

ANSWERS

Non-Textbook Based Lessons

NTBL 1

(SoW: Lesson 10)

A.

(Accept suitable answers)

1. little match girl
2. poor
3. ill-fitting
4. suffering/shivering
5. starving
6. miserable
7. drawn
8. aromatic

B.

(Accept suitable answers)

hungry, forlorn, miserable, tired

C.

1. He was being sarcastic as the shoe was enormous in size.
2. She was too hungry and the delicious aroma of the roasting goose caught her attention.

NTBL 2

(SoW: Lesson 20)

1. Mr. Chandler is a pretentious man. From sentence 1, we can see that he takes great pleasure in showing off his 'luxurious lifestyle' to Marian.
2. i. Mr. Chandler is a very vain man as he likes dressing up.
ii. Mr. Chandler has no time for actual work as he spends his days busily entertaining himself and his friends.
3. Perhaps during dinner, the actions of Mr. Chandler had proven that her initial thoughts of him were wrong. Instead of being a kind and humble man, he seemed to be the opposite.
4. It tells us that Mr. Chandler had probably lied to Marian about his true self.

NTBL 3

(SoW: Lesson 40)

A.

1. (a) Ahab was kind to him.
(b) Ahab probably saved Pip's life in an earlier episode.
2. (a) A hallucination/ A dream
(b) It was something bad. Because Ahab appeared to be petrified by it.
(c) Dying.
3. Revenge – Ahab wanted to kill Moby Dick for taking his leg.
4. Extract 1 – Kind/ Extract 2 – Terrified and crazy/ Extract 3 – Angry and vengeful

B.

In the story, Captain Ahab, the captain of the Pequod was hell-bent on hunting down Moby Dick whom he referred to as the white whale. The relationship was a volatile one. Ahab wanted to kill Moby Dick as the whale had bitten off his leg. Ahab forced his crew to support him on this suicidal mission. When Ahab spotted Moby Dick, he threw all

caution to the wind. All he thought about was his hate for the whale and the enormous weight of revenge he wanted to take on the whale. As a result, Ahab was dragged down by Moby Dick to the depths of the ocean and perished.

NTBL 4

(SoW: Lesson 50)

A.

1. Proud/pleased
2. Shocked/surprised/flabbergasted
3. Unconvinced/disbelief
4. Pleased/proud/supportive
5. Pessimistic (seeing only the worst side of things)/nitpicking
6. Defensive/disappointed (at his father's reaction)

B.

(Students' answers)

NTBL 5

(SoW: Lesson 61)

1. Point of View – 3rd person
Dialogue – Wood speaking
Alliteration – basketball on broomsticks
Imagery - ...he dived downwards....
Narrative – He opened the crate
2. Simile – like basketball on broomsticks
Onomatopoeia – Wham!
3. Literary devices are used to make the story more interesting. They provide in depth details to certain aspects of the story and allow the reader(s) to have a better understanding of the story.
4. Metaphors, personification, anaphora etc.

NTBL 6

(SoW: Lesson 71)

A.

1. animals
2. lake
3. killed
4. acid
5. poisoned
6. man's ignorance
7. care
8. selfish actions
9. pollution
10. rivers
11. public transportation
12. toxic

B.

The poem reveals to us how man is endangering the environment with their callous acts. It is a wake-up call for us to take steps to protect the environment before it is destroyed forever.

NTBL 7

(SoW: Lesson 91)

A.

1. Both the buffalo and the bulldozer are used for farming.
2. The bulldozer.
3. Construction

B.

1. They were going about their daily lives when the bulldozers came.
2. (a) Forests are destroyed to make way for development.
(b) We cannot avoid changes in our everyday lives.
(c) In this age, modern inventions make tasks easier and more efficient.
3. a, b, d

C.

(Students's answers)

NTBL 8

(SoW: Lesson 101)

Task 1 (Students' Answer)

Task 2 (Students' Answer)

NTBL 9

(SoW: Lesson 108)

A.

1. Merrick's left hand was like a young woman's. His back was riddled with bags of old skin and he had an enormous foot.
2. 'I' could not decipher what Merrick was trying to say. It was muffled and unclear.
3. (a) 'Good morning, Mr. Merrick,' I said.
(b) 'His left hand was like a young woman's but his back, under the coat was horrible.'
(c) 'like a young woman's'

B.

(Students' answer)

NTBL 10

1. The school hall. The headmaster was getting ready to announce the winner of the short story competition.
2. The suitable theme here is being judgemental. Lynne had formed an opinion of Geoff being a copy cat. She did not seek out Geoff's side of the story to prove whether her suspicions were right or wrong.
3. Honesty is evident here. Geoff confessed to Mr. Velos that he might have cheated in the short story competition and asked to be disqualified.
4. (i) He is fair as he reverses his decision about the winner of the short story competition based on what he had found out.
(ii) He is reasonable. He does not disqualify Geoff as he felt that Geoff's story wasn't a carbon copy of William Bradburie's story.

NTBL 11

A.

1. (paraphrase) The poet questions the parents as to whether they have thought about the harm that the television is doing to their child. He proceeds to give a vivid explanation and says that it damages the sense and kills imagination. It clogs up the mind making the child dull and unable to think. Children get confused between reality and fantasy when watching television programmes. Their brains become mush and their powers of deduction cease to exist.
2. Repetition – It, It, It, His, His/ Simile – as soft as cheese/ Rhyming words – head/dead, mind/blind
3. Yes, to an extent. If we watch the telly for too long a time, it may dull our senses. Sometimes, programmes on the telly aren't very suitable for us and thus rots our mind.

B.

(Students' answers)

NTBL 12

A.

1. (a) Five stanzas
(b) A quatrain
2. (a) The poem is about the persona's father whom the persona sees as his hero. This is because he is courageous and is not of afraid of virtually anything.
(b) We all have our weaknesses. This is the same for the persona's father. He isn't afraid to face ghosts, monsters and even the darkness, yet he is afraid of a small tiny spider.
3. (a) The language style used is direct, simple and easy to understand.
(b) It is very much a child's vocabulary with shortened words like 'em' and colloquial phrases like 'not on your Nelly!'

B.

(Students's answer)

NTBL 13

A.

1. Switzerland
2. Six members
3. On the ship, on a makeshift vessel and on an island.
4. Even though they were frightened and wanted to save themselves, they shouldn't have abandoned their passengers. It was selfish of them to do so.
5. (a) Inventive and resourceful – Able to construct a vessel from tubs and barrels.
(b) Cooperative – They worked together to construct the vessel.

B.

(Students' answer)

NTBL 14

A.

1. Three lines each.
2. It's a Japanese poem with three lines of five, seven and five syllables.
3. Nature/The natural world/Animals and insects.
4. (a) It became noisy when the frog jumped into it. When the ripples from the splash slowed down, it became silent again.
(b) In a paddy field.
(c) Wet as it was a rainy day.
(d) It was buzzing loudly.

B.

(Students' answer)

NTBL 15

A.

1. (a) sunset
(b) sunburn
(c) brick
(d) embarrassment
(e) fire-engine

2.

Positive Symbolism	Line(s) from the poem	Negative Symbolism	Line(s) from the poem
(a) Courage	Red is feeling brave	(c) Anger	And when you're angry Red runs through your head.
(b) Love	Red is Valentine	(d) Show off	Red is a show off

B.

*(Students' answer)***NTBL 16**

A.

(Students' Answers)

B.

Moral Lesson	Fable
1. Slow and steady wins the race	The Hare and the Tortoise
2. Be happy with what you have	The Dog and his reflection
3. Look before you leap	The Fox and the Goat
4. Misfortune tests the sincerity of friends	The Bear and the Two travellers
5. Those who lie often will not be believed even when they tell the truth.	The Boy who cried wolf
6. One should lead by example	The Mother Crab and the Baby Crab