plunged*, *hurtled* and *whizzed*. In the last part of the extract, the narrator has completed the jump and is peacefully floating on the surface of the water. The verbs used here are calm and gentle, such as *floated*, *touched* and *smiled* to mirror the narrator's tranquillity and contentment. The change in verbs shows the change in the narrator's actions and mood.

3 Example answer:

I furiously bit my nails praying for the post to arrive early. I paced up and down the hallway staring at the letter box willing the white envelope to arrive. When it finally plopped through the door, I raced over to pick it up off the floor. Ripping open the envelope, I frantically devoured the contents of the single white sheet of paper. I trembled as I read. Within seconds I crumpled to the floor in sorrow. My eyes closed and I sank down as I realised that I had failed them all. I wept silently with disappointment.

4.5 The visitor

- 1 It was midnight. His well-polished leather shoes strode quickly and quietly down the path. In his hand was a brown briefcase. It was locked. The contents of the briefcase were the reason why he strode quickly and quietly down the path. He pulled his hat further down and looked at the door ahead. It was locked. He carefully entered the passcode and the door opened. 'Right on time,' said a gruff voice from within the darkness.
- 2 The key information tells us that this well-dressed man has an appointment at midnight which he must not be late for. He is carrying something important or valuable in his briefcase, which is locked for security. The meeting is secretive and being held late at night behind a locked door that the man knows the passcode for.
- 3 The writer withholds some important information to add mystery. The reader does not know who the man is, the contents of his briefcase or who he is meeting. This adds intrigue because it is clear that the meeting is important but we have no idea why. It is possible that the briefcase contains stolen

could be a spy or he could be a hero – whether he is good or bad is not yet clear.

4 Example answer:

She looked at the clock: one hour before her flight was due to depart and he still had not arrived. She clutched her bag tightly to her and thought with horror about passing through security. She was depending on him to be there with her. He had promised he would be. He had ten minutes to arrive or she would have to go alone. This wasn't part of the deal but she knew she could not back out now. She bit her lip so hard she drew blood. That was no good; she must not draw attention to herself. Deep breaths. In ten hours, it would all be over. She would be safe. She heard him call her name and felt relief flood through her.

4.6 Into the future

- 1 a Talk would be informal, using contractions and probably pausing and interrupting one another.
- b Talk would be polite and in a friendly, warm but reasonably formal manner, asking questions and answering any questions asked in a helpful tone.
- c Speech would be very formal, using a wide vocabulary, full sentences and explaining things clearly. The tone would be polite.

... talking to a friend or someone she knows very well. She uses informal language such as *cash* as well as contractions such as *That'd*. She repeats the personal pronoun *I* a lot. In the second transcript, Chen is speaking to her teacher so adopts a more formal and polite tone. She addresses him as *Sir* and uses more formal vocabulary, such as *interesting* and *career* rather than *job*. She speaks in full sentences with no contractions used.

- 3 Chen varies her speech due to the differing purposes and audiences. With her friend, she can be more honest about her aspirations to earn lots of money through singing. She uses contractions because her speech is very relaxed and also uses slang words such as *cash* because of the informality of the situation. In the second transcript, Chen is talking to her teacher so adopts quite a formal and polite tone with no contractions used. Words are adapted accordingly: *job* becomes *career* and *loads of cash* becomes *well-paid*. Instead of saying she wants to be a *singer*, she says *music* to keep it more formal.

5 That's entertainment

5.1 Leaving Jamaica

- 1 The aside gives the audience extra information – that Alexei has lost his project – and sets up possible conflict later. It shows that Alexei is worried and makes the audience think that he may get into trouble.
- 2 The difference now is that both characters have asides. Alexei confirms that he has still lost the project, but Mr Rahman's aside lets the audience know that he has found it and is just testing Alexei to see if he will come clean and admit he has lost it. It makes the situation more light-hearted because the audience is in on the joke.
- 3 Example answer:

Mina Have you heard anything from the recruiting agency yet? *(Aside)* I hope she hasn't or it looks bad for me that they haven't been in touch.

Becca Yes, they've invited me for an interview on Tuesday. What about you?

Mina I haven't heard anything at all. It looks as though they didn't like my application.

Becca I'm sure that isn't the case. They're probably holding more than one day of interviews. *(Aside)* I feel awful now but I did tell her the job was too senior for her.

Mina Well, good luck. I'm sure you'll smash the interview. *(Aside)* She always gets what she wants. I'm sick of it.

Becca Thanks. I'm sure the right job for you will come along soon. *(Aside)* Except she always wants what I have so probably wouldn't go for it anyway.

5.2 Arriving in England

- 1 Gilbert: A confident, energetic and likeable man from Jamaica. He is a little disorganised and often late. He is funny, dresses in colourful clothing and is happy to have a place to live, even if it is small and a little unclean. He speaks with a strong Jamaican English accent.

Hortense: A confident but quiet and likeable woman from Jamaica. She is precise and punctual. She is very well dressed and has ambitions to make progress in life. She wants people to think of her as ladylike and has worked hard to lose her Jamaican accent but forgets this when she is angry.

Annotations:

The similarities show that they have something important in common: being from Jamaica and thus foreign and away from their homeland to face this new life together, so they may share common misunderstandings. The fact that they are both confident makes clashes more likely but also means they are evenly matched so provides scope for comedy.

The contrasts are likely to cause conflict and possible humour as it shows the characters will clash often as they are so different.

- 2 The contrasts in their living standards show, as Hortense is horrified by the room that Gilbert has rented – she thinks it is disgusting. Gilbert is much more laid back so thinks it is fine, but also compares it to the place where he first lived, which was even worse. Hortense also thinks it is Gilbert's responsibility to provide a place for her as he went there first, and she feels he has let her down. Gilbert does not want others to hear her complaints and may be a bit embarrassed by her snobbish attitude. The audience would react in an amused way because the contrast shows how different the characters are, but they are also both likeable.

- 3 Example answer:

Hortense Gilbert, what is this disgusting coffee you bring me? This is not real coffee.

Gilbert Hush, they don't do the real stuff here. This is instant coffee Hortense. It's a powder they mix with water.

Hortense You telling me there's no coffee beans ground up in this coffee Gilbert? What sort of place did you bring me to?

to go to them fancy places. This is cheap and the coffee is hot. Before you arrive here, I spent hours in this café dreaming of all the things we'd do when you arrive.

Hortense Well, perhaps you'd have done better to find me a decent place to live, Gilbert. No wonder you done so badly if you spent all your time dreaming in a café. I can't believe you bring me all this way and you done nothing to make things nice for me.

Gilbert You sure is a difficult woman to please, Hortense.

Hortense You could start by getting me one of those cakes, Gilbert. They look fine to me.

5.3 The Boy Who Harnessed the Wind

1 Annotations may mention the following:

- A balloon gives the feeling of freedom, as they are lighter than air and can blow high in the sky.
- A balloon gives a feeling of playfulness, as it is an item associated with celebrations and parties.
- There is a feeling of space as it is a field and Amina is running across it.

2 Example answer:

Describing him using the metaphor of a machine makes him sound cold and inhuman, which gives a hostile and threatening air. The word *striding* makes him sound ruthless and set on his target as though nothing can stop him. The words *that room* shows there is a very specific target that he is aiming for. It all sounds unpleasant and as though something bad may happen to whoever is in that room.

3 Example answers:

- a He ran like the wind, knowing that he needed a hurricane to get him there on time.
- b Her suitcase was so stuffed with clothes and equipment, it looked like a bulging

being ignored by the refuse collectors.

- c He looked up at the school building nervously: he was feeling like a Year 7 on his first day rather than a teacher.

5.4 K-pop

1 Stardom

Every day I practised. Every hour, every day. I wanted to be a star. I knew I had the talent and I knew I had the commitment to succeed. So I did everything I was asked to. I worked as hard as I could. Every day I practised. Every hour, every day. It made no difference. My dreams of musical fame never happened.

Eddi X

We all 'know' Eddi X. He's the secretive, brilliant bass guitar player whose music has taken the rock world by storm. Nobody has seen a picture of him, yet he's played on some of the hottest music around. And why? Because he made himself the best. Years of practice when others couldn't be bothered. His commitment is the key to his success.

Annotations should mention:

Structure: The repeated use of personal pronoun 'I' shows this is very personal in Text 1. Text 2 is about someone else so uses 'we' as it is from the fan's perspective. Text 1 builds to disappointment of *musical fame never happened* whereas Text 2 builds to *key to his success*.

Language: The language in Text 1 is quite plain and there is repetition of *practised*. It stresses how hard he worked through repetition *Every hour, every day*. Text 2 also uses language such as *practice* to show how hard he worked but also uses more flattering vocabulary such as *secretive, brilliant, storm and hottest* to show admiration for his achievements.

- 2 The first text shows that no matter how committed you are, success in the music business is never guaranteed. It shows that talent is more important than hard work although both are necessary. The tone of Text 1 is one of great disappointment and disillusionment, so you feel sorry for the writer.

commitment but written in a celebratory tone as it is about a musician who has succeeded. His modesty is stressed, as no one knows who he is. This shows that for him it is about the music rather than fame.

- 3 Learners should note that the theme of commitment is explored in a far more personal way in 'Stardom', as he is clearly very disappointed about his lack of success. The piece does suggest that perhaps the 'stardom' was a priority rather than the music. In 'Eddi X' the theme of commitment is explored in a very positive way, as he is presented as someone who has succeeded. It is stressed that for him, stardom is not important, which implies that true commitment means that fame is not a goal at all. For Eddi X, it is clearly all about the music, whereas in 'Stardom' you get the feeling that it is all about him: the repetition of the personal pronoun 'I' reinforces this.

5.5 Animals and entertainment

- 1 Imprisoned in small cages, the sad eyes of the tigers stare out at a world that has been torn away from them. They are like sad clowns, made to perform for people, hiding their depression behind their outward appearance. Watch them lie on the floor of their cells, depressed and unloved, and you'll agree that using animals in the circus is cruel. Set them free from their prisons. Set them free from their cruel prison guards.

- 2 Example answer:

The writer uses language to make the reader feel guilty about the way that the animals live. Words such as *imprisoned, cages, cells* and *prison* make it clear that these animals are being caged against their will, and the appeal to *set them free* makes it clear that the reader can help by taking action. The unhappiness of the animals is also stressed with emotive language such as *sad eyes, hiding their depression* and *depressed and unloved*. This makes the reader understand how awful it is for them being locked away and out of their natural environments. There is some use of hyperbole in phrases such as *a world that has been torn away from them* that makes it sound as though they were captured rather than bred in captivity. It makes it sound very cruel and callous. The repetition of *set them free*

urgently needed now so the reader is likely to feel compelled to help.

- 3 Example answer:

Covered in cracked plastic bottles, discarded packets and old flip-flops, the white sand looks far from pristine. Despite being uninhabited, this paradise island with its white beaches and azure seas looks neglected and forlorn – all thanks to the filthy habits of humans. Every piece of litter that stretches around the coastline of this jewel in the Pacific Ocean has been washed up from the sea, much of it from the luxury ocean liners filled with wealthy and ignorant holiday makers who hardly spare a thought about what happens to the tonnes of garbage produced by their affluent lifestyles and throwaway habits. Support us now. Stop these holiday companies from ruining the habitats of wild birds and other animals with their irresponsible and sometimes illegal actions. Donate today and do your bit to make our world a cleaner place.

5.6 The benefits of zoos

- 1 and 2

For	Against
Zoos are run by animal lovers. (4)	Animals should be free to enjoy their lives. (3)
The love between zookeepers and animals is very strong. (5)	Putting animals in cages is cruel. (2)
Zoos help animals to stay alive. (2)	A zoo is not a natural place for an animal. (1)
In a zoo, animals are well fed and cared for. (3)	Zoos only exist to make money. (4)
Zoos allow humans to learn about animals. (1)	When animals live in zoos, they become weak. (5)

- 3 Learners' answers will vary.

6 A sense of place

6.1 The city sings

- 1 The low soothing hum of air-conditioners, fanning out the heat and the smells of shops and cafes and offices across the city, winding up and winding down, long breaths layered upon each other, a lullaby hum for tired streets.
- 2 The aural images make the sounds in the passage very soothing and calm. The idea of the low hum of the air conditioning sounding like a *lullaby* makes it sound as though it could put a baby to sleep. It creates the effect of a calm environment despite it being a city.
- 3
 - a The 'oo' sound in *soothing* helps the reader imagine the sound of the hum and elongates it to create the idea of the sound travelling.
 - b The repetition of the 'l' sound in *long breaths layered* makes it sound calm and soothing like the low humming sound described. It spreads out the sound.
- 4 Learners' answers will vary.

6.2 A love letter to the Grand Canyon

- 1 a huge peak, black and huge, reared its head. the grim shape towered up between me and the stars

The narrator seems to find nature threatening/ overpowering.
- 2 The scenery is very impressive as it has huge icebergs that are as high as the ship's mast. The narrator is amazed at them because they look green in the night sky and loom out of the mist on a freezing night.
- 3 In the first poem, the narrator seems in awe of nature's power and it is presented as threatening and unpleasant. In the second poem, the narrator is celebrating the beauty and mighty magnificence of nature as seen in the icebergs.

6.3 Chasm

- 1 The reader is informed that despite saying that she loves the necklace she receives for her birthday from Melanie, she actually hates it on sight. It is not to her taste.
- 2 The second version is from Paul's perspective. He believes Jess when she says she loves the necklace and is relieved that it may indicate that she and Melanie are going to get along better in the future. This changes the meaning of the text as the reader does not know what Jess is thinking so would share Paul's optimism. It comes across as a positive text rather than a negative one.
- 3 Example answer:

Version 1:

'Kate darling. I've cooked your favourite: roast chicken!' her grandmother said triumphantly. 'It is lovely the way that you come for lunch so often.'

'Oh Granny . . . how lovely . . . that you remembered . . . ' Jo's voice faltered as she caught her mother's face desperately warning her not to say anything about her grandmother's mistake. What was her grandmother on about? How could she have forgotten she was a vegetarian? Roast chicken was her sister's favourite, not hers. A fine welcome home after two years of travelling this was!

Version 2:

'Kate darling. I've cooked your favourite: roast chicken!' my mother cried as soon as she saw her youngest granddaughter walk through the door. She had been so excited about Jo coming home from travelling. I went over it all with her yesterday but she now confused her with her sister, Kate. I should have warned Jo, but how do you explain dementia? I didn't want her to feel guilty for being away so I just pretended that everything was fine. I glanced at her quickly and shook my head slightly warning her not to say anything. I'd have to get through this meal and then start facing up to things that I had preferred to ignore.

6.4 In the desert

- 1 a A sonnet is a poem of 14 lines, each containing ten syllables.
- b Iambic pentameter is a line of verse with five metrical feet, each consisting of one short syllable followed by one long syllable.
- c A volta is a dramatic shift in thought or emotion in a poem.
- d A couplet is two successive lines of verse which rhyme and are of the same length.
- 2 There is a singer everyone has heard, A
Loud, a mid-summer and a mid-wood bird, A
Who makes the solid tree trunks
sound again. B
He says that leaves are old and that
for flowers C
Mid-summer is to spring as one to ten. B
He says the early petal-fall is past D
When pear and cherry bloom went down
in showers C
On sunny days a moment overcast. D
Iambic pentameter is used throughout but
requires *flowers* and *showers* to be pronounced
using one syllable.
- 3 a There is a singer everyone has heard,
Loud, a mid-summer and a mid-wood
bird, Who makes the solid tree trunks
sound again. He says that leaves are old
and that for flowers Mid-summer is to
spring as one to ten. He says the early
petal-fall is past
When pear and cherry bloom went down
in showers
On sunny days a moment overcast.
- b The regular rhythm and rhyme scheme
reflect the cyclical nature of the seasons
and that everything happens at its
allotted time.

6.5 Pastoral poetry

- 1 The rhyme and the lack of caesura show a sense of completion – the happiness of the childhood is reflected in the perfection of the couplet.
- 2 The lines show a sadness for the dying of the summer so they are split and do not rhyme. This signals the negative change that is taking place.
- 3 The poet calls Time *old* and challenges him to do his worst. The caesura shows that he cannot stop the ageing process, as it continues into the next line, but he says he can capture his youthful love forever in his poetry. This makes it both positive and negative. *Wrong* and *young* is a half rhyme – again, imperfect.

6.6 Returning home

- 1 Nafwaz walked home from the school on the last day of the year. The birds sang joyfully and the blue sky cheered.
Annotations should note that the *joyful* birds and the fact that the sky *cheered* indicate Nafwaz's extreme happiness.
- 2 The winter wind reflects Beth's anger, as it is stormy and *yelled*. The trees act as though they are trying to restrain her showing that she feels trapped or restrained. Her anger is reflected in the rain clouds which imply that she may explode at any point.
- 3 Example answer:
As she drove up outside the house, it seemed to smile at her. The garden gate was blowing in the breeze like an open arm welcoming her home. The flowers in the front garden danced and waved at her as she walked up the path. The sun shone happily in the sky as the front door opened and she saw her mother again.

3 Example answer:

Osric Oh no! What am I going to do? Dad will kill me if I go home without that sword. He loves that sword. It's always been his favourite. When he gave it to me, he said it was against his better judgement, but it's passed down from father to son on the 16th birthday and being a 'man-of-tradition' he didn't have a choice. The only thing to do here is have a piece of cake and think about where I could have left it.

Gets a large cake from a pocket in his space suit and starts munching it while staring into space and making strange facial contortions as he thinks about the sword. Every now and again he makes a jabbing gesture using the cake as the sword. As he finishes the last bite of cake, his face lights up!

I remember – I left the sword in the cake shop! I put it down so I could fumble in my pockets for the right change. Ah well . . . I'd better get back there to claim it! Dad doesn't ever need to know!

7.5 Nothing

- 1 The anti-climax is effective because it is unexpected. The writer builds the tension so the reader thinks the ball is inevitably going to smash through the window. It is a complete surprise when Baz's brother catches it as the reader was not aware of his presence. Although it is an anti-climax, the reader is relieved as it means Baz will not get into trouble.
- 2 The effect of changing the last two sentences is that there is a pause while the reader waits for Baz's father to appear and punish him. It creates more tension instead of releasing it.
- 3 Learners' answers will vary.

7.6 Chosen One

- 1 In the first extract, Rostin is not interested in any responsibility. His father is in charge of the farm, *giving the men their jobs for the day*, while Rostin stays inside and *buried his nose in his phone to play a new game*. He seems like a typical teenager. In the last extract, he has clearly grown up and tells his father to *have some breakfast indoors* while he sorts the men out. It says *his broad shoulders gave him an immediate air of authority*, which shows he has also grown in stature. The dream in the first extract also shows that he is troubled and lacks confidence, as he was *forever a little boy sitting watching*. In the final extract, it is clear that this has not come true and in the years that have passed he has learnt a lot about himself and matured. When *his father smiled* it shows that he is pleased that his son is now a man.
- 2 In the first extract, Rostin and his father seem distant as they are physically divided by the house, which could symbolise an emotional distance also. As his father was *giving the men their jobs for the day*, Rostin *yawned and buried his nose in his phone*. This shows that he is bored of the farm and has no sense of responsibility for helping his father. The fact that he *gazed from his window onto the farmyard below* suggests that he looks down on the farm – perhaps thinks it is beneath him. There is no sense of a bond between father and son. In the final extract, however, although *the farmyard looked the same*, Rostin clearly sees it as part of his responsibility now. He immediately assumes ownership and tells his *shuffling* father to go inside *and have some breakfast* while he *clapped his hands loudly* to sort out the men for the day. This implies that his father is ageing and Rostin now sees himself as an integral part of the farm and is ready to take on his father's role. It is no longer beneath him and he is no longer separate from it as *his voice rang around the farmyard*. When *his old father smiled*, it shows a sense of contentment and also pride in his son. He is now the one inside while Rostin runs the farm.
- 3 Learners' answers will vary.

8 Different lives

8.1 The aeroplane

- 1 The conflict is shown through questions and commands. Helmut's language is quite aggressive. He asks a question then gives a command before Gunther can answer him. There is no pause so this is deliberate. The imperative use of the modal verb *You must* gives Gunther no choice and is very dominating. Gunther's language is more emotive. *It's suffocating!* is a metaphor used to show how trapped he feels. *I need space* is an appeal for more personal freedom from his brother. His language is much more passive than Helmut's. Helmut's curt dismissal of *Nonsense!* shows that he is not listening to Gunther. He repeats *You* as though he knows what is best for Gunther. However, Gunther's language gets more assertive with the short *Not any more* adopting a more decisive tone.
- 2 The writer implies conflict through the descriptions of the settings. The wooden hut is clearly in a bad state of repair and is directly contrasted to the *outside of a large house*. The woman *glares angrily* across the stage at the house as the lights come up directly links them and shows the audience that she is disapproving so they will share her negative attitude. The *thin ... ragged* child is also contrasted to the *well fed and well dressed* man, as well as the mother's *tired* face to the *laughter* in the large house. The impression is that poverty brings misery and wealth brings happiness. These are deliberately juxtaposed to create conflict.
- 3 Learners' answers will vary.

8.2 Mrs Manzi

- 1 a Leila is wealthy and lives in a large house. She employs people but does not treat them fairly. Jen is well qualified but spends her time improving the health of the poor. She travels for her work.
- b This is likely to lead to conflict as the twin sisters have very different values. Leila does not care about the poor, whereas Jen devotes her life to helping them. Leila cares about materialistic things like a beautiful house, whereas Jen is more nomadic. Jen is likely to disapprove of Leila.

- 2 a Leila is clearly ambitious and proud of her professional achievements, which are symbolised by her *big house*. Although Jen admires the house, she quickly starts to judge Leila because of her treatment of her employees, who earn very little. Leila had the ambition of owning a big house and a nice car as a child and has achieved it without really thinking about the human cost. Leila thinks this is immoral.
- b These contrasts lead to conflict because Leila is quick to jump on any implied criticism: *I make no apology for it* is defensive. Jen then jumps on the word *apology* and uses it against Leila. They know their values are different so the conflict erupts very quickly because they are both oversensitive.
- 3 Learners' answers will vary.

8.3 A different voice

- 1 Will states that it took him *a while to come to terms with things* when he woke up in hospital. This implies that he was very upset for a while and had to learn to accept his disabilities. He also states that his family *were there every step of the way*. This implies that for his family, it was a very difficult time too, as they had to spend a lot of time supporting him both physically and mentally. Will states that he took up basketball and *it was a challenge getting the strength in my arms*. This implies that he had to work really hard and that the basketball may not have been enjoyable at first but he stuck with it.
- 2 Sarah presents Will as someone who is really admirable and determined. She says he was *desperately unhappy* when he came around in the hospital, but she knew he would *find a way* to get through it. This shows that she thinks he is an incredibly strong person. She also says the family were really proud of his achievements in basketball as he was the *captain* of his team. She describes him as *stronger – and happier – than ever* which shows that she thinks he has turned his disability into a positive.

- 3 Will's account is modest, and he focuses on the people who have helped him rather than himself. He gives credit to his family for his recovery. Sarah, however, seems to imply that it was Will himself who engineered his own recovery. Will is also modest about his basketball and does not mention being a captain or winning games. He focuses on the people around him and how important they are whereas Sarah focuses on how proud she is of Will, giving him the most credit.

8.4 He for she

- 1 The teacher's use of pronouns stresses that although she can help the students and they are working together, the emphasis is now on them to work hard and take responsibility for their exam results. It shows she is handing over the responsibility to them now as she cannot do it for them.
- 2 The second speech is more supportive, in that it implies that they are not alone when taking their exams as he uses *we*. It makes the group of students more of a collective rather than individuals so may be more reassuring for them.

- 3 Example answer:

Speech A:

Right, you need to get out there and put all your effort in to winning this game. Your mindset needs to be more determined. Face your opponent, face your enemy and go for the win. It's up to you. I know you can do it!

Speech B:

Right, we need to get out there and put all our efforts in to winning this game. Our mindset needs to be more determined. Face our opponent, face our enemy and go for the win. It's up to us. I know we can do it!

8.5 The transporter

- 1 Notes will vary, but may include:
- The text is quite fragmented, as though the writer was in a hurry.
 - The *amandene* is clearly important, as it is repeated, but the reader has no idea what it is or why it is important.
 - The ending of the first entry is directly contradicted by the beginning of the

second entry, so clearly much has happened in between them.

- The tone changes from determined in the first entry to defeated in the second, although it ends with a glimmer of hope.
 - The extracts create and build tension because so much is left out.
- 2 The first response sounds quite irritated as the reader is clearly not a fan of the science-fiction genre so not interested in the futuristic technology. They also did not like the style where things are mentioned but not developed to intrigue the reader.

The second response is obviously written by a fan of science-fiction so is much more positive. They want to know more about the situation and like the unanswered questions they were left with.

- 3 Learners' answers will vary.

8.6 A strange ship

- 1 This was it. The moment where anything could happen. Anything. I left the ship, clutching the *monophore* and hoping they wouldn't search me. The *monophore* was the answer. We needed it. Walking into the arrival hall, my mouth going dry, I tried to move unhurriedly. The Medean guards watched all the passengers, some with cases, others, like me, travelling light. The *monophore* pulsed in my hand. A Medean turned towards me. 'Hey, you!' he said. And all at once, Medean tentacles were moving towards me... The world stopped. The face of the guard was like wax. My legs – jelly.

Conflict

Mystery

Tension

- 2 Mystery is created by the fact that the reader does not know what the *monophore* is or why it is so important. We do not know why the guards are so threatening or what will happen if he is caught by one. Tension is created because the narrator is clearly afraid of being caught with the *monophore* and is very scared of the guards. He is on edge the whole time and says that something terrible will happen if he is caught. He is holding the *monophore* in his hand and it *pulsed* (like a heartbeat), which adds to the tension created. Conflict is created when the guard calls out to him and stares at him.

- 3 Learners' answers will vary.

9 Strange and unusual

9.1 Stranger in a strange land

1 Annotations will vary, but may consider:

- Sadness: his father has grown old; his father never expressed any pride in him; his father is always in his thoughts; an unresolved relationship.
- Disappointment: he does not feel his father was ever really there for him / expressed pride in him.
- Could also be read more positively – that his father was always there for him but never made judgements / let him be himself.

2 The poem is quite ambiguous. It could be about a disappointing and unfulfilling relationship between a father and son, where there is little communication. *I grew up and you grew old* could show a lack of connection between them, and the question: *Was I a disappointment to you or were you proud?* could be read as a criticism – that his father never showed him affection or told him when he was disappointed. With this interpretation, *you're always there* in the final line could indicate that the poet is haunted by these unresolved questions about whether his father really cared for him. However, the poem could be interpreted more positively. The first line could indicate sadness about his father growing old but an acceptance of the inevitability of this. The poet questioning *Was I a disappointment to you, or were you proud?* could be the poet admitting the fact that his father never judged him, and *you're always there* could show his close bond with his father.

3 Learners' answers will vary.

9.2 Strange meeting

1 Annotations may include:

- *Stars hide your fires* – he wants the stars to stop shining so his evil actions can not be seen / or he wants to hide his evil thoughts.
- *Let not light see . . .* – light is seen as positive / darkness is needed to hide his desires.

- *My black and deep desires* – shows he knows that his ambitions and evil intentions are wrong.
- Light versus dark is a motif here.

2 She means that he should make his face look innocent and gentle so people do not realise what he is up to, but his evil intentions should be underneath, ready to strike.

3 Example answer:

In *Macbeth*, the theme of appearance versus reality is explored. When Macbeth and Lady Macbeth decide to kill Duncan, they must hide their deed, as they are committing treason even by thinking about such an act. Therefore, Macbeth pretends that he is still a loyal subject to the king as he calls the *Stars* to *hide your fires* so that the *light* cannot see *my black and deep desires*. This shows that he knows that what he is doing is wrong. Lady Macbeth is also an expert in deception. She tells Macbeth to *look like the innocent flower* – to adopt an expression of innocence and gentleness but also to *be the serpent under it*, which refers to a snake unexpectedly biting someone. This shows that she wants Macbeth to hide his evil but be ready to strike when people least expect it.

9.3 Fun with Macbeth

- 1 Learners' answers will vary. They may find it odd to have the witches dressed as nurses, as nurses are usually associated with being caring and gentle to make people well again, but note that this fits with the theme of deception and appearance versus reality.
- 2 In the second example, the witches are dressed as schoolgirls, deliberately causing damage. They are probably younger than in the first representation, although both versions seem to show them as younger than in traditional representations of them, which are usually of old women. In both versions, too, the weird sisters do not behave as their outward appearance leads us to expect, so both fit with the theme of deception and appearance versus reality.

- 3 Both of these versions show that the witches are deceivers who appear to be one thing but behave unexpectedly. In the play, they trick Macbeth so that fits quite well. Both show that the witches behave in a very destructive or unnatural way. This is true as in the play they set off a chain of events which destroy the country.

9.4 An unusual job

- 1 Anna Jeff's is described as someone who is completely obsessed with music, as she is constantly moving as though she is working out a rhythm. She is considered to be the best young drummer in England and attends a renowned music college.
- 2 The second extract shows more concern about the impact of Anna's obsession with music as the writer focuses on her lack of concentration. There is concern that she is too young to be attending music college and whether she is really the best young drummer in England is not confirmed. The writer here seems to think that she has been pushed into this at a young age.
- 3 Learners' answers will vary.

9.5 Unusual endings

- 1 The conventional ending here would be that James confesses to his mother that he has lost the watch and is very upset. His mother tells him that material possessions are not as important as people and that she forgives him for losing it.
- 2 An unusual ending may be that his mother is puzzled and tell James that the watch is on her dressing table at home as she took it out of his drawer to put a new battery in it. He was not wearing it the day he went to the beach so his searching and upset has all been for nothing. She tells him that if he had been honest and told her, all this worry could have been avoided.
- 3 Conventional ending: Material possessions are not important compared to our relationships with people.

Unusual ending (in example 2): Honesty is the best policy.

- 4 Example answer:

James met his friends at the end of the beach near the carpark.

'Any luck?' he asked.

They all shook their heads sadly. As expected, there was no sign of the watch.

'Well, thanks for looking,' James said, slowly sinking to the sand. 'I guess that's it then. I'm going to have to tell mum. She's going to be furious with me. That watch cost so much money.'

His friends looked sympathetic, but they had done all that they could to help him.

Suddenly, James looked up and to his horror saw his mother parking her car. She got out and started walking towards them. His friends hurriedly said their goodbyes and ran off towards the sea.

'James, what are you doing? I've been so worried about you. You haven't been yourself this week. What's wrong? I just spoke to Tony's mum. She said he's been helping you find something at the beach and that you've been in a terrible state all week. Please tell me what's wrong so I can help.'

James felt awful. 'It's my watch, mum. I lost it here on Sunday. I didn't know how to tell you ...'

James' voice trailed off as he saw his mother laugh ...

'Oh James! I don't know how to tell you this. I have your watch. I took it from your room to get a new battery put in it. I picked it up from the jeweller this morning. It's on my dressing table! Oh darling, why didn't you tell me? All this worry over nothing.'

James sobbed with relief. 'I thought you'd be so angry with me and hate me for losing something so expensive.'

'Don't be silly. Nothing is precious enough to make me hate you. Always be honest, James; it's always the best policy. Come on ... let's go home.'

1 Example sentences:

- a i Do not shoot the messenger!
- ii I can see a new shoot growing.
- b i Write the date at the top of your work.
- ii I do not know what to wear on our first date.
- c i Turn right at the next junction.
- ii You do not have the right to be here.

2 a Rose can mean a flower or to get up.
The effect here is comic.

- b Hit can mean to physically strike a person, or a sudden realisation. The effect here is comic.

3 Learners' answers will vary.