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How to Use This Answer Key

This key gives concise model answers for every exercise in Comprehension 4 & 5, organised by chapter and matching the page order of the printed book. Many questions in this workbook (vocabulary-in-context, inference, opinion/evaluative, and “suggest a title” type questions) are open-ended by design — the answers below give the core idea a correct student response should contain; reasonable variations in wording should be accepted.

Chapter 1: The Foundations of Comprehension

Chapter 1 is mostly instructional (types of text, the three levels of thinking, the RACE strategy, mechanics). It contains

No worksheet item.

Chapter 2: Literal Comprehension Skills

Skill 1 — Let’s Practise 1 (Spiders passage) pg 14

1. Eight legs.
2. The thorax and the abdomen.
3. Eight eyes.
4. No, spiders do not have antennae.
5. Silk.
6. On every continent, in a wide variety of habitats (forests, deserts, even inside homes).
7. No — most species are harmless to humans.
8. They control the insect population; without spiders, insect numbers could spiral out of control, damaging crops and spreading disease.

Skill 2 — Lets Practise 2

Passage 1 (Recycling) — steps in order: pg 16

1. Materials (paper, plastic, glass, metal) are collected/placed in recycling bins.
2. Taken to the recycling facility.

3. Sorted into categories.
4. Cleaned.
5. Processed to create new products.

Passage 2 (Mother's morning routine)— sequence: pg.17

1. Wakes up first (for quiet time).
2. Makes breakfast and packs lunch kits.
3. Wakes the children and helps them get ready for school.
4. After everyone leaves, organises the laundry and cleans the house.

Skill 3 — Let's Practise 3 (Vocabulary in context)

Paragraph 1: pg 19

Melodiously – in a pleasant/musical way;
 Canopy – an overhead covering of branches/leaves;
 Filtered – passed through gradually;
 Immersed – deeply absorbed in;
 Tranquillity – peacefulness, calm.

Paragraph 2: pg 19

Onslaught – a sudden, fierce attack;
 Scampered – ran quickly;
 Refuge – shelter/safety;
 Force – power/strength;
 Trepidation – fear or anxiety;
 Banded together – united, joined together.

Paragraph 3: pg 20

Model – an excellent example;
 Eager – enthusiastic, keen;
 Excelled – did extremely well;
 Tirelessly –
 without tiring, persistently;
 Reviewing – going over again to study;
 Volunteered – offered to help without being paid.

Skill 4 — Let's Practise 4 (Comparing and contrasting) pg 22

Alligator vs Crocodile —

Similarities (any 2): both reptiles; both have armoured bodies; both have powerful tails; both are carnivorous.

Differences (any 2): alligator has a U-shaped snout / crocodile has a V-shaped snout; alligator lives mostly in freshwater / crocodile lives in fresh and salt water; crocodiles are more aggressive than alligators.

Travis vs Rena — pg 23

Similarities: both are exemplary students; both are committed to their education; both are curious about new innovations.

Differences: Travis is adventurous, outgoing, a born leader who enjoys group activities / Rena is quiet, reflective and prefers being alone.

Vegans vs Vegetarians — pg 24

Similarities: both promote a plant-based diet; both aim to reduce animal suffering and promote sustainable living.

Differences: vegetarians eat dairy and eggs, vegans do not consume any animal products; vegans also eliminate animal byproducts from clothing and personal care items, vegetarians do not necessarily.

Chapter 3: Inferential Comprehension Skills

Skill 1 — Let's Practise 5 (Making Predictions)

1. Patch and the cat: Patch will likely notice the gate is unlatched and push through it to chase after the neighbour's cat. **pg 27**
2. Sai at Maracas Beach: Because she ignored her parents' warning and swam unsupervised in turbulent water, she is likely to get into danger — pulled by a current, and may need to be rescued. **Pg 28**
3. Suvir and the exam: Answers may vary with justification. A reasonable answer: probably not immediately since he shows a pattern of being distracted and unprepared, he is likely to repeat the behaviour unless something makes him change (accept a well-supported "yes" answer too, e.g. that the shock of panicking motivates him to study next time). **Pg 28**
4. Liam and the football: Liam will likely run into the road to retrieve the ball after checking that it is safe to do so, since the passage shows he hesitated and looked intently rather than running in immediately. **Pg 29**
5. Kelly and cheating: Since Kelly is described as normally diligent and honest, she is likely to resist the temptation and not cheat, choosing to do her best honestly despite her fear of punishment (a well-justified "yes, she may cheat out of panic" should also be accepted). **Pg 29**

Skill 2 — Let's Practise 6 (Cause and Effect)

Part A **pg 32**

1. Cause: Rebecca was dishonest. Effect: She was penalised.
2. Cause: Leera ate the entire cake. Effect: She now has a tummy ache.
3. Cause: The violent storm. Effect: Several trees were uprooted and there was widespread flooding.
4. Cause: A severe shortage of texts. Effect: Sarah was unable to purchase the books.
5. Cause: The teacher explained the problem several times. Effect: The students finally understood it.

Part A **pg 33**

6. Cause: Sarah forgot to water the plants. Effect: They all died.
7. Cause: Mother supervised all the kids at the park. Effect: There were no incidents that evening.
8. Cause: The man witnessed the attack on the old lady. Effect: He was questioned by the police.
9. Cause: Ravi and Lisa left their homes early. Effect: They arrived at the meeting on time.
10. Cause: Several students contracted the virus at school. Effect: They had to visit the doctor last week.

Part B **pg 34**

1. Chain: The alarm malfunctioned → the speaker got up late → had to rush → forgot the presentation at home → manager got angry → received a stern warning for repeated tardiness → felt frustrated.
2. Chain: Levi played video games instead of studying → he failed his test → his parents banned games and grounded him → he felt depressed → he apologised and created a study plan.

Skill 3 — Let's Practise 7 (Inferring Character Traits/Motives)

Pg 38

1. Linda is kind, caring and compassionate — she stopped to help an injured animal.
2. Sarah is inconsiderate/dismissive — she refused to listen to someone trying to explain themselves.
3. The teacher is patient and dedicated — they take the time to make sure every child understands.

Pg 39

4. Ryan is secretive and possibly irresponsible — leaving without telling his parents, repeatedly.
5. Trish is shy/introverted — she isolated herself with her phone rather than socialising.

6. The aunt is warm, loving and fun — she spends quality time with the narrator.

Pg 40

7. The father is patient and persistent, but also practical — he tried to repair the machine before replacing it.

8. Shivana is shy, self-conscious and insecure about how she looks.

9. Franz is dependable and resourceful — others trust him to solve problems.

Pg 41

10. The lawyer is thorough, well-prepared and persuasive.

11. Justin is responsible, disciplined and organised.

12. Tracy is responsible, caring and mature for her age.

Skill 4 — Let's Practise 8 (Identifying the Main Idea)

Pg 44

1. Crime passage — Main idea: Crime is a serious issue that negatively affects individuals and communities.

Supporting details: it disrupts peace and safety; creates fear and insecurity; causes financial loss and emotional trauma; governments must create and enforce strict laws to build a peaceful society.

Pg 45

2. Kitchen garden passage — Main idea: Having a kitchen garden is a simple way to improve health, save money, and care for the planet. Supporting details: reduces grocery expenses; provides fresh, chemical-free produce; promotes mental well-being; can be planted in the ground, pots, or raised beds.

Pg 46

3. Balanced diet/exercise passage — Main idea: A balanced diet and regular exercise are essential for a healthy, happy life. Supporting details: diet provides necessary nutrients and reduces disease risk; exercise strengthens the body and improves mental well-being; together they maintain healthy weight and boost energy and quality of life.

Pg 47

4. Storm passage — Main idea: Although the storm caused destruction, the families' teamwork and preparation kept them safe. Supporting details: strong winds and heavy rain caused flooding; families worked together to secure their homes and move valuables to safety.

Skill 5 — Let's Practise 9 (Determining the Author's Purpose)

Pg 51

1. Josh and the water balloons — Entertain (humorous, storytelling tone).

2. Spiders passage — Inform (factual, corrects misconceptions).

Pg 52

3. Sustainable practices/deforestation passage — Persuade (urges the reader to support conservation).

4. The dog passage — Entertain (humorous, affectionate, exaggerated description).

Pg 53

5. Smart TV advertisement — Persuade (promotional language, call to action "Upgrade now").

Skill 6 — Making Connections (table)

These are personal, text-to-self answers, so responses will vary. Acceptable examples: 1. Rosie's messy room: "This reminds me of a time I was told repeatedly to clean my room and didn't listen." (or any other suitable answer.)

2. Children tired from leaving home early to avoid traffic: "This reminds me of having to wake up very early for school to beat the traffic." (or any other suitable answer.)

Chapter 4: Evaluative Comprehension

Skill 2 — Let's Practise 10 (Judgements with evidence)

These are opinion questions — either position is acceptable provided it is supported with evidence from the text and a justification.

Sample answers:

pg 61

1. Social media (helpful or harmful?): Either view is acceptable. Sample: "Social media is more harmful because it can lead to children comparing themselves to others, meeting unsafe strangers, and losing study and outdoor-play time — as stated in the passage."

Social media is more helpful as it helps friends stay connected and you can learn about what is happening in the world.

2. Daily homework — agree/disagree: Sample: "I disagree, because the passage states that too much homework can cause stress and take away family time, and students already spend long hours at school."

"I agree that students should get homework everyday because it builds responsibility and good study habits.

Pg 62

3. School uniforms: - Q1: Either view acceptable with a reason from the text (e.g. uniforms reduce teasing and save time, OR they take away freedom of expression and can be costly). —

Q2: Open-ended — e.g. "I would allow some flexibility, such as a choice of colour, so students keep a sense of identity while still keeping the benefits of a uniform policy." (or any other acceptable response)

Skill 3 — Let's Practise 11 (Evaluating Actions and Consequences)

Pg 64

1. Emma's action (returning the wallet) was right — it was honest and kind.

Had she kept it, the boy would have lost his money and been upset, and Emma would have acted dishonestly.

2. Sophia's action (telling the teacher) was the right choice — it protected her classmate.

If she hadn't acted, the bullying likely would have continued or worsened.

Pg 65

3. Suvir's choice to prioritise games over studying was unwise.

The immediate consequence, from the text, was that he panicked during the exam because "he had nothing to write."

4. Vera's action is understandable given the provocation, but punching Cassie was not the right response — while Cassie's bullying was wrong, responding with violence caused injury and could get Vera into trouble too; she could have reported it instead.

Pg 66

5. Anya's action (pretending the power went out) was a harmful/dishonest way to end the argument, even though it worked temporarily —

An honest conversation or a system for taking turns would have been a better, fairer solution.

Skill 4 — Let's Practise 12 (FAIR Method — Character & Social Conflicts)

Pg 70

1. Ravi and Aisha: Conflict — they cannot agree on a volcano vs. a solar system project. Solution: combine the two ideas (e.g. a project on volcanoes on other planets) or take turns choosing topics for future projects. This is fair because both students' interests are represented.

2. Football vs. hopscotch: Conflict — two groups want the same playground space for different games. Solution: divide the playground into zones, or alternate days/times for each game. Fair because both groups get to play.

Pg. 71

3. Sara's late library book: Conflict — Sara felt embarrassed by a public reminder. Solution: Sara returns the book and apologises, and asks the librarian to give reminders privately in future. Fair because it addresses the lateness while respecting her feelings.

4. The Birthday Gift.: Conflict - Jayden and his sister disagree with the use of his new game. Solution: They can take turns playing with Jayden going first or they can play a two player game together. Fair because it allows the receiver of the gift to enjoy what was given to them.

Pg 72

5. Rai and Zoe's painting: Conflict — Rai accidentally painted over Zoe's work. Solution: Rai apologises, and they

work together to repair or redo the affected part. Fair because it restores both the artwork and the friendship.

6. Green Valley mall vs. trees: Conflict — developers want to clear a forest for a mall; the community and environmentalists want to protect the wildlife and trees. Solution: the developers agree to a smaller development, preserve part of the forest, and/or commit to replanting trees elsewhere. Fair because it balances development with environmental protection.

Skill 4 — Let's Practise 13 (Solving Social/Dilemma Conflict)

Pg 74

1. Replacing Textbooks with E books: Action - The Ministry of Education should provide / help families with the cost of the device. This will allow families to save money. Guidelines should be given to students using these devices to prevent health risks such as eye strains and headaches.

Pg 75

2. Deforestation: Action — government/communities could enforce reforestation programmes and stricter regulations on tree-cutting. This would help restore animal habitats, reduce carbon dioxide levels, and prevent soil erosion and landslides.

Pg 76

3. Global warming: Two ways to help — (i) use renewable energy sources instead of fossil fuels, and (ii) reduce deforestation and plant more trees. (Note: "Passage 4" is listed as a heading in the book with no passage text beneath it — this appears to be an incomplete entry in the source file with no question to answer.)

Skill 5 — Let's Practise 14 (Comparing to make a final judgement)

Passage 1 (Gary and Ronnie):

Pg 78

1. Gary spent his time focusing on assigned tasks and doing his best work, and used his evenings for revision and chores. Ronnie distracted classmates and got into trouble, and spent his evenings playing cricket and watching television instead of studying.
2. Gary is more likely to succeed, because he consistently focused on his schoolwork and used his time productively, while Ronnie's disruptive behaviour and lack of revision suggest he was poorly prepared.

Passage 2 (Emma and Jack):

Pg 79

1. Emma's action was better — she shared her snacks and was rewarded with her classmates' gratitude and company, while Jack's selfishness led to his classmates feeling hurt and avoiding him.
2. Lesson: sharing and kindness build positive relationships, while selfishness leads to isolation.

Weighing Pros and Cons — Let's Practise 15

Pg 82

Passage 1

1. After-school clubs:

Advantages: improves social skills, teaches teamwork, develops talents, keeps students away from negative influences.

Disadvantages: causes tiredness, reduces family time and rest, increases stress.

Final answer (sample): "I would encourage my child to join one or two clubs rather than many, so they gain the benefits of extracurricular activities while still having time to rest and be with family."

Pg 83

2. Class garden:

Advantage: make the school look beautiful, help students learn how plants grow, teaches team work, patience and care for the environment.

Disadvantage: It takes time and effort, bugs and bad weather can damage the plants, the garden may take up space that could be used for other school activities.

Open-ended — sample: "Yes, Mrs. Khan should start the garden, because the benefits of teamwork, learning and environmental care outweigh the extra time and effort needed to maintain it."

Pg 84

3. AI and homework:

Advantage: AI can give quick answers, explain difficult topics, help check grammar or spelling mistakes, saves time and make learning easier.

Disadvantages: students may stop thinking for themselves, the AI can give wrong or incomplete answers, teachers may not see student's own ideas and effort

Open-ended — sample: "Children should be allowed to use AI as a learning aid, but only in moderation and used honestly, since relying on it completely could weaken their own thinking skills and misrepresent their true understanding to the teacher."

Chapter 5: Practise With Passages

Passage 1 — Mental Health (Non-Fiction)

Pg 86

1. Mental health is a state of well-being that enables people to cope with the stresses of life — it refers to how we feel, think and behave.
2. Any three: stress from school, poverty, family strife/friendships, relocating, losing a loved one, or sudden disability.
3. Advice: seek professional help — consult a doctor or a counsellor.
4. Talking to someone we trust helps because it allows us to share the burden of our problems and receive support and advice rather than dealing with it alone.
5. Physical health relates to the body; mental health focuses on the mind.
6. Resilient — able to recover quickly from difficulties. Struggling — having a hard time coping with something.
7. Any two beyond those in the passage: e.g. spending time in nature, journaling, practising mindfulness/meditation, spending time with pets.

Passage 2 — The Haunted House (Fiction)

Pg 88

1. Any two: mischievous, reckless, adventurous, prankster.
2. Mood: eerie/suspenseful/scary. Reason: the description of howling winds, cracking thunder, hooting owls and the pitch-dark house builds tension.
3. To teach Devin a lesson for his constant pranks and boasting.
4. The inverted commas suggest doubt — hinting to the reader that the house isn't really haunted, foreshadowing that the "haunting" is staged.
5. Time: night. Details: winds howling, thunder cracking, lightning flashing, pitch dark.
6. Open-ended — sample: "I think the prank went a bit too far, since it could have genuinely frightened Devin, but it did succeed in teaching him a lesson about how his own pranks affect others."
7. Open-ended, with support — sample "Yes, it's suitable, because the setting and events (the eerie house, the 'ghost') make it feel haunted throughout, even though it turns out to be a prank."

Passage 3 — Coral Reefs (Non-Fiction)

Pg 91

1. Fringing reefs, barrier reefs, and the Meso-American reef (a named barrier reef example).
2. Any two: they provide habitat and protection for marine life; they protect the coastline from erosion and storm damage.
3. Coral bleaching is when rising ocean temperatures cause corals to expel the algae that give them nutrients, which can lead to the coral's death if conditions persist.
4. Vibrant — full of life, bright and lively. Legislation — laws or rules made by a government.
5. Because healthier, protected reefs mean better snorkelling and diving opportunities for visitors.
6. To inform the reader about the threats facing Caribbean coral reefs and their causes.
7. Any reasonable strategy: reducing pollution, banning harmful fishing practices, creating more marine protected areas, reducing carbon emissions.

Passage 4 — Anansi and Turtle (Fiction)

Pg 94

1. Turtle had walked a long way and was tired and hungry.
2. Anansi's behaviour shows he is selfish and cunning — he tricked Turtle into washing his hands so he could eat all the yams himself.

3. Yes — because Turtle knew, as a spider, Anansi could not dive to the river bottom, this was likely a deliberate way to get back at him for his earlier trick.
4. He put stones in his coat pockets to weigh himself down so he could sink to the bottom of the river.
5. Yes, it was justified — Anansi had tricked Turtle out of a meal earlier, so Turtle's trick was a fair way to teach him a lesson.
6. Lesson: selfishness and trickery often come back on you ("what goes around comes around").
7. Their relationship is rivalrous and based on trickery and getting even with one another, rather than genuine friendship.

Passage 5 — Butterflies and Moths (Non-Fiction)

Pg 97

1. Both undergo complete metamorphosis through four life stages: egg, larva, pupa, and adult.
2. Butterflies have bright wings to attract mates and warn predators, since they are active by day; moths have dull, camouflaged wings to blend in, since they are active at night.
3. Nocturnal — active at night. Predators — animals that hunt other animals for food.
4. Inside the cocoon, enzymes dissolve most of the caterpillar's body into a semi-liquid state, while certain cells remain intact and develop into adult structures such as wings, legs and antennae.
5. Main idea: butterflies and moths play a vital role in the ecosystem through pollination, the food chain, and biodiversity. Supporting details: they pollinate flowers as they feed on nectar, and without them certain plants would struggle to reproduce, harming agriculture and food production.
6. Yes — since they are vital pollinators, and their loss would harm agriculture, food production and biodiversity.
7. Likely for camouflage/protection — to blend into their surroundings and avoid predators while resting.

Passage 6 — The Evolution of the Car (Non-Fiction)

Pg 100

1. Henry Ford introduced the assembly line, in 1913.
2. Any two: drastically reduced production costs; made cars more affordable for the average citizen; led to the Ford Model T becoming the first mass-produced car.
3. Any three: seatbelts, airbags, anti-lock braking systems, lane departure warnings, automatic braking.
4. Because of growing concern about the environment and about safety — reducing emissions and preventing accidents.
5. Positive: cars became more affordable and accessible to the average person. Negative: cars/car production contribute to pollution and greenhouse gas emissions.
6. Hybrid vehicles use a combination of petrol and an electric motor and don't need charging; electric vehicles run purely on electricity and promise zero emissions.
7. Electric vehicles, because they promise zero emissions, while hybrids still rely partly on petrol.

Passage 7 — The Cunning Landlord (Fiction)

Pg 103

1. He loaned small amounts of money to needy people and kept adding interest until they couldn't repay, forcing them to surrender their land; for the old lady specifically, he bribed a government official and forged ownership papers.
2. He is greedy, deceitful and manipulative — evidenced by his loan scheme and his bribery/forgery to steal the old lady's land.
3. He bribed a government official to forge ownership papers, then used the (also bribed) court system to legally claim her land.
4. He believed the soil was worthless to him since he'd already gained her land for free, so it cost him nothing to grant her request.
5. At the beginning, the landlord's character was greedy and dishonest; at the end, the landlord was remorseful/repentant.

6. Moral: greed leads to one's downfall, or material wealth gained dishonestly ultimately means nothing.
7. Yes — she likely overfilled it deliberately, to make a powerful point about how even a small amount of soil is a heavy burden, teaching the landlord a lesson about the weight of his own greed for land.

Passage 8 — Solar Energy (Non-Fiction)

Pg 106

1. Solar energy is the light and heat from the sun that can be captured and converted into usable electricity, heat, or other forms of energy.
2. Solar panels use silicon to convert sunlight into direct current (DC) electricity, which an inverter then converts into alternating current (AC) to power homes and appliances.
3. It is a clean, renewable resource that produces no carbon emissions, reduces environmental damage from drilling for fossil fuels, and requires very little water compared to traditional power plants.
4. Because solar power depends on sunlight, and northern Canada has short daylight hours and often cloudy/snowy winters, reducing how much sunlight reaches the panels.
5. Converts — changes from one form into another. Excess — more than what is needed, surplus.
6. Open-ended — sample: “Yes, because the low maintenance costs and 25-year lifespan mean the system pays for itself over time, while also saving on electricity bills and helping the environment.”
7. Main idea: while solar power has real benefits, it also has genuine drawbacks like high installation costs and dependence on available sunlight.

Passage 9 — The Crocodile and the Monkey (Fiction)

Pg109

1. She requested a monkey's heart because she had heard they were tasty/delicious.
2. He felt distraught/upset, sitting by the river crying, because monkeys live high in the trees and are hard to catch.
3. He offered fruit from the island to gain the monkey's trust and friendship, then offered to carry him there on his back so he could hand him over to Kullan.
4. He likely felt shocked, betrayed and afraid upon realising Mandu's true intention.
5. Open-ended — sample: “I would not have agreed to my wife's request in that way, since betraying a friend for food is wrong; I would have found another way to please her.”
6. His actions show he is deceptive and willing to betray a friend, but also somewhat weak-willed, going along with his wife's demand despite the friendship.
7. Lesson: true friendship and honesty should not be sacrificed for selfish desires; cleverness can also outwit trickery.

Passage 10 — The Ocean (Non-Fiction)

Pg112

1. An ocean is a huge body of saltwater covering more than seventy percent of the Earth, providing food, oxygen and habitat for plants and animals.
 2. Greenhouse gases cause oceans to absorb more heat, raising sea surface temperatures and sea levels; changing ocean temperatures and currents alter climate patterns and can promote stronger storms.
 3. a. Oceans absorb large amounts of dissolved carbon dioxide, which changes the chemistry of seawater, making it more acidic. (b) Increased acidity makes it harder for organisms like corals and shellfish to build their skeletons/shells, altering the biodiversity of ocean ecosystems.
 4. Advice: avoid drilling, or take strict precautions against spills, since oil spills and toxic chemicals harm marine life and make waters unsafe.
 5. Any two: dispose of trash properly, recycle and reuse plastic, join or organise beach clean-ups, reduce single-use plastic.
 6. Open-ended — accept either view with reasoning, e.g. “Climate change is the bigger threat, because it affects temperature, acidity and sea level across the whole ocean system, while overfishing mainly affects specific species.”
- Climate change has a broader /wider effect and takes longer whilst overfishing may be contained and is immediate.

7. To show that even the smallest organisms play a crucial role in the ocean's food chain — every part of the ecosystem matters, however small.

Passage 11 — The Ridiculous Wishes (Fiction)

Pg 115

1. Jupiter appeared to him after hearing him complain about never being granted a wish, and offered him three wishes.
2. Prudently — sensibly, carefully. Abuse — to speak to someone in a harsh, insulting way.
3. The woodcutter was impulsive, making a careless wish out of hunger; his wife was quick to criticise and scold him harshly rather than staying calm.
4. First wish: for a sausage to eat by the fire. Wife's reaction: she was furious and scolded him for wasting a wish on something so trivial.
5. Open-ended — sample: "Possibly not — since she reacted just as emotionally (scolding him harshly), she may have made an equally rash wish out of frustration."
This may have been possible as in line 11 she stated that they must be prudent and think carefully before making a wish.
6. Overall mood: humorous, with an element of frustration and regret.
7. Lesson: think carefully before acting or speaking, since hasty decisions can have lasting consequences.

Passage 12 — Aircraft History (Non-Fiction)

Pg 118

1. Orville and Wilbur Wright, in 1903.
2. Jet liners (like the Boeing 707) made air travel common and accessible to millions of people around the world.
3. It proved that controlled, powered flight was possible, laying the foundation for all future aircraft development.
4. Positive (any two): faster, easier global travel; lets people learn about new cultures; supports international business. Negative: air travel emits greenhouse gases that contribute to global warming (or: confined cabins can spread infectious disease; air travel can be costly).
5. Main idea: air travel has greatly benefited global connection and business, but it also carries real environmental and health-related downsides.
6. An environmentally-conscious traveller might fly less often, choose more fuel-efficient airlines, or avoid flying for short trips they could make another way.
7. Suitable title: "The Evolution of Air Travel" (or similar).

Passage 13 — The Story of Medusa (Fiction)

Pg 122

1. Medusa was a beautiful maiden who lived in Athens, Greece.
2. She was vain and boastful — she constantly bragged about her beauty and insulted Athena's temple and artwork.
3. They gasped and quickly left the temple, fearing Athena's anger at Medusa's disrespectful remarks.
4. Open-ended — sample: "Athena seems fair but harsh — she punished vanity severely, but it does teach an important lesson about humility."
5. Athena was angered by Medusa's arrogance and disrespect, believing there is more to life than beauty alone.
6. Open-ended — accept either view with reasoning (e.g. "too severe for vanity alone" or "justified, since she disrespected a goddess and needed to learn humility").
7. So that her deadly gaze — which turns onlookers to stone — could not harm anyone who could see her, since the monsters were already blind.

Passage 14 — Vaccinations (Non-Fiction)

Pg 124

1. Vaccination is a medical process that helps the body build immunity to infectious diseases, by introducing a weakened or inactive form of a virus or bacteria so the immune system learns to recognise and fight it.
2. Any three: pain, redness, tenderness, swelling at the injection site.
3. Vulnerable groups cannot be vaccinated themselves, so they depend on herd immunity from vaccinated people around them.
4. Widespread occurrence — “prevalence”. Reappearance — “resurgence”.
5. Vaccines prevent disease before it occurs, reduce the spread of infection, build herd immunity, and lower healthcare costs by reducing hospitalisation.
6. Any two: public education campaigns from trusted health sources; fact-checking and regulating false health information on social media.
7. Advice: speak with a doctor about the safety and benefits of vaccines, and consider that vaccination protects both the baby and vulnerable people (like the elderly) around them.
8. Vaccine hesitancy is reluctance or refusal to get vaccinated, often due to fear or misinformation; its effect is the resurgence of preventable diseases (like measles) and added strain on healthcare systems.

Passage 15 — Ping’s Contest (Fiction)

Pg 127

1. The King had no sons to inherit the throne, so he held a gardening contest; the prize was becoming the next ruler.
2. a. Any two: skilled at growing things, hardworking, honest. (b) The King was looking for honesty — since the seeds were cooked and couldn’t grow, only an honest boy would present an empty pot rather than cheat.
3. Problem: his seed never grew, no matter what he did. Actions taken: watered it daily, moved it to richer soil twice, and added a fish-powder fertiliser.
4. Ping was honest, presenting his empty pot as it truly was, while the other children apparently used different (uncooked) seeds and lied about growing the royal seed successfully.
5. Ping was chosen, because he was the only one honest enough to bring an empty pot, proving his integrity when everyone else appeared to cheat.
6. Yes — his mood changed from desperate and ashamed to relieved and proud once the King revealed the trick and praised his honesty.
7. Suitable title: “The Honest Boy” (or similar, referencing honesty and the seed contest).

Chapter 6: Poetry

Let’s Practise 16 (Similes)

Pg 134

1. Baby’s cheeks as red as cherries — the cheeks were very rosy/red.
2. Teacher as busy as a bee — the teacher was extremely busy/active all day.
3. Child stubborn like a mule — the child was very hard to persuade, very stubborn.
4. Words as sweet as honey — her words were very pleasant and kind.
5. As quiet as a mouse — she entered silently, without being noticed.
6. Blind like a bat — the old man had very poor eyesight.
7. Fought like cats and dogs — they fought fiercely and constantly.
8. Swims like a fish — Lisa swims very well/skillfully.
9. Slept like a log — he slept very deeply and soundly.

10. Spread like wildfire — it spread very quickly and was hard to control.

Let's Practise 17 (Metaphors)

Pg 137

1. Classroom was a zoo — the classroom was extremely chaotic and noisy.
2. Lucy is an early bird — Lucy wakes up/arrives very early.
3. His brain is a computer — he is highly intelligent and processes information quickly.
4. Heart of gold — she is very kind and generous.
5. He is a lion — he is brave and fierce.
6. Voice is music to my ears — her voice is very pleasant to listen to.
7. Wind was a whisper — the wind was very soft and gentle.
8. Mind was a maze of thoughts — his thoughts were confusing and complicated.
9. Life is a rollercoaster — life has many unpredictable ups and downs.
10. Words were daggers — her words were hurtful and painful.

Let's Practise 18 (Personification)

Pg 140

1. Trees stretched their arms — gives the branches the human quality of stretching upward.
2. Flowers danced gracefully — gives the flowers the human ability to dance, swaying elegantly in the wind.
3. Thunder grumbled loudly — gives thunder the human quality of grumbling, describing its deep rumble.
4. Winds howled — gives the wind the ability to howl, describing a loud, wailing sound.
5. My computer died — gives the computer the human quality of dying, meaning it stopped working.
6. Sun smiled down — gives the sun the human ability to smile, suggesting warm, pleasant sunshine.
7. Flames devoured the furniture — gives the flames the ability to devour, showing how quickly the fire consumed it.
8. Chair groaned under my weight — gives the chair the human ability to groan, describing a creaking sound.
9. Alarm clock squealed — gives the clock the ability to squeal, describing its loud, sharp sound.
10. Armchair gently hugged me — gives the armchair the human ability to hug, describing how comfortable it felt.

Chapter 7: Practise With Poems

Poem 1 — I Don't, I Don't

(Does not contain a question # 5)

1. The speaker is a child.
The child's problem is being constantly told what not to do, and feeling frustrated by all the rules.
List (any three):
2. The three things the speaker was told not to do was : (any 3) interrupt, tease the cat, bite nails, slam the door, leave messes, shout, fight, spill food, talk back, climb the tree, point the gun, track in mud.
3. Skin your knee suggests a bruised / cut knees which gives the impression of a lively, adventurous, energetic child who is often outdoors. Talk back suggests that he sometimes talks back to adults.
4. The poet likely felt frustrated and annoyed, since almost everything they wanted to do was met with "don't."

(No question #5)

6. Children often forget rules or repeat risky behaviour, so adults must remind them repeatedly for safety and good behaviour.
7. Yes — the repeated word "don't" throughout mirrors the child's frustration at being constantly restricted, making it a fitting title.

Poem 2 — (Homework poem)

Pg 154

1. Begins right after the school bell rings and is completed very late at night.
2. Mathematics — suggested by “Formulae dance inside my head,” or “each problem takes a toll.”
3. Because the homework feels overwhelming, like a huge task to climb, similar to a mountain.
4. The poet’s attitude shifts from viewing homework as tiring and unwelcome to recognising that it helps them learn and grow, ending on a more positive note.
5. Positive: it helps the student learn and grow, building toward future success. Negative: it takes away time to rest and play, and can be tiring.
6. Not necessarily strong at Maths — lines like, “The answers hide, they will not show” and “my mind feels slow” suggest he/she struggles with it.
7. Suitable title: “The Weight of Homework” (or similar) — reflecting both the struggle and the growth described.

Poem 3 — Wind on the Hill

Pg 157

1. The speaker says nobody knows where the wind comes from or where it goes — it moves too fast to keep up with.
2. By letting go of his kite string, the wind will carry the kite away; wherever he finds the kite later, he’ll know that’s where the wind has blown.
3. Probably not — the poem emphasises that “nobody knows” where the wind comes from, suggesting it remains a mystery even by the end.
4. Mood: playful/curious — the lighthearted, imaginative tone of chasing the wind with a kite supports this.
5. Gentle — the idea of the wind carrying a kite “for a day and a night” suggests a manageable breeze rather than a violent wind.
6. “Keep up with” means to match something’s pace or move at the same speed as it.
7. Open-ended personal response using yes or no and supporting information from the poem to prove the answer.

Poem 4 — (Procrastination poem)

Pg 160

1. It creates fear and doubt, and time slips away without anything being accomplished.
2. Any two: tasks pile up; deadlines approach quickly; stress and regret build.
3. Simile: “Like a river that flows but never stays.” Personification: “Procrastination knocks lightly at the door” (or “discipline knocks... Says, ‘Start today’”).
4. Joy and relief/freedom.
5. Meaning: time keeps passing without anything being accomplished — wasted aimlessly, like a river that never stops to rest.
6. It suggests that procrastination leads to overwhelming, intense anxiety as deadlines get closer.
7. Lesson: don’t procrastinate — starting tasks promptly brings relief and joy, while delaying only brings stress.

Poem 5 — Foreign Lands

Pg 163

1. He is up in a cherry tree; he sees the neighbour’s garden, a river, roads, and people below.
2. So he could see even farther and more of the world beyond what he can currently see.
3. Meaning: the river’s ripples reflect the blue sky like a mirror.
4. An imaginative, curious and adventurous child — shown by his excitement at seeing new things and his wish to see even more from a higher point.
5. Mood: wonder, curiosity, joy.

6. Because from the tree he can see new, unfamiliar places he's never seen before, making it feel like discovering a foreign land.

8. Message: childhood is a time of wonder and imagination, discovering the world with curiosity.

Poem 6 — The World We Created

Pg 166

1. Any three: littering (broken bottles, plastic bags); ripping out plants and trees; oil/chemical waste; vehicle and factory emissions.
2. Plastic and oil pollute the sea; impact: they choke marine life and change the ocean's pH (acidification).
3. Tone: angry/critical. Mood: concerned/alarmed.
4. Any two: pollution and chemical acidification decreasing the sea's pH; direct destruction/exploitation of reefs like the Great Barrier Reef.
5. Humans are responsible; quote: "Are these all acts of our human notion?" (or "Is this what's become of our humanity?").
6. Any two: enforce stricter environmental laws and regulations; invest in renewable energy and pollution control.
7. Author's purpose: to persuade readers to change harmful habits and protect the environment.

Poem 7 — Have You Earned Your Tomorrow

Pg 169

1. Giving a cheerful greeting to a friend.
2. Rejoicing — feeling great joy. Discontent — dissatisfaction, unhappiness.
3. Main idea: our daily kindness to others determines whether we have lived the day well and "earned" another day.
Details: the poem asks whether you helped someone, spoke kindly, or left a trail of kindness rather than discontent.
4. Open ended - The questions pushes the reader to reflect deeply and examine their own daily behaviour.
5. "You have earned one more tomorrow by the work you did today."
6. Message: live each day with kindness and purpose, since our actions today determine whether we deserve tomorrow.
7. Open-ended — sample: "Yes, small acts of kindness genuinely brighten others' days and encourage more kindness in return."

Poem 8 — It's a Drag to be a Dragon

Pg 172

1. The speaker is a dragon.
2. Meaning: being a dragon is boring and tiresome.
3. Any three: his size and fire scare others away; he gets kicked out of places (coffee shops, ball games, amusement parks, playgrounds) because of his fire; he can't take part in normal activities like hide-and-seek, blowing out birthday candles, or swimming.
4. Mood: gloomy/self-pitying — supported by "My life is not exciting... it's dull and boring."
5. His fire breath causes him to be excluded — he gets kicked out of coffee shops, melts playground swings and slides, and vaporised a lake when he tried to swim.
6. Literary device: hyperbole and personification. Reason: used to create humour and make the dragon's frustration light-hearted and relatable.
7. Any two reasons: to emphasise how long and lonely his life has felt, and that despite his old age, nothing exciting has ever happened to break the monotony.

Poem 9 — It Couldn't Be Done

Pg 175

1. People say the task cannot be done — that no one has ever managed it.

2. He doesn't let their negativity discourage him; he confidently and cheerfully attempts the task without doubting himself, and succeeds.
3. Tone: confident/determined. Theme: perseverance/self-belief.
4. The main character is positive and determined; the others are doubtful and discouraging.
5. They may lack confidence themselves or have failed before, so they assume it's impossible for anyone.
6. Message: don't let others' doubts stop you — believe in yourself and you can achieve what seems impossible.
7. Yes — the poem's central idea directly challenges and disproves the belief that "it couldn't be done."

Poem 10 — (Optimist and Skeptic poem)

Pg 178

1. An optimist and a skeptic.
2. The optimist is hopeful and cheerful, believing tomorrow will be better; the skeptic is doubtful and pessimistic, expecting failure.
3. Speaker: the optimist. Reason: the words encourage embracing challenges and following dreams, matching his hopeful outlook throughout.
4. An optimist is a person who has a positive outlook on life and situations. The optimist; he believes every setback is a chance to find strength.
5. Simile: "Like a flower that blooms when kissed by the rain." Explanation: compares the skeptic's gradual, positive change to a flower blooming naturally after rain.
6. The optimist's encouragement and positivity caused the change in the skeptic's outlook.
7. Open-ended personal response.

Poem 11 — (Online bullying poem)

Pg 180

1. Cyberbullying — bullies hurt their victims through hurtful messages and comments made online.
2. Meaning: the child feels emotionally hurt and loses confidence and happiness, like a flower wilting without water.
3. Hurtful messages are compared to arrows because both pierce and wound quickly, causing pain — arrows to the body, words to the heart.
4. It suggests the bullies are cowardly — they hide behind anonymity rather than confronting people directly.
5. Yes — words can deeply hurt others even without physical contact, and kindness can counter the harm bullying causes.
6. Any two: tell a trusted adult; block and report the bully online.
7. Suitable title: "Hidden Behind Screens," "The Online Bully" (or any similar response similar).

Poem 12 — I Will Go with My Father a-Ploughing

Pg 184

1. The speaker is a child who wishes to go with his father to plough, sow, and reap in the fields.
2. His father is a farmer; he is ploughing, sowing, and reaping.
3. The character loves and admires his father, wanting to accompany him and sing alongside him — showing a close, warm bond.
4. Plough-Song (blesses the ploughing), Seed-Song (about sowing), Scythe-Song (celebrates the harvest) — each song connects to a different stage of farming.
5. Emotions: joy, pride, and a sense of closeness with nature and his father.
6. Lesson: the value of family bonds and hard work/tradition passed through generations.
7. Meaning: the Scythe-Song celebrates and gives thanks for the successful completion of the harvest.

Poem 13 — Earth Today

Pg 187

1. Cutting down trees for a concrete jungle.
2. Gargantuan industries are large factories/industrial plants; they release exhaust and pollutants into the environment.
3. Rising technology creates cheap, quickly discarded e-waste, which adds to pollution and harms the environment.
4. Literary device: personification (Earth is given human qualities, e.g. “head hung low in dismay”) — suggesting Earth is suffering and ashamed because of human actions.
5. It suggests people are selfish, focused on themselves rather than caring for the planet or others.
6. Lazy — “lethargic.” Destruction — “degradation” (or “exploitation”).
7. Any two: reduce industrial pollution/emissions; promote conservation efforts such as reforestation and recycling.

Poem 14 — Lessons

Pg 190

1. The importance of small, seemingly insignificant things — even a small plant serves an important purpose.
2. Because that is its natural lifespan, tied to the season — but it still fulfils its purpose in that short time.
3. The little plant lives only a day with a brief purpose, while the tree lives for decades, providing lasting shade and beauty for generations.
4. To appreciate and respect nature, understanding that everything — small or great — has value and purpose.
5. Message: even after we are gone, a tree’s long life continues to benefit others — leaving something lasting for the world is a great duty.
6. Open-ended — sample: “Yes, because every living thing plays a role in nature’s balance.”
7. Yes — the poem’s central purpose is to teach a life lesson through the example of plants and trees.

Poem 15 — Forgiven

Pg 193

1. He put the beetle in a matchbox to keep it safe as a pet, and named it Alexander.
2. Because she genuinely didn’t mean to let it escape — she needed matches and mistook the beetle’s box for a matchbox.
3. No — support: “She said she didn’t mean it,” and she mistook the beetle’s box for a box of matches.
4. At the beginning the boy is upset that his beetle escaped; by the end he is happy and forgiving, since they found the beetle and reconciled with Nanny.
5. The repetition emphasises the boys shock and lingering frustration at what happened.
6. Literary device: personification — the beetle is given a name and human-like feelings (“he had a sort of look as if he thought it must be Me”), which strengthens the emotional connection.
7. Message: it’s important to forgive genuine mistakes, especially when someone is truly sorry — shown through the boy and Nanny’s reconciliation.

Chapter 8: Graphic Representation

Chapter 8 is instructional only (types of graphic representations, diagrams, charts/tables, and posters) — it contains no student exercises

Chapter 9: Practise With Graphics

GR1 — Schedule (Alex vs. Asha) pg 2

1. Any two shared times: “Arrive at home” (4:00pm for both); “Dinner” (6:30pm for both); “Homework” (7:00pm for both); “Sleep” (9:00pm for both).
2. Asha is more likely to perform better academically — her schedule includes an online Math lesson and a dedicated hour of revision, while Alex’s schedule includes watching television instead of revising.
3. Asha’s schoolwork time: Online Math Lesson (4:15–6:00pm = 1h45m) + Homework (7:00–8:00pm = 1h) + Revision (8:00–9:00pm = 1h) = 3 hours 45 minutes total.
4. Open-ended — sample: “I would advise Asha to add some playtime or relaxation, since her schedule is entirely schoolwork with no downtime, which isn’t healthy long-term.”

GR2 — Charity Dance Poster pg 202

1. a. Jen’s Delight, in aid of underprivileged children. (b) Sunday 19th April 2026, at 6:30pm.
2. Any two: eye-catching images or colours; entertainment details (e.g. music/performers); the ticket price and clear contact information.
3. Sponsors are needed to help cover the costs of running the event (venue, refreshments, prizes) and to support the charity’s cause financially.
4. Missing: the ticket price and contact/RSVP information. Importance: without these, people won’t know how much to pay or how to get tickets or more information, which could reduce attendance.

GR3 — Hotel Advertisement pg 204

1. a. \$4000, for 2 adults and 2 children. (b) All-inclusive means the price covers everything listed (flight, room, food, drinks, amenities) with no extra costs beyond what is stated.
2. Any two: to grab the reader’s attention; to create urgency and encourage immediate action (a call to action).
3. Any two: to secure the special discount and gift offered to the first 50 visitors; to guarantee a spot/availability before it’s booked out.
4. Yes — jet skiing is included. It’s listed under “You may also enjoy,” alongside the other included amenities like beach activities; only the Deluxe Room upgrade is stated as costing extra.

GR4 — Timeline pg 205

1. Letter C (it falls roughly midway between 1908 and 1950, close to 1930).
2. It shows the order and sequence of events chronologically, helping the reader visualise how something changed and developed over time.
3. a. 1908. b. It made vehicles more affordable and accessible to the average person.
4. Any two: to show the order in which events happened; to show how much time passed between events / to visualise progress over time.

GR5 — Drama Club Performance pg 208

1. a. New Generation Drama Club. (b) To advertise/promote their debut performance of “Enchanted Forest” and sell tickets.
2. A debut performance is the very first performance a group has ever given.
3. Call 012-3452, or visit www.newgendramaclub.tt.
4. Any two: images/graphics related to the play (e.g. forest scenery, characters); more vibrant colours or varied fonts to make it stand out.

GR6 — Book Excerpts pg 210

1. A is the table of contents; B is the index.
2. Any two: A lists chapters in the order they appear in the book; B lists topics alphabetically. A only shows chapter-level topics; B shows more detailed sub-topics within chapters.
3. Three pages (pages 14–16, since Chapter 4 “Adverbs” begins on page 17).
4. An English/grammar textbook — because it covers topics like nouns, adjectives, punctuation, and verb tenses.

GR7 — Ocean Poster pg 212

1. a. “Our future depends on it” — protecting the ocean. (b) Ocean Welfare.
2. Any two: reduce plastics; keep beaches clean; support marine conservation; save water.
3. The picture showing the turtle among plastic waste and litter — it shows the adverse effect of pollution on marine life.
4. “Spread awareness.”
5. Any reasonable method: social media campaigns, school programmes, or community clean-up events.

GR8 — Social Media Poster pg 214

1. Suitable title: “The Two Sides of Social Media” (or similar).
2. Any two: education; learning with friends; making new friends; connects with friends and family; provides entertainment.
3. Any two: to emphasise the seriousness of the negative effects; to make those words stand out visually against the calmer, softer positive side.
4. Open-ended — sample: “Yes, the split expression effectively shows both the positive and negative emotional effects of social media in a single image.”

GR9 — Health Poster pg 216

1. To promote/encourage healthy lifestyle habits.
2. Any two reasonable forms of exercise, e.g. walking, jogging, cycling, playing sports (the poster specifies “at least 30 minutes of exercise each day” without naming specific activities).
3. Under “Prioritise Mental Health” — since staying connected with friends and family supports emotional well-being.
4. Advice: reduce time spent on computer games and prioritise sleep, since adequate rest is essential for both physical and mental health.

GR10 — Advertisement (Best Deals Limited) pg 217

1. Who: Best Deals Limited. Purpose: to advertise their Grand Sale on furniture and attract customers to buy.
2. Yes, Ryan will get the discount. Reasons: (i) the sale runs from Friday 17th July to Monday 20th July 2026, so the 17th falls within the sale period; (ii) he is paying cash, and the 20–50% discount applies to all cash purchases.

3. a. To make the furniture accessible to customers who can't pay the full amount upfront, encouraging more sales. (b) It means the promotion only applies while items remain in stock — once an item sells out, the deal ends for that item even if the sale dates haven't.
4. Any two: to grab attention; to help customers quickly notice key details like the discount and sale dates.

GR11 — Vaccination Poster pg 220

1. Warner Avenue, Woodland; open daily from 8:00 AM to 2:00 PM.
2. Any two: protection from the common flu; protects family members; reduces health complications; provides herd immunity for at-risk persons.
3. Advice: encourage his grandfather to get vaccinated, since elderly people are more vulnerable to flu complications, and vaccination would protect him and reduce risk to the whole family.
4. Any two: to show the vaccination process so people know what to expect; to show a positive reaction (a happy child) that reduces fear and encourages others to get vaccinated.

GR12 — Reading Centre Poster pg 222

1. a. Adults over 30 who have trouble reading. (b) Monday 20th July 2026.
2. To make the course accessible to people in different parts of Trinidad (North, Central, South), so more people can conveniently attend.
3. Because space is limited, so registering early secures a spot before it fills up.
4. To grab the reader's attention and directly address people who fit the target audience, making the poster feel personally relevant to them.

GR13 — Food Web Diagram pg 224

1. a. A food web. (b) It shows the feeding relationships between organisms in an ecosystem and how energy flows from one living thing to another.
2. Any two: Wolf, Eagle, Snake.
3. Eagle population: the eagle would lose both of its food sources (rabbit and snake), so its population would likely decrease significantly. Wolf population: the wolf would lose one direct food source (rabbit), and since the eagle (its other food source) would also decline, the wolf's population would likely decrease as well.
4. Too many wolves would over-hunt rabbits and eagles, causing those populations to crash and disrupting the balance of the whole food web.

GR14 — Cricket Poster pg 226

1. To advertise/promote the cricket finals match and sell tickets.
2. Hasely Crawford Stadium, on Sunday 18th April 2026.
3. Any two elements: the crossed cricket bats/ball image — represents the sport and attracts cricket fans; the bold, diagonal coloured text ("FREE GIVEAWAYS," "LIMITED TICKETS AVAILABLE") — grabs attention and creates urgency.
4. Advice: sell tickets in more locations across Trinidad, not just the North, since limiting sales to one area may prevent fans from other regions from attending.
5. Any two: free drinks and lunch included; better/reserved seating.

GR15 — Infographic pg 228

1. a. A flowchart/process infographic. (b) Rennet.
2. To kill harmful bacteria/germs and make the milk safe to consume.
3. a. Milk turns into solid curds and liquid whey (curd formation). (b) Whey is used in health drinks, and to make bread, syrups and sauces.
4. Open-ended — sample: "Yes, the numbered steps with arrows make the process easy to follow in the correct

order.”