

› Learner's Book answers

2 'Hey, You Down There'

2.1 Calvin and Dora

1 Learners may make notes on:

- Calvin burping, his small red-rimmed eyes, the loose red skin on his neck, his violent action towards the cat
- his abrupt manner and intimidating attitude towards his wife
- Dora's wariness/fear of Calvin, her quiet acceptance of his orders, her thoughts about his appearance.

2 Discussion should focus on the fact that Dora seems timid and keen to keep Calvin happy; we sympathise with her because she is positioned as someone who is not treated well.

3 Example answers:

Sentence opening	Function
For two weeks now . . .	When: Helps the reader understand time and the length of Calvin's actions.
Several feet back . . .	Where: Allows the reader to picture the scene in relation to the upcoming information about the stake.
By the time . . .	When: Indicates a time link between the events of the previous sentence and what has happened in the elapsed time.
From the house . . .	Where: Tells the reader that the setting has shifted and shows where Dora is now positioned.
If she weren't . . .	Why: Gives an indication of the manner of Dora's actions, as described in the next part of the sentence.

Sentence opening	Function
While she waited . . .	How: Prepares the reader for information about Dora's actions in the following part of the sentence.

4 Learners' answers will vary.

2.2 Down the hole

1 a At first she wishes for some water in the bucket, but then she wishes for anything to happen so that she is free from her task.

b The bottom drops out of the hole.

c Possible answers:

- *The usual redness of his face was gone; now it was a yellowish green.*
- *He was trembling violently and had trouble breathing.*
- *Calvin lay upon the ground, panting.*
- *Under ordinary circumstances, Calvin did not converse with Dora but now he seemed eager to talk.*
- *... 'Why, that hole must be a thousand feet the way the bottom dropped out of it!'*
- *Calvin babbled on.*

2 The quotation implies she would have been happy if he had been seriously ill/died. Learners may see this as comic or sinister. Their sympathy for Dora may lead them to understand her feelings, rather than judge her as a bad person.

3 Learners' answers will vary. Check that coordination is present in the compound part of the sentence and that learners have included a subordinate clause.

4 Learners' answers will vary. Check that extra dialogue is in keeping with the base text and that sound effects are appropriate to the scene.

5 Check that learners have followed the advice in the bulleted list.

2.3 Gold!

1 Learners should identify Calvin as a negative stereotype, noting his apparent greed, ignorance and mistreatment of his wife. His depiction is likely to be viewed as a comic description of small-minded man.

2 a *It don't make sense.*
No wonder they ain't got any sense.
There ain't any mines in this part of the country.
Ain't you ever heard of them secret government projects?
Now I'm going to town to get me a load of flashlights. They must need them bad. Now, mind you watch that hole good. Don't let no one go near it.'

b Learners may comment on the way in which dialect creates a sense of character and how Calvin's low morals and greed are being aligned with his social status.

3 Learners' answers will vary, but should include details about the cues given in the task. Responses should be in standard English, but note that learners probably will not demonstrate the formality of the letter in the next section of the story.

4 Speaker A sees Calvin as a figure of fun; a nasty, miserable, angry person; a fool with some bad traits.

Speaker B sees Calvin as a villain, and can't see any justification for his awful behaviour – the speaker hopes that Calvin will be punished.

Speaker C sees Dora as weak and a little dim. They imply blame – Dora is not helping herself.

Speaker D has real sympathy for Dora and sees her as a tragic figure trapped in a situation she cannot escape from.

5 Learners' answers will vary.

2.4 Glar the Master

1 Example answers:

Quotation	What it shows about Dora and her life
<i>It was seldom that she had time to idle away</i>	Dora is kept so busy on the farm (and by Calvin) that she gets little chance to relax.
<i>he burdened her with chores</i>	Calvin gives Dora many tasks to complete, implying his dominance and thoughtlessness.
<i>She read the note slowly, shaping each word with her lips as she read.</i>	Dora struggles a little with reading, but takes her time to understand.

2 Learners' answers will vary, but should address all bullet points and capture a sense of Calvin's personality in keeping with what the reader has learnt about him so far.

3 Learners may focus on the oddity of Glar's name, suggesting his 'otherness' and also his implied status as 'The Master'.

4 Learners' answers will vary depending on which words learners do not know.

5 The formal language makes Glar seem intelligent. It gives the impression of him having a high status and being a bit cold and distant.

6 Start of example answer:
 Your language is horrible, but we could work it out from the simple book you gave us.

2.5 Back down the hole

1 Example answer:

Character	What they do and don't understand about the situation
Dora	Dora does not know who the people down the hole are, but she has learnt about Glar's interest in chicken and turkey, and his assumption that the surface-dwellers are trying to kill him.

Character	What they do and don't understand about the situation
Calvin	Calvin has learnt little about the people down the hole as he has not read the letters and has made the wrong assumptions about the desires of the people down the hole. He does not realise their skill and different view of the world.

2 Learners may point out Calvin's attitude to Dora, his greed and stupidity/ignorance using the following quotations:

- *'Fix me something to eat,' he ordered Dora.*
- *'Shut up,' Calvin answered.*
- *'A whole hundred of them,' he chuckled, more to himself than to Dora. 'Fifty-nine cents a piece. Peanuts . . . one bar of gold will buy thousands.'*

3 Responses are likely to focus on Calvin's dismissive attitude to the people down the hole and how he tries to manipulate them and the situation for his own gain; his unwillingness to read the letters, the awful manner he displays towards Dora and the submissive role he expects her to perform. Stronger answers will note how the writer manipulates the reader's response by giving Calvin culturally negative attributes and contrasting his cruel dominance with his wife's status as a victim.

4 Learners' answers will vary, but will probably develop earlier points. Check that learners give an opinion in their analysis and offer comment on the writer's methods of conveying the theme of human greed and cruelty.

2.6 Turkey

1 a Responses will depend on how learners interpret the tone of the story – whether they view Calvin as a comic villain or a more sinister character.

b Various ideas for the next phase of the story are possible: some learners might anticipate the link between Calvin and Glar's request for turkey.

2 Many learners will be able to anticipate what the ending will be by this point, from the earlier descriptions of Calvin's neck (for example, . . . *the loose red skin on his neck . . . The loose folds of skin on his neck.*)

3 Learners' answers will vary, but check that learners explore the implications of each view listed.

4 Check that each of the bullets and the suggested sequence of the story are appropriate and likely to lead to an effective story.

5 These bullets require thought on behalf of learners – ensure they understand them, especially the first two about character positioning.

6 Responses should vary. Effective answers will show an understanding of the advice/prompts offered in Activities 4 and 5.

Check your progress

1 Calvin's farm does not have enough water; his well has not produced water; Calvin mistreats Dora.

2 A compound-complex sentence is composed of a compound sentence and a subordinate clause. Check the accuracy of examples.

3 Non-standard English refers to words and grammatical patterns that fall outside the conventional forms of English, slang such as 'gonna' for 'going'.

4 Formal English is the form of English used in more 'serious' texts and situations, such as news reports or official speeches. Informal English is a more relaxed form of English, used when speaking or in more casual, written texts, such as emails to friends.

5 Examples might include greed, communication, relationships, marriage.

6 Learners are likely to suggest a moral message, such as 'do not try to exploit people', 'greedy people are always punished'.

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3 Film and fame

3.1 Meeting your hero

- 1 Words that show the setting in paragraph 1: *Bombay; India; important city; vast factories; smoking chimneys; shops; bazaars; film studios; cinema; Regal Picture House.*
Proper nouns: *Prem; Bombay; India; Regal Picture House.*
- 2 Learners' answers will vary, but learners' sentences should follow the same format as the example with a noun and include some comment on effect.
- 3 a–d Learners' answers will vary, but check that learners have chosen three words and spelt them correctly, selected a suitable quotation and that they offer logical justifications in their discussions.
- 4 Learners are likely to point out that the descriptions of Rasi here are based on the fictional characters he plays and the construction of his appearance in films, rather than any first-hand knowledge of the man himself.
- 5 Contractions: *you're; I've; he's; I'm.*
Check that the dialogue rules cited in the Language focus feature have been annotated.

3.2 Predicting the story

- 1 Ideas and reasons will vary. Some learners might feel that this story will explore issues of public persona and the less glamorous reality. Others may take a more positive view.
- 2 Learners' answers will vary, but check that their plans follow the four-paragraph model and address the cues in the right-hand column.
- 3 Check that all four bullets are addressed, especially the language cues.
- 4 Examples might include: *large car; unmistakeable figure; mango-flavoured fudge; waiting car; extra money.*
- 5 a *Prem might well have dozed off in the heat*
b *His voice sounded shaky*
c *They're; I'm; I'll*

- 6 Learners' answers will vary, but check that they have identified relevant quotations and rewritten any lines in their own pieces where needed.

3.3 Real lives, real problems

- 1 Check correct identification of:
 - headline: *Hrithik Roshan says he practises every day to overcome stammering*
 - lead: *Hrithik Roshan, who has had a long struggle against stammering in his life . . .* (paragraph 1)
 - byline: *HT Correspondent, Hindustan Times*
 - paragraphs: five main paragraphs in the article
 - concluding sentence: *For 22 years I saw him do this.*
- 2 a iii
b iv, v and vi
c i and ii
d ii, v and vi
e ii, v and vi
f iv
- 3 a Answers should focus on 'practise hard'.
b Answers should focus on 'major hurdle'.
- 4 Check that learners have selected a suitable person and that information about them is available.
- 5 Check that the layout, structure and language details in learners' articles are accurate, and ensure appropriate features have been used.

3.4 Reviewing films

- 1 The answers for this activity should be in complete sentences.
 - a Comedy, family and superhero genres (action and adventure are also acceptable)

b *X-Men* or *Batman*

c The review is positive; quotations could include: *The Incredibles is an incredibly funny and incredibly warm comedy... I laughed so hard, I sometimes felt my ribs would explode... it's the humour that wins the viewer over... this one feels fresh; If you're looking for the classic holiday movie which provides fun for all the family, search no further, *The Incredibles* is incredible comedy.*

2	Language type	Example
Names of directors, actors and film studios	Craig T. Nelson Holly Hunter	
Technical language linked to films	Animation/soundtrack Soundtrack	
Facts about the film	Craig T. Nelson voices Mr Incredible Holly Hunter voices Elastigirl The main characters defeat robbers. Mr Incredible has to stop his activities. They have to move to another city. Mr Incredible is given a new opportunity Edna Mode is a costume designer.	

3 Check that learners have correctly identified the features.

4 Example answers:

a The compound adjective ‘mind-blowing’ exaggerates the effects of the nouns ‘animation’ ‘soundtrack’, suggesting that both are astoundingly good.

b The proper noun ‘Edna Moore’ is described with the adjective ‘hilarious’, which alerts the readers to the character’s comic brilliance.

5 a The hyperbole (exaggeration) suggests uncontrolled laughter.

b The comparison suggests the volume of laughter produced.

3.5 Writing a review

- 1 Check that the films learners choose are suitable and that information is readily available.
- 2 Check learners’ plans to ensure they have included all the listed information where available.
- 3 Check that three new and appropriate phrases have been devised.
Positive phrases: a must-see; a smash hit; worth seeing; high points; must not be missed; an exciting piece.
Negative phrases: a disaster from start to finish; little to recommend it; disappointing; a predictable storyline; an unsatisfying ending.
- 4 Check that learners adhere to the guidance in the task for their paragraph plans.
- 5 Learners’ answers will vary, but check that structure and content are appropriate. Stronger responses will effectively balance technical details and opinion.

3.6 Preparing a speech

- 1 **a** In Thailand / on the border between Myanmar and Thailand.
- b** The Wild Boars football team.
- c** A variety of opinion is possible, such as the boys themselves, the coach, or poor supervision of the caves by local authorities. Check that views are justified.
- d** 10 July
- e** Learners are likely identify ideas about: humans working together and risking their lives to save others; reckless behaviour; the consequences of unthinking actions; the adventure of youth; good and bad luck, etc.
- 2 a** They: appeared on international television; achieved global celebrity; met the Thai prime minister (Prayut Chan-o-cha) and were given an award – the Asian game-changer award; met Zlatan Ibrahimovic; have been on Ellen Degeneres’s talk show

- b** In Thailand they are treated as heroes who have brought honour and glory to their country; overseas they have more of a celebrity status.
- c** The error is ‘more braver’ which should be rewritten as ‘braver’.
- 3** Zlatan Ibrahimovic is their hero, probably because he has excelled in a sport they play.
- 4 a and b** Check that all preparation is completed.
- c** Planning is likely to follow the bullet points. If so, check that enough weight is given to each one and that justifications are likely to be convincing.

5 and 6 Learners’ answers will vary. Encourage learners to check their speeches using the prompts in Activity 5.

Check your progress

- 1** Answers might refer to the use of references to places via proper nouns, striking choice of vocabulary in descriptions of place, use of colours, sensual description, etc.
- 2** Answers might include *don't*, *couldn't*, *I've*.
- 3** A proper noun is the name of a specific thing, place or person, marked by an initial capital letter, such as *Bombay*; abstract nouns express feelings and ideas, such as ‘love’ or ‘freedom’; an adjective–noun combination places an adjective next to a noun, such as ‘angry child’.
- 4** Answers might include: headline, lead (a paragraph at the start), byline, paragraphs, concluding sentence (for a newspaper), positive and negative language, references to special effects, lead actor, soundtrack, genre and plot (for a film review).
- 5** Answers might include: title, cast/actors list, rating, plot recount, backstory recount.
- 6** Alongside content, aspects of delivery such as speed, gesture and eye contact.