

Answers

FICTION

Task 1 pages 6–9

1. They thought the pudding was wonderful. *Any two of:* 'softer and lighter than air'; 'waves on the top like the ocean'; 'tasted like a whole raft of lemons'; 'a night on the sea'.
2. They were not allowed to try the pudding because it was for their mother.
3. The children's father. At the end the narrator refers to 'my father's voice' and the person speaking is clearly the person who made the pudding.
4. 'Guarding the pudding' was just an excuse for hanging round it hopefully. Their father had not asked them to guard it and there was no need to – they just couldn't drag themselves away from the tempting sight.
5. Because the brother had tried it first. Children working at a higher level may recognise that was just an excuse because the narrator really wanted to try it and the brother said it tasted good.
6. Because the children had kept on scooping out bits to taste.
7. They felt frightened about what would happen which is why they ran away and hid under their beds.
8. The father will probably be very angry. Reasons children may give for inferring this: the father gave them very strict instructions to them not to touch the pudding; the children ran off and hid under the bed which implies that they are afraid of their father's reaction.

Task 2 pages 10–13

1. A ship at sea.
2. Italy (a flower urn became an Italian ruin); Egypt (a palm tree); the Arctic (bushes became icebergs; sheep became polar-bears).
3. 'Stowaways'; 'clap them in irons'; 'swabbin' the decks'; 'ashore'; 'come aboard'.

4. 'Swabbing the decks turned out to be sweeping away the leaves'; 'bushes become icebergs'.
5. They were not invited because they were taken by surprise by Mrs Tredegar's voice.
6. She enjoys their visits because she makes them tea, 'trains' them as 'crew', gets an atlas, suggests the 'Crossing the Line' (equator) ceremony.
7. A real captain; Mrs Tredegar's husband.

Task 3 pages 14–17

1. A myth, because it deals with gods and goddesses and describes how the world was made. Some may call it a 'creation myth'. Some may make connections with other myths they have read.
2. The sun.
3. To explain things they didn't understand.
4. The sun rose again in the morning.
5. Because he was the creator; or because the sun brings the light and warmth that all life needs, including plants which provide food.
6. They were probably frightened because it was dark and that is threatening. They wanted him to fight the evils which might be in the dark and come back in the morning. Or they simply needed to explain why they couldn't see him.
7. She put all her efforts into learning everything, more than the other gods did.
8. To make the reader wonder how she could do it and also indicate how difficult it was to do. It also tells the reader that she is Ra's enemy and wants to reduce his power.
9. Being patient/waiting.

Task 4 pages 18–21

1. A canoeing race – ‘canoe’, ‘winning post’, ‘finish the race first’.
2. Giles told Jake that Theresa was only a doll. They said ‘Phew!’ because they were relieved it wasn’t a child drowning.
3. Because Kelly was so upset. They felt friendship was more important than the race.
4. Competitive; bad-tempered; bullying – ‘stupid’, ‘disgustedly’, ‘finish the race first’, ‘you berks’, ‘yelled in disgust’, ‘you weedy nerdy little cissies’, ‘he’s going to get us later’.
5. Bully them. A personal response to how Tim feels about Giles.
6. Answers will vary.

PLAYSCRIPTS

Task 5 pages 22–25

1. A playscript, because the names of characters are written on the left side with what they say on the right side of the page. Also because the story is communicated solely through dialogue and actions rather than narrative.
2. Because they cannot read.
3. From what they can smell, but also what they would like best and wish they could eat.
4. There are a number of options:
They are carrying firewood.
They cannot read.
They say, ‘Shall we play at being rich people?’
They tell Shen Ying that they have no money.
5. Because Li Hua likes the smells as well and would like to stand there sniffing them.
6. Shen Ying threatens to make them pay for smelling the food. He is annoyed that they are outside his restaurant, probably because they are poor and shabby so are not good publicity.
7. The stage directions in square brackets; exclamation marks, question marks and ellipses (...) in the dialogue.

POETRY

Task 6 pages 26–29

1. To help you understand that you cannot touch or see music.
2. To help the rhythm of the poem but also to give the idea of music coming inside you.
3. ‘Enters through your ears’; ‘starts to swirl around’; ‘sets your body moving’; ‘makes your feelings dance’.
4. It makes you think about being cheerful because dancing around is a cheerful thing.
5. Because he doesn’t understand how it casts a spell on you.
6. It’s ‘invisible’ – you can’t see it or touch it but it’s there; it’s like ‘magic’, it ‘puts you in a trance’, it ‘seems to cast a spell’.
7. He thinks music is wonderful and has a mysterious effect on people.
8. By using a tone of voice to reflect what he is saying – lively for movement, dreamy for spells and trances. Could also move around like the music, swaying and/or swirling your arms around.

Task 7 pages 30–33

1. ‘Lime’, ‘bronze’ and ‘yellow’.
2. The verb used is ‘burns’. The poet uses it because the sunshine is hot.
3. ‘Flares flame-like ... fire’; ‘blackbird ... blue beryl’; ‘glints gold’. She uses alliteration to make these words stand out more, or make them more vivid.
4. They are both red. She is creating a contradiction, as a fire hydrant is there to put out flames.
5. Ebony and a blackbird’s wing are both black and shiny.
6. ‘Leaves’/‘sheaves’, ‘wing’/‘ring’, ‘sink’/‘think’. She does this to give structure/form to the poem; to help you remember the poem more easily; to link ideas/images.
7. To give us an idea of how the sun shines through the coloured glass.

8. Because a chameleon can change into different colours and the sunshine shows lots of different colours.

Task 8 pages 34–37

Verse 1

1. 'Fiery flowers'.
2. 'Like sudden fiery flowers'; 'like flowers ... that burst'.
3. Surprise, sudden, explosive movement.

Verse 2

4. Same colour.
5. 'Like buds'; 'like whirling marigolds'.
6. 'Whirling'.

Verse 3

7. Metaphor.
8. Sparks.

The whole poem

9. Flowers and an orchard – metaphor.
10. flowers, showers
night, white
name, flame
unfolds, marigolds
make, shake
sky, eye
11. To give readers a feeling of wonder and mystery.
12. Wants readers to see fireworks the same way he sees them, i.e. as flowers.

Task 9 pages 38–41

1. Loud. The poem uses loud sounding words like 'boom'.
2. Quiet – 'sssh-sssh'.
3. beater, feeter
hands, bands
yells, bells
small, hall
maker, shaker
4. Bongo, drum, sticks, gong, bells, cymbals, tubes, tambourine, thunder-maker, shaker.
5. *Any three from:* click, tap, clap, boom, stamp, biff-bang, ding-dong, chime, bash-crash, sssh-sssh.

6. Crashing thunder.
7. Clash or similar.
8. Someone who wants to make a lot of noise but is given a quiet instrument in a music lesson.
9. Loud voice: boom-boom, stamps, yells, biff-bang, ding-dong, bash-crash.
Say quietly: sssh-sssh shaker.
10. Bong kid big beat click sticks tap feet, etc.

NON-FICTION

Task 10 page 42–45

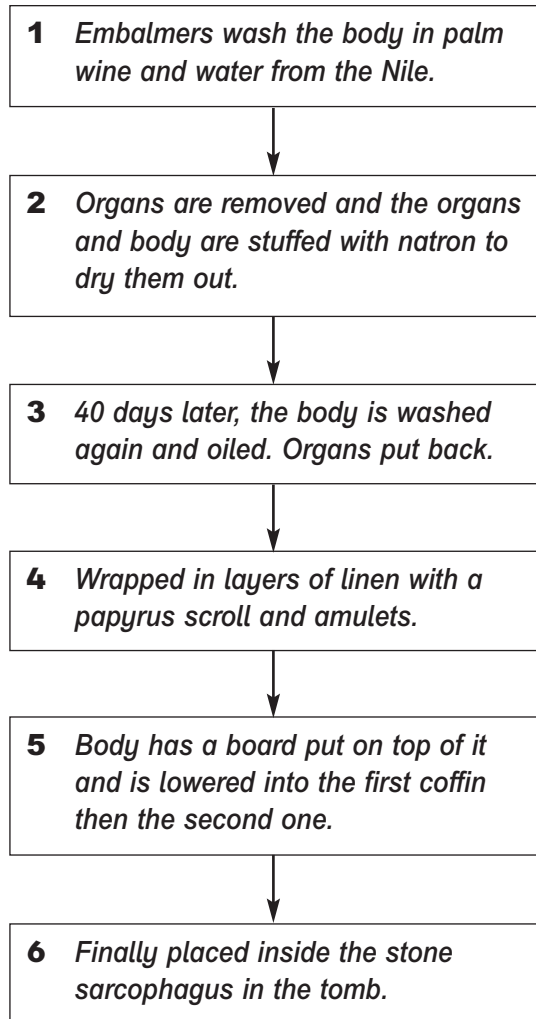
1. Past tense: were worried, disappeared, returned, was, said, jumped, vanished, came, had moved, explained, missed, moped, started, solved, decided, amazed, appeared, arrived, hopped, watched, pulled, opened, jumped, discovered, caught, spent, used, became, enjoyed, told, stated, apologised, promised.
2. Past tense verbs are used because the events have already happened.
3. Cannot travel, travelling, is, might pose, are. These are used to describe things that could happen at any time, not only in the past.
4. They found it amusing but with a more serious aspect.
5. To show other people's evidence or opinions about the events.
6. Answers will vary, e.g. Bugsy was homesick so he caught a bus back to his old home every day. His owner followed him and found out where he went.
7. Curiosity; to find out what happened; she was worried.
8. Homesick; missed his old home; a loose dog on a bus might pose a danger.

Task 11 pages 46–49

1. Saviours of WildLife.
2. To encourage people to help save endangered species.
3. In the section with the heading 'TIGER FACTS'.
4. 'Tiger gallery'; click on the words 'Click for photographs' under 'Tiger gallery'.
5. To introduce the topic.
6. To get the reader's attention; to lead the reader's eye to the information.
7. The list of endangered wildlife. To help you find a particular species more easily.
8. Information on the latest news about endangered species.
9. To show the parts of the world where tigers are found; to show how this has become smaller.
10. To appeal to the reader's emotions and make them contribute.

Task 12 pages 50–53

1. Process of preserving a dead body.
2. Introduces the topic and gives background.
3. To break up the text; signal content of new paragraph.
4. Amulets, scroll of the Book of the Dead, cloth painted with a picture of the god Osiris.
5. Glossary terms.
6. Sample flow chart:



7. First, next, because, etc.
8. To help you follow the explanation.