

› Learner's Book answers

1 Nature and humans

1.1 The leopard

1 Notes will vary, but may include the following ideas:

- Impressions of nature: nature is permanent – the mountains are always there; nature is beautiful and pleasant – the sun rising and the sounds of the birds; nature is powerful and impressive – the children climb ‘up to the clouds’; nature is peaceful. It is also a place to escape to (fewer thoughts)
- Characters: Praveen and Ravi seem good, as they are innocently enjoying a country hike and appreciating nature; Toad and Stinger come across as bad because of the shot which may have harmed the leopard.

2 a Summaries should include the following ideas:

- Praveen and Ruby are trekking up a mountain in the peaceful early morning.
- They see the remains of a campfire.
- They hear twigs cracking.
- A shot suddenly fires.
- They hide, then crawl towards the sound of men’s voices.
- They see three men and a leopard.

b The tone changes on *Praveen raises his finger to his lips*.

c The tone becomes more tense, as the characters are suddenly fearful instead of relaxed. The action makes the reader more aware of the danger / that something bad may happen.

3 Learners’ answers will vary, but may include the following ideas:

- The use of verbs in the present tense makes the story more immediate, as the events are happening as we read.
- The writer creates a relaxed and pleasant scene of the dawn through present tense phrases such as *The sun rises* and *the air fills* as they are *climbing up to the clouds*.
- As a result, the shot comes as a shock, disturbing the peaceful scene. There is a sense of the noise completely disrupting the peace as it *rings out* and *echoes . . . disturbing the stillness*.

4 Learners’ answers will vary, but may include the following ideas:

- The leopard is presented as a helpless victim due to its injury and limp, which makes it more unfair when the men shoot it. It *thuds* to the ground, which emphasises its dead weight and all its power gone. Its *legs are spread in front of it* makes it sound inelegant and lacks respect for such a magnificent creature. The *velvet sheen* of its coat is ruined by the *bullet wound*.
- The men sound like villains as they *tower over it*, showing their power, but *clasping their rifles* makes them seem weak as they rely on weapons. Their lack of remorse makes them seem evil.
- The narrator uses reactions to show how connected she feels to the leopard. She screams instinctively as it is shot and then collapses *against a tree* in shock. Her anger is obvious as *the mountain roars with me*, and this makes it clear that she thinks it is a crime against nature. Despite

her fear, she gathers herself to take a picture to use as evidence against the men.

- When the leopard has been shot, the writer uses descriptive words to show its beauty. The coat is *covered in black rosettes* and has a *velvet sheen*, which sounds luxurious.
- The verb 'snarling' shows the leopard is warning the men despite being injured. The verb *limp* shows that the leopard is injured and vulnerable so makes the shooting seem more cruel and cowardly. The verb *thuds* shows the dead weight of it as it falls. The narrator is horrified, shown by her instinct to *scream* and *collapse*.

5 Learners' answers will vary.

1.2 The mysterious figure

1 Learners' answers will vary.

2 Audio scripts should include details of the tone in which the characters say lines and sound effects to allow the listening audience to understand what is happening. For example:

RUBY: (*shouting urgently*) Get back, Praveen!

TOAD: (*yelling*) Give me that camera!

(*Sound effect of camera being smashed against a rock and Ruby howling*)

RUBY: (*desperately*) No! All my photos are stored on there. What have you done?

TOAD: (*threateningly*) What are you doing out here?

GARIAN: (*angrily*) Who are you working for? Are you taking pictures of me?

RUBY: (*quickly*) We're here to take pictures of wildlife. I'm hoping to be a wildlife photographer.

(*Awkward pause*)

RUBY: (*hissed*) You killed it. You cowards.

TOAD: I've had enough of this. Get them!

GARIAN: Wait. Who the hell is up there with a gun pointing at us?

(*Sound effect of a gun being loaded and clicked above*)

3 foliage: greenery (plants, shrubs, leaves, etc.)
cradle: to hold gently

4 *And the mountain roars with me* suggests that not only Ruby but also nature itself is angry at the death of the leopard.

The mountain is silent apart from howling wind.
This sentence ending the extract reflects the narrator's surprise at the discovery of the cub but also her need to stay silent to protect it.

5 Learners' answers will vary, but may include the following ideas:

- The story shows how little the men care for the natural world, as they shoot a leopard and feel no remorse.
- The writer creates a beautiful setting in the early morning with the air filled with *birds and tweets* and then shows how they ruin it by needlessly shooting a defenceless creature.
- When the narrator says *the mountain roars with me* she is showing that nature is angry and disturbed by the shooting.
- When the leopard is dead, the men do not feel guilt, instead looking at its dead body *admiringly*.
- However, Ruby's actions show that not all people have bad attitudes to the natural world as she is devastated by the shooting of the leopard and stands up to the men bravely. She also saves the cub and her *heart feels ready to burst with love* showing how deeply she cares for it.

1.3 The wildness of eagles

1 The eagle is described as isolated but powerful as he is high up. He sounds old and wise. His flight is dramatic. Learners should identify these ideas in their own words.

2 a Techniques used include:

- personification (*He clasps the crag with crooked hands / the wrinkled sea*)
- hyperbole (*close to the sun*)
- simile (*like a thunderbolt he falls*).

b Answers should include explanations of the techniques identified in part **a**, with examples and explanations of their effect on the reader. For example:

- The eagle is described as a powerful but isolated figure. The alliteration 'He clasps the crag with crooked hands' makes him sound old and wise as he surveys the world from high up 'close to the sun in lonely lands'. This exaggerates how high he is. The mighty sea is personified and made to sound weak compared to the eagle, as it is personified as 'wrinkled' yet it 'crawl'. His sudden descending flight is powerfully described using the simile 'like a thunderbolt' as he swoops down.

'The Eagle'	<i>Higher into the Hills</i>
<i>Crooked hands</i>	<i>Razor-sharp talons</i>
<i>He stands</i>	<i>Impressive hooded eagle</i>
<i>He watches</i>	<i>Big bird / two-metre wingspan</i>
<i>Like a thunderbolt he falls</i>	<i>Fly at speeds</i>
	<i>Beautiful coat</i>
	<i>Golden eagle / weighs 7 kg / fearsome hunter</i>

3

4 Answers may include some of the following ideas:

- The language used in the poem is more figurative. The poet uses alliteration (*clasps the crag with crooked hands*), similes (*like a thunderbolt*) and personification (*wrinkled sea beneath him crawl*).
- In the prose text, the language is plainer and offers more facts such as measurements like *two-metre wingspan*.

5 Learners' answers will vary, but learners should consider which text is more exciting/creative/imaginative and which is more factual/informative.

6 Learners' answers will vary.

1.4 The poetry of Tu Fu

1 Notes on the poet's life:

Main points	Subsidiary points
Born CE 712 in China	Born in Henan province
Mother and elder brother died when he was young	Had a number of siblings
Started writing poems as a teenager	Earliest surviving poem is CE 735
Failed the Imperial Exam in CE 735	Meant he couldn't be a civil servant
Met the poet Li Po in CE 744	Studied history and literature
Married in CE 752	Had five children
War broke out and famine in CE 755	Youngest child died and 35 million people died in ten years
Moved around China for years and worked for the emperor	Wanted to return home to the Henan province but didn't get there
Wrote his best poems at the end of his life	Wrote 400 poems at this time
Died in Tanzhou at age 58	

2 **a** He means they are carried along by the water.

b The spiders are ruthless, like people working in business who get what they want.

c It means he does not like the way the world works and has lots of negative feelings.

3 Learners' answers will vary, but may include the following ideas:

- It means that animal behaviour as described has equivalents in human society.
- It is mostly to do with some people ruthlessly taking advantage of others and exploiting their weaknesses.

4 Discussions may include the following ideas:

- How varied sentences are used: longer sentences using enjambment (for example, lines 1 and 2 put stress on *Long time*).
- Shorter sentences: *It is quiet too* and *I am happy here* often used to convey contentment.
- Longer sentence beginning *When someone calls . . .* indicates action and is more positive in tone. Shows the healing qualities of the house by the river.
- Last two lines are humble – two short sentences.
- The way that the lines are split means there are pauses and the poem is slower in places. This reflects the ill health and slow pace of life of the narrator.

5 Discussions may include the following ideas:

- Effect nature has on humans: 'Loneliness' presents nature rather negatively whereas in 'Visitors' nature is presented as peaceful and healing. In 'Loneliness', the white gulls are unsuspecting and unaware that they are about to be pounced on by a predator. This is likened to the behaviour of human society as though we reflect nature. This poem exposes the cruelty of nature and humans. In 'Visitors', nature is calm and soothing. It has the effect of making humans kind and hospitable.
- The viewpoints: The narrator in 'Loneliness' seems bitter and resentful. He/she is lonely and isolated and seems to be blaming the world. The narrator is unhappy. The narrator in 'Visitors' seems gentle and accepting of their ill health. There is a sense that the narrator is grateful for the small things and does not have any bitterness or anger. The narrator is happy.
- The purposes: 'Loneliness' seems to be warning the reader to be more aware of the cruelty and ruthlessness in the world. 'Visitors' seems to be asking the readers to consider the benefits of peace and solitude. It extols the virtues of a simple and uncomplicated life.

6 Answers may include some of the following ideas:

- Nature as aggressive: nature is presented as aggressive in 'Loneliness', as the hawk is hovering to catch birds, and the spider spins a web to catch prey. However, 'Visitors' presents nature as much more peaceful as the *house by the river* is quiet and he feels *rested*.
- Nature can have a positive effect on humans: in 'Visitors', nature is seen to offer peace and tranquillity, which improves the narrator's health – he is *brighter* and *more rested*. A simple life is presented. However, in 'Loneliness', nature is not presented as positive, as the narrator is clearly unhappy and lonely.
- Nature is beautiful: in both poems, nature is presented as beautiful in some ways. The *white gulls float on the stream* is peaceful as they are unaware of the hawk above them. Likewise, although the spider's web is deadly, it is also in the beautiful *dew* which *sparkles in the grass*. There is less description in 'Visitors' but there is some beauty suggested in the *river* and *my thatched hut* because it is simple and quiet.
- The voice of poem is sad: the narrator seems sad in 'Loneliness' as he does not like the way the world works and seems to feel isolated from it. However, in 'Visitors', the narrator seems content because he feels better and enjoys the simple life he leads.
- In 'Visitors', the narrator seems thankful for the simple life by the river and the joys of *fresh vegetables given in friendship*. The use of possession in 'my straw hat', 'my thatched hut' and 'my son' add to the idea of simple things in life make him happy at this stage of his life. His house, his simple possession and his family are what's important to him now. In 'Loneliness', however, the narrator does not seem thankful, as he feels isolated and lonely.

7 Answers should be clearly split into preparation notes and an extended answer of 150 words. Answers should choose clear examples of language and explain how they present nature in the poem. Some of the following examples may be included: *spring in the mountains*; *chopping wood echoes*; *silent peaks*; *icy*; *snow*; *sunset*; *stony mountain pass*; *aura of gold*; *silver ore*; *gentle*; *tamed*; *forgotten*; *hidden*; *empty boat*, *floating*, *adrift*.

1.5 Destroying the planet

1 Learners' answers will vary, but may include some of the following ideas:

First text	Second text
No one is to blame fully as climate change is natural.	Humans are to blame.

Main points	
Earth is changing naturally.	Earth does change over time, but the changes are happening faster due to humans.
Humans cannot influence Earth's movement.	Greenhouse gasses have increased, causing Earth to heat up.
The angle of the Earth changes the climate.	Earth is heating up ten times faster than ever before.
The way the Earth orbits the sun influences climate.	Ice is melting.
Seasons change as a result of the Earth changing its position.	Sea levels are rising.
Climate change happens naturally.	There is more extreme weather.
Humans are victims of climate change not the cause.	97% of scientists blame humans for climate change.

2

- In the first text, many of the main points are the first sentence in each paragraph.
- In the second text, they are sometimes the final sentence in the paragraph but also in the bulleted list.
- The first text only uses a headline. It is quite a formal text. The second text uses a headline and subheadings. It also uses bullet points. It is a less formal text and perhaps has appeal to a wider readership so helps the reader find their way around the text more.

Example	Purpose
Although it's likely that . . .	Introduces a contrasting idea.
However, it also works . . .	Introduces a new part of the argument.
. . . therefore, it's a natural process	Concludes a point
Hence, the ice caps melt	Concludes a point

4 Answers should include examples for some of the following ideas:

- Comparison of the more formal language used in Quotation A to create a detailed explanation. In contrast, Quotation B uses more straightforward vocabulary, but also more emotive language (*suffers* *suffer*).
- Use of semi-colon in the first quotation to link cause and effect. Use of capitalisation of FACT in second quotation.
- Complex sentence structures in the first quotation compared to simple sentences in the second.
- Exclamation marks are used to make the writing more dramatic.

5 Answers should be a clear rewording of the main ideas of the article in more informal language. The second article should be used to generate ideas about vocabulary, punctuation and sentence types. Answers to Activities 2 and 4 should be used to prepare this answer.

1.6 Tsunami

1 Answers may include some of the following examples:

epicentre: a precise point
 residents: inhabitants
 constructed: built
 precaution: safeguard
 evacuated: left because of danger
 designated: nominated
 anguish: anxiety/torment
 congregating: gathering

2 Answers may include some of the following examples (timings may vary slightly):

7.55 pm – the house began to shake
 7.58 pm – the house stopped shaking
 7.59 pm – the sea started to rise and crash into the coastline about 2 metres high
 8.00 pm – they went into the bedroom
 8.05 pm – they evacuated the house and went to the designated secure zone
 8.15 pm – at the community's designated secure zone
 3.15 am – still at the secure zone. The electricity cuts out in the town

3 Learners' answers will vary.

4 Notes may include some of the following ideas:

- There is more focus on fear in the second quotation: *absolute fear . . . Men, women, children: all of them.*
- The choice of vocabulary in the second quotations emphasises the sense of speed and urgency: *sprinted; ran for their lives, scrambled, hurtled . . . as fast as.*

- There is more variety of sentence structures in the second quotation as it is longer and more detailed. This allows it to speed up the pace.

5 The second sentence is more dramatic, as it starts with the house shaking. This gives the idea of the three children more impact as it is clear they are in danger. The first sentence is just factual and lacks excitement.

6 Learners' answers will vary but should use the example from Activity 4 as guidance.

Check your progress

1 Past tense verbs look back on what has happened. Present tense verbs make the action more immediate and exciting. For example, 'the lion roared aggressively' and 'the lion roars aggressively'.

2 A drama script is written as a dialogue with additional instructions such as stage directions, whereas prose writing is written as continuous prose.

3 simile, metaphor, personification

4 The punctuation in poetry can create pauses when lines have a punctuation mark at the end (end-stopped) or where punctuation is used in the middle of the line (caesura). Poets also use enjambment (where one line continues into another line with no punctuation) to create a sense of movement or change in pace.

5 Learners' answers will vary, but an example would be: 'I do not like cakes because they are too sugary, so I eat fruit instead.'

6 Looking at the words around it to work out the meaning in context.

Looking up the origins of a word (its etymology) to discover its meaning.