

Answers

FICTION

Task 1 pages 6–9

1. Narrative/story.
2. Reporter or journalist. Writes about the arts.
3. Rude, bad-tempered – ‘She did not trouble to hide her irritation’, ‘She snapped’.
4. Lesley knows straightaway that he is a violinist. Meryl says ‘Is there any other Paulo Levi?’; Lesley refers to the ‘great Paulo Levi’.
5. Present/recent past – refer to travel, telephone, etc.
6. Paulo Levi will cancel the interview.
7. Meryl is annoyed that Lesley doesn’t know what the Mozart question is. The long silence suggests that Meryl is shocked into silence by the fact that Lesley doesn’t know what the Mozart question is, or doesn’t know how to explain it.
8. The Mozart question will be asked/discussed.

Task 2 pages 10–13

1. They were peaceful. The tip of the shield was held upward – a sign of peace.
2. Sister – they are both children of Llyr.
3. ‘They had never seen ships that were more resplendent’ and ‘pennants of silk’.
4. The King of Ireland wants to marry the sister of the King of England.

5. The story was first spoken. It sounds like a folk tale.
6. The author is unknown because the story is not in print. Perhaps handed down by word of mouth.
7. Traditional tale – myth/legend.

Task 3 pages 14–17

1. Wind: ‘whipping the sugarcane’, ‘blowing down the bananas’, ‘tearing branches from the trees’, ‘smashing through the forest to the sound of crashing trunks’.
Rain: ‘pounded down on the fields, scooping the young yams out of the brown earth’.
Flooding: ‘swept away eddoes and coco plants’.
2. Creatures went hungry because the hurricane had destroyed all the food – ‘the birds went hungry’, ‘parrots shrieked for food’.
3. Because Blackbird is fat. She has a clear voice and her feathers are glossy like a bird that is getting its meals regularly.
4. Blackbird is surprised because Anansi has no feathers and fell on his first attempt.
5. See table at bottom of page.
6. Long sentences help to reinforce that the hurricane was relentless, and seemed to last for a long time. Long sentences are appropriate for descriptive passages.

Task 3: Word	Explanation
whipping, tearing, smashing	Words which make it sound as if the wind was angry (personification)
pounded	A verb usually used to describe a very hard action
scooping	Describes the movement of the yams
hissing	Sounds like the sound it’s describing (onomatopoeia)
shrieked	Sounds like the sound it’s describing (onomatopoeia)

Task 4 pages 18–21

1. 'My running at everything', 'bursting at me through the mist', 'with like suddenness'.
2. 'Guilty mind', 'Somebody-else's pork pie', 'Halloa, young thief', 'awakened conscience', 'accusatory manner', 'I couldn't help it, sir! It wasn't for myself I took it!', 'the damp cold seemed riveted, as the iron was riveted to the leg of the man I was running to meet' (which sounds as if he feels he too has a leg-iron).
3. The ox fixed him with his eyes and followed him with an accusatory manner as if he were a sinner in front of a minister. Also the way he describes the ox's disappearance makes it sound disgusted.
4. Antiquated phrases, e.g. 'such Larks', 'prentice ... regularly bound', a man in leg-irons which doesn't happen now.
5. 'Everything seemed to run at me', 'bursting at me through the mist', 'came upon me with like suddenness' – all give the impression of coming upon things suddenly because you can't see them until right on top of them. 'Steaming out of their nostrils', 'a cloud of smoke out of his nose' – make you feel the cold because you can see breath in the air. 'I couldn't warm my feet', 'damp cold' – again are a reminder of the cold and 'the confusion of the mist' shows how muddling it is.
6. The cold is like a leg-iron slowing him down and making him feel desperate as neither can be shaken off – they are both 'riveted'. It could also be a sign that Pip feels riveted like the man by being forced to steal and feeling guilty.
7. Joe meant lots of fun. Use of the phrase indicates that they have a close and friendly relationship.
8. Includes references to present-day life and contexts, e.g. transport, technology.
Example sentences:
(a) The mist was thicker when I got to the marshes. Everything loomed out of the mist.

- (b) One black ox, who looked like a vicar, stared at me as if I was guilty so I cried out loud 'It wasn't my fault!'
- (c) I knew the way pretty well as I'd been there on Sundays with Joe. Joe had sat on an old gun and said that, when I worked for him properly, we'd have loads of fun.

PLAYSCRIPTS

Task 5 pages 22–25

1. Lack of narrative, use of stage directions, character's name before speech, lack of speech punctuation.
2. Stage directions help actors know how to act – what to do and how to say the words.
3. Childish – refuses to take his medicine and says that it's not fair, he will be sick.
He is lying at the start when he says he takes his medicine without a fuss. He is hypocritical because he tells Michael to take his medicine but won't do the same.
4. Wendy innocently makes her father look stupid when she fetches the medicine. She is puzzled over her father's fuss. She acts more like a parent than he does.
5. Mr and Mrs Darling's son. John calls him father.
6. & 7. Own responses with reasons.

Task 6 pages 26–29

1. Vain, superficial, uncaring. 'Have you just come to admire me?' Makes light of the situation.
2. Hecate – 'Oh horrible brightness! Oh hideous light!', 'She's probably fallen off a cliff', 'She's been pecked by vultures'.
3. Apollo is the sun god; Pluto is the ruler of the Underworld; Zeus is the king of the gods.

4. Humorous, light-hearted. The characters of Hecate and Apollo are funny.
5. Because he wants to show off by making rhymes up on the spot. It shows he doesn't care that Persephone has been stolen by Pluto.
6. She doesn't think the same as Apollo. He says it is an excellent match. She says Pluto has stolen Persephone and is going to complain to Zeus.
7. At the start she is worried because she thinks Persephone might be dead ('Is she alive?'). She is a little annoyed with Hecate ('Do be quiet, Hecate'). At the end she is irritated with Apollo for making up silly rhymes instead of telling her what happened and angry with Pluto for stealing Persephone.
8. Use tone of voice, gesture and actions to exaggerate the characters.

POETRY

Task 7 pages 30–33

1. Summer, because it features (*two of the following*) cooing pigeons, grasshoppers, a bee, strawberries and cream. Also he is lying outside on a river bank so the weather must be fine.
2. So that he could hear the sounds better/to pass the time until it was strawberries and cream time. Or possibly to go to sleep given that he had made his coat into a pillow.
3. *Five of:* lapping, mumbling, bumping, scratching, coo-coo-cooing, whiffling, scuttering, sliding. As words they all sound very like the sound they are describing (onomatopoeia). Their meanings also reflect the sounds, e.g. some are dreamy and gentle, some restless.
4. To repeat the 'ch' sound for poetic effect or giving a scratching effect to match the wren's and the grasshopper's sounds.
5. 'Like someone sawing a plank of wood', 'like a comb running through your hair'. They both make you imagine the sound or sight even more vividly. The sawing gives you an idea of how the pigeon's cooing goes on and on and starts to grate a bit; the comb running through your hair tells you how the wind looks through the grass.
6. Strawberries and cream for tea.
7. Possible answers: peaceful, calm and relaxed. Encapsulating a warm, dreamy summer feeling. Phrases like 'sliding gently, dreaming, trailing, mumbling, fumbling, whiffling' suggest this feeling.

Task 8 pages 34– 37

1. The narrator of the poem is younger than the elderly man – 'Young me'.
2. The old man doesn't like the nursing home – 'I sit on my bed and I twiddle my thumbs', 'matron is strict', 'make my escape'.
3. 'Sit', 'twiddle my thumbs', 'snooze', 'strict'.
His life is very stationary and filled with boredom and rules compared to his life when he was young.
4. Emphasises his travelling life.
5. She never goes outside – unlike where the elderly man spent his young life; unhealthy.
6. 'Race, jumped, ran' – giving the ability to get away/escape.
7. & 8. Own responses with reasons.

Task 9 pages 38–41

1. Like an illness; 'This is the beginning of sadness'.
2. He will lose his imagination and no longer play imaginary games.
3. Before the age of ten he lived in an imaginary world which protected him against hurt, but now he lives in the real world and he can feel upset or hurt by things people do or say to him.

4. It's sad to get older – everything in the poem about getting older is sad, dull and painful.
5. He's sad and unhappy at the thought of getting older. Perhaps he is lonely now that his imaginary friends have left him.
6. Growing older.

NON-FICTION

Task 10 pages 42–45

1. The headline is to attract attention; the bold sentence provides a summary of the story, keeps attention and makes the reader want to continue and find out more.
2. 'Best discovery of its kind', 'mammoth of the century', 'best-preserved adult mammoth discovered in more than 100 years'.
3. It describes the moment of discovery like a story – the strolling boy seeing the mammoth's heels sticking up out of the ground (AF4). Tikhonov 'rushed' to the river, 'woolly mammoths could walk on Earth again!' (AF5).
4. To give interest and variety to the article. Direct speech also makes it sound as if they are talking to the readers which involves them more.
5. To maintain interest and finish with something interesting/thought-provoking/controversial.
6. To make it personal to the reader/to keep interest.

Task 11 pages 46–49

1. *Two from:* swimming, basketball, hockey, jogging or walking quickly, skating, football, cycling, rowing, skipping, jumping, hopscotch.
2. Your heart beats faster, you breathe more quickly, you sweat.
3. The writer says exercise is cool because it makes you healthy and happy and it can be fun. ('Cool' is a word children understand/are familiar with.)

4. The brain releases endorphins into the blood during exercise, which affects your mood; exercise is fun.
5. The text is for children. The first sentence suggests this by using the word 'kids'. The exercises and activities referred to are biased towards children.
6. To persuade children to exercise.
7. Children should be able to link possible outputs with purpose.

Task 12 pages 50–54

1. Up to 4 metres long.
2. By putting the words 'record breaker' in bold and upper case and putting the information in a fact box.
3. When they hunt in a group.
4. It might get squashed underfoot or stabbed by the horn.
5. Because they rely on their sense of smell to detect danger.
6. Because it is about a dinosaur which is no longer alive.
7. It was the largest land animal ever. Its head was very small.
8. (a) Most predators/hunters think twice about attacking because they risk being injured or killed.
(b) Being big means you can easily defeat smaller animals.
(c) Bigger animals can keep their body temperature steady more easily because their bodies conserve heat more easily.