

# Answers

## FICTION

### Task 1 pages 6–9

1. James's sister. Both Helen and James call Mrs Harrison 'Mother'.
2. He stamps up the stairs which shows he is annoyed. He only partially washes his hands to show Helen she hadn't won.
3. Made faces in the mirror and set a trap for Helen. To give clues about James' character.
4. A towel arranged so that, if Helen opened the door, it would fall on her head.
5. They tease and irritate each other – the Helen-trap, a victory for Helen.
6. A dog – 'made untidy nests on the beds'; believed to have discovered how to open doors so not a person; 'bristly texture'.
7. James thought Tim was upstairs in his bedroom but he was downstairs so couldn't have made the noise that James heard.
8. Sample answer: James is an untidy sort of boy who doesn't mind having dirty hands. He enjoys teasing people and playing tricks.
9. Curious or puzzled about the noises from the bedroom. Aware that there might be a ghost.

### Task 2 pages 10–13

1. The narrator's mind sounds like a storage room/junk room/old attic with lots of different things stored there. The word 'tenanted' makes you think of a room and 'amongst other rubbish' makes you think of a heap of junk.
2. 'Vivid' makes you think that she imagines these things more colourfully, in more detail and that

they seem more realistic/probable. 'Vigour' indicates that they spring to her mind easily.

3. The Gytrash came upon travellers who were out late and alone, and the narrator was out at dusk on her own. A horse was one of the forms that it would take.
4. The dog looked exactly like one of the ways Bessie described the Gytrash. The word 'mask' makes the reader think of something unnatural and is a reminder that the Gytrash could take many forms.
5. She felt that the spell had been broken, that is she had felt as if something supernatural was happening but the appearance of the rider brought her back to normal life. This was because there was an ordinary ('common-place') human being riding the horse and nothing ever rode the Gytrash.
6. A Gytrash was a spirit which could take on the form of a horse, a dog or a mule. She later refers to goblins.
7. She has a vivid imagination – she says that herself in the first paragraph, and she clearly almost believes that the horse could be the Gytrash. This also suggests that she believes in the supernatural to some extent. She is quite brave as she doesn't run away when she thinks a Gytrash might be coming towards her and she sounds calm looking down at the dog expecting it to look up at her. She is very observant and curious about things – she describes the scene in great detail.

### Task 3 pages 14–17

1. World War 2 museum – title: Blitzed, 'bombed-out London house'.

2. The teacher. Children would not be visiting a museum without an adult. Miss Rossiter 'barks' at them.
3. He doesn't have any control over his actions.
4. He has gone back in time. Eden Camp and the barrier disappear, it goes cold and the hand is real.
5. Answers vary, e.g. it is frightening/horror; to make you want to find out what happens next.
6. Present tense.
7. It feels as if the character is telling you what is happening and makes it feel more immediate and exciting – use of colloquialisms and the present tense.

#### **Task 4 pages 18–21**

1. He used to go to school in the mornings until it was too hot at midday but in the new environment he has lessons indoors and shivers when outside at midday. He didn't understand what anyone said to him, he didn't know what the food was and he had never done a painting.
2. She showed concern by asking the children to make him feel at home, and she smiled and spoke encouragingly to him, e.g. 'What a lovely picture'.
3. The words 'gritty' and 'grey' reflect the way Hassan sees his new environment compared to home. It helps create the impression of how he feels about the things around him.
4. Because he was still unsure about what to do.
5. To emphasise how blue it was or how different it was from the sky he sees now.
6. Instead of being a happy, bright atmosphere, the flames on the roof and the man with the gun made it threatening and dangerous.

7. 'Murky' makes you think of places in which you can't see properly, where danger might lurk. 'Splattered' makes you think of what happens to someone's blood when they are shot.
8. It gives the impression he came from a dangerous place that was at war and had to leave it because his home was destroyed and some of his family may have been killed.

#### **Task 5 pages 22–25**

1. By using the adjectives 'strange' and 'unearthly'.
2. It makes you feel as if the events are happening now, with the narrator talking realistically and directly to you.
3. The reader feels how frightened and shocked the narrator must be because it sounds as if she's died or turned to stone.
4. Using short sentences as well as longer ones makes the story more dramatic. It is as if you are there with them and can feel their terror.
5. Possible answers:
  - (a) The author wants you to know the two girls are frightened by the ghost, but he doesn't want the reader to be too frightened, because he uses exaggerated metaphors and descriptions, e.g. 'screaming blue murder', 'deathly voice', 'blood-curdling shrieks' to make the situation seem slightly funny at the same time.
  - (b) The author wants you to feel frightened at first, because he builds up the tension by adding frightening elements to the description, beginning with the 'unearthly voice' then the 'scratching, shrieking and howling' and an owl hooting, with the girls' screaming.
6. It releases the tension, because walking is a calm movement; she doesn't run or creep, so you know she isn't frightened.

7. He wants you to feel a sense of relief because you realise something funny, not frightening, is in the shed.

## **PLAYSCRIPTS**

### **Task 6 pages 26–29**

1. He wants to start a rock band and needs a singer.
2. Carol is frustrated/annoyed by Andy's behaviour and Andy is cheeky and thinks his mum nags him.
3. To show that Andy is pausing to find a word to describe his studio which doesn't make it sound messy. An actor would pause here.
4. To show that Andy puts the emphasis on the word 'said', which means that he is saying this in an irritable way rather than an apologetic one. This is how you would read it as an actor.
5. It means 'calm down'. It's not a very respectful way to say it and you only use it if you think someone is getting unreasonably upset, so it shows that Andy is a bit cheeky and irritable towards Carol.
6. At first she is very annoyed, because she throws the banana skin at him, but then she calms down and says he's right. Another possible answer is that Carol is being playful or silly when she throws the banana skin at Andy.
7. Her solution is to advertise for a cleaner as then neither she nor Andy will have to do the tidying up and they won't get cross with each other.
8. Andy will think the cleaner is applying to be a singer, and Carol will think the singer is applying to be the cleaner.

## **POETRY**

### **Task 7 pages 30–33**

1. The poem is an analogy between a bonfire night and a sports day/athletics meeting. Examples: The starter's gun, long-jumping, hurdling, etc.

2. Gold, silver and bronze are the colours of medals awarded at the end of an athletics event, and these colours in the poem appear at the end of the bonfire.
3. Long jump, sprint, hurdles and the marathon.
4. The flames won the scorching race – 'flames of gold grab first place'.
5. The day was beaten by the night when the moon and stars appeared.
6. The embers are all that is left of the bonfire, and the use of the adjective 'bronze' links the end of the bonfire to the end of the athletics and someone coming in third place.
7. The poem is written in rhyming couplets which helps you learn two lines at a time. Learning the three questions and answers can help. Using the order of gold, silver and bronze can help you remember the order of the lines at the end of the poem.

### **Task 8 pages 34–37**

1. He didn't get enough sleep at night – 'he stays up all night'. It was a warm day and the smell of grass made him sleepy – 'grassy scents through the classroom crept'.
2. To see if he was asleep; 'timidly' because they were afraid of him.
3. A bully – the poem's title, 'eyes closed – their cruelty gone'.
4. Sorry for him because he is neglected and unhappy – 'his mother doesn't care'.
5. Because they had been victims of his bullying. They could be bullies too.
6. That Jane felt sorry for him. She could see things from his point of view.

### **Task 9 pages 38–41**

1. 'Elephant-bellied', 'trunk-like trough', the 'bulging sides', etc.
2. By washing them, as if they were caring for animals.

3. Someone who looks after or rides elephants – ‘their drivers perch on their backs like mahouts’.
4. To make you see concrete mixers in a different way.
5. The concrete mixers are putting up buildings.
6. Big, noisy, messy, powerful.

## NON-FICTION

### Task 10 pages 42–45

1. Newspaper report, recount, journalistic text – headline, quotes, layout, etc.
2. The dramatic heading attracts the readers’ attention and intrigues them.
3. Gives background to the story.
4. E.g. quotations – give interest.
5. The information in the boxes should accurately reflect the content of the article.
6. The headings should reflect the content of the boxes and may be taken from the text, e.g. ‘an accident waiting to happen’.

### Task 11 pages 46–49

1. To put forward opposing viewpoints.
2. Introduce the argument; give background to the issue.
3. *Two of:* ‘affects a large number of children’, ‘wreck other children’s lives’, ‘dramatically’.
4. Remaining children can learn in a non-threatening environment. Bullies will learn that schools have a zero-tolerance approach. It might stop children from bullying.
5. It won’t stop bullying after school. Texts can still be sent and received.
6. ‘Evidence shows’ that it doesn’t work for other sorts of wrongdoing. However, no concrete evidence is given in the text.
7. To put an idea into the reader’s mind.

8. The author is against exclusion of bullies because he/she puts more points against than in favour.
9. He/she says it is sweeping the problem under the carpet and is not an automatic cure. ‘Surely’ indicates the author’s viewpoint.
10. ‘On the one hand’, ‘But on the other hand’.

### Task 12 pages 50–53

1. Milky Circle (Kiklos Galaxius). The name is in brackets to show that it is Milky Circle in the Greek language.
2. A collection or galaxy of stars. Galileo discovered this with his telescope.
3. He has used bullet points, which makes the different points of information easier to pick out.
4. He thought that there might be other galaxies elsewhere like the Milky Way; in other words, some of the more distant things we see in the night sky might also be galaxies.
5. You can scan the text in bold to find out what the subject of each paragraph is. It helps you to find the information you are interested in or need more quickly and easily.
6. By studying how clusters of stars are distributed.
7. He has ordered it roughly along a timeline, starting with the earliest mentions of the Milky Way and moving forward in time to more recent discoveries – as this is a logical sequence.
8. Any logical way of ordering: e.g. group the points into four sections with headings: Ancient myths about the Milky Way (points 2, 3, 4, 5, 6), Discovering galaxies (points 8, 9), The Milky Way’s shape (1, 7, 10), and Where are we? (11).