

Reading

- Skills Boost: Understanding unfamiliar words

Skills Boost: Understanding unfamiliar words

When you are reading a text, you may come across a word you do not know. You can often use the words around it to help you work out its meaning.

How do I do that?

Look at the clues to the missing word in this sentence:

I looked up at the **tall** ?. The sunlight was shining through its **leaves** and **branches**.

(The highlighted words suggest that the missing word could be some kind of tree.)

- Look at the following sentences. Using the clues, work out what kind of word would make sense to replace each ?. Use the example to guide you in forming your answers.

A **wolf** was running towards me, snarling and growling and showing all its **sharp** teeth.

↓
What kind of thing runs, snarls and growls? This must be a kind of dangerous animal.

↓
This is probably an adjective, describing the dangerous animal's teeth.

- When she realised she had lost the race, she was filled with a feeling of ?. She ? to the ground and covered her face to hide her tears.
- They ran through the forest as ? as they could. They were too ? to look back.

- Skills Boost: Monitoring your understanding

Skills Boost: Monitoring your understanding

As you read a text, it is important to monitor your understanding: to make sure you understand each sentence before you carry on reading.

- Read the first paragraph of the leaflet on page 52 without pausing.
- Copy the table below. Read the first paragraph again, pausing after each sentence to decide whether or not you have understood it. Using the table, note which sentences you understood straight away, and which ones you needed to work a little harder to understand. If you have to reread a sentence, start by rereading the sentence before it.

Sentence	1 ✓	2 ✓	3 ✓	4 ✓	5 ✓
I understood this sentence the first time.					
I needed to reread this sentence before I understood it.					
I asked a friend or adult to help me understand this sentence.					
I used a dictionary to help me understand this sentence.					
I still do not understand this sentence.					
The difficult words or features of the sentence were ...					

- Skills Boost: Textual features of information texts

Skills Boost: Textual features of information texts

Two of the key features of information texts are:

- **chronological order:** the order in which something happened, used when writing about events or people's lives
- **subheadings:** smaller headings that appear within a text below its main title, used to signal different topics within a longer piece of writing.

- 1 Put the following key pieces of information about the playwright William Shakespeare into chronological order.

A He died in 1616.	B While living in London, he wrote his first play.	C He married Anne Hathaway.	D He was born.
E He retired from writing plays.	F He left his wife and family, and moved to London.	G He and his wife had three children.	H He wrote his final play, <i>The Tempest</i> .

- 2 Think of **two or three** subheadings you could use if you were writing a **biography** of William Shakespeare.

- Skills Boost: Chronological and non-chronological structures

Skills Boost: Chronological and non-chronological structures

If a text is in **chronological order**, it describes events in the order they happened. Sometimes writers use a **non-chronological structure** for effect.

- 1 Put the following descriptions into chronological order. Some of them may be of things that occurred at the same time.

A A few dodo bones and incomplete skeletons survive today.	B Dodos were extinct by the end of the 17th century.	C Dodos were large, flightless birds found only on Mauritius.
D Mauritius was uninhabited until the end of the 16th century.	E Mauritius was home to a variety of flightless birds and large reptiles.	F Dutch sailors created a settlement on Mauritius at the end of the 16th century.

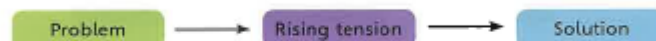
- 2 a) Are the events described in the text on page 228 in chronological order?
b) Which is the most effective order? Would a different order be more interesting? Write one or two sentences to explain your ideas.

- Skills Boost: Understanding story structure

Skills Boost: Understanding story structure

Stories create tension by putting characters in difficult situations. They create satisfying endings by resolving those difficult situations. Sometimes they are resolved happily – but sometimes they are not.

One way to think of a simple story structure is in these three steps:



- 1 Look at the following story summaries.

- A Panit is searching in his school bag for his homework. He cannot find it. The teacher is collecting the homework. It's nearly Panit's turn to hand in his homework. At the last moment, he finds his homework and hands it in.
- B The planet that Jen has been exploring is about to be hit by a speeding asteroid. Jen races to her spaceship. She can see and hear the asteroid approaching. Jen starts the rocket's engines. Her spaceship takes off just as the asteroid hits the planet.

Copy out sentences from the summaries above to answer the following questions.

- a) Which sentences describe the two problems?
- b) Which sentences describe the rising tension in each story?
- c) Which sentences describe the two solutions?

- Skills Boost: Expressing your ideas precisely

Skills Boost: Expressing your ideas precisely

When you write your response to a text, it is important to express your ideas as clearly and precisely as possible. One way to do this is to choose your vocabulary carefully.

- 1 Copy and complete each sentence below by replacing the ? with **one** word. You could choose a word from the **Vocabulary Bank**, or use your own ideas to describe your response more clearly and precisely.
 - a) The writer of the extract on page 82 creates the impression that something ? is happening.
 - b) When a mysterious figure walks out of the darkness, it is ?.
 - c) It makes you want to find out what happens next because it is so ?.

Vocabulary Bank

- | | |
|--------------|-------------|
| • weird | • strange |
| • odd | • unusual |
| • shocking | • confusing |
| • disturbing | • worrying |

- Skills Boost: Connotations

Skills Boost: Connotations

You can make inferences about a character based on single words, as well as on what the character says and does. The **connotations** of a word are the ideas that a word suggests or creates in a reader's mind.

- 1 We are told in the extract on page 94 that Hiroyuki 'peered timidly through the open door'. What does the word 'timidly' suggest about the character of Hiroyuki? Look at some connotations of the word 'timidly' below.

quietly | fearfully | shyly | unconfidently | nervously
- 2 We are told that the girl 'grabbed' Hiroyuki and, later, we are told about her 'shoving' him through a door. Think about the connotations of the verbs 'grab' and 'shove'. What do they suggest about the character of the girl?

- Skills Boost: Using quotations

Skills Boost: Using quotations

You can use a quotation from the text as evidence to support or prove your ideas.

A quotation should always be:

- entirely relevant to the ideas it supports (so shorter quotations may be better)
- accurately copied from the text, including any punctuation
- enclosed in speech marks.

- 1 How has the writer of the following statements **not** followed the rules for using quotations?
 - a) *The writer uses the word 'tinder to imply that the area becomes a fire hazard in autumn.*
 - b) *The writer implies that Brin's father is not happy when his wife goes out on Tuesday evenings: 'he looked worried as he sat staring at the TV'.*
 - c) *The writer suggests that Brin is worried about his mother going to fight the fire on the other side of town because he says, 'A fire had started on the other side of town, and the whole crew were put on full alert. She'd gone out early, gathering her gear and quickly drinking a coffee, and left them to their breakfast. Brin paced around the house, unable to relax.'*

- Skills Boost: Poetry terms

Skills Boost: Poetry terms

Poetry	Poetry is written in lines : a sentence or part of a sentence that finishes at the end of the line. Sentences in poetry often continue over more than one line.
Stanza	A stanza is a group of lines. A poem can be written in one, two or several stanzas. People sometimes refer to stanzas as 'verses'.
Rhyme	Rhyme is where the last syllable or two of some lines has a similar sound to the last syllable or two at the end of another line. For example, 'line' rhymes with 'mine'.
Syllable	A syllable is a part of a word that makes a single sound. A word can consist of one, two or more syllables. For example, the word 'remind' has two syllables, and the word 'reminding' has three syllables.
Rhythm	Rhythm is the beat or pulse created by the words in a poem. Some poems have a regular rhythm.

- 1 How many lines are there in the poem, 'Some people', on page 136?
- 2 How many stanzas are there?
- 3 What are the rhyming words?
- 4 How many syllables are there in lines 1, 3, 5 and 7?
- 5 How many syllables are there in lines 2, 4, 6 and 8?
- 6 Read the poem aloud: does it have a regular rhythm?

- Skills Boost: Similes and clichés

Skills Boost: Similes and clichés

A **cliché** is a phrase or idea that is overused and so has lost its impact. In English, there are several similes that have become so well known that they have become clichés. For example:

as free as a bird

- 1 Good writers do not use old, clichéd similes: they create new, powerful ones. For example:

as free as the wind

Rewrite the following similes, replacing the final word with a new, imaginative comparison.

- a) as green as grass
- b) as white as snow
- c) as cold as ice
- d) as old as the hills

- Skills Boost: Making comparisons

Skills Boost: Making comparisons

When you compose a comparison of two texts, you need to plan and write it carefully. Look at the two pictures below.



Plan

- 1 First, identify some ideas and features that could be relevant to both poems on page 170. Which of the following ideas and features could you compare in the two pictures?

time of day | weather | buildings | animals | people

When you have identified which ideas and features to compare, you need to note the similarities and differences. You could structure them in a table like the one below.

Time of day:	DIFFERENT. It is daytime in picture A but night time in picture B.
Weather:	

Write

- 2 When you have finished your planning, write a comparison that clearly signals similarities and differences. You can do this using adverbials and conjunctions that show comparison. Use the Adverbials and Conjunctions Bank to help you.

Adverbials and Conjunctions Bank

whereas | however | on the other hand | similarly | also | as well | too

For example:

Similarities

In both pictures, there is...
Picture A shows...
In Picture B, there is also...

Differences

In Picture A, there is... whereas Picture B features...
In Picture A... However, in Picture B...

- Skills Boost: Using synonyms

Skills Boost: Using synonyms

Synonyms are words with similar meanings. For example:

good | excellent | fine | wonderful | marvellous | pleasant | nice

- 1 If you wanted to write an engaging information text about the human body, which of the following synonyms would you choose for your opening sentence?



- 2 Note down as many synonyms as you can for the following words.
a) big b) scary c) move d) quickly

- 3 Rewrite the following sentence, using synonyms to make it clearer or more engaging. You could use the synonyms you noted for question 2, or think of others.

Tyrannosaurus rex was a big, scary dinosaur but it could not move very quickly.



- Skills Boost: Writing in a formal register

Skills Boost: Writing in a formal register

Explanation texts are often written in a formal **register**. A formal register should feature:

- **no contractions or abbreviations** don't | can't
do not ✓ | cannot ✓
- **no slang** cool | OK
good ✓ | agreed ✓

- 1 Rewrite the following sentences, replacing the contractions with full words.

You wouldn't believe how much it's going to cost. If you're going into space, you'll need a huge amount of money. I don't think many people could afford it.

- 2
 - a) Choose and note down **two** examples of slang or informal language that show you like something, and **two** examples that show you dislike something.
 - b) Use your informal words in **two** sentences: **one** positive and **one** negative.
 - c) Alter your sentences to use formal language to express the same ideas.

- Skills Boost: Paragraphing

Skills Boost: Paragraphing

- 1 Look again at paragraphs 1–3 of the extract on page 98. Each sentence below has been taken from one of these paragraphs, and each sentence is focused on a different feeling or sense.

A It was dim in the room, despite the stars showing clearly through the window.

B He took a long drink of water, which soothed his dry throat.

C The hum of computers and the quiet urgent voices of Premila and Niki met him.

Remember

Descriptive texts often focus on the senses: what can be seen, heard, smelt, felt or tasted.

In which sentence (A, B or C) and paragraph of the extract (1, 2 or 3) does the writer focus most strongly on:

- a) the sense of taste? b) the sense of sight? c) the sense of sound?

- 2 Look again at the following lines from the extract, which are taken from paragraphs 7 and 8. Why has the writer started a new paragraph halfway through this sentence?

The name was familiar...

...and suddenly he felt cold.

Remember

There are four reasons to start a new paragraph:

- a change of topic
- a change of time
- a change of scene or setting
- a change of speaker,

Grammar

- Grammar Boost: Noun phrases

Grammar Boost: Noun phrases

A noun phrase is a group of words containing a noun and other words that are linked to that noun. For example, 'the best restaurant in the world.' In this noun phrase, 'restaurant' is the noun. All the other words in the phrase add more information about the restaurant.

Words linked to a noun could be of different **word classes**. For example:

a determiner	an adverb	one or more adjectives	a noun	a prepositional phrase
the a an some	very extremely really most	large healthy expensive delicious	plate snack dessert helping	of salad with ice cream in the evening for breakfast

A prepositional phrase is a phrase that is linked to a noun or verb by a preposition. Prepositions include words such as 'in', 'of', 'with', 'near', 'under' and 'behind'.

- 1 Using the examples above to help you, write a noun phrase:

- using **two** different word classes
- using **three** different word classes
- using **four** different word classes
- using **five** different word classes.

Remember

A noun phrase must contain a noun!

- Grammar Boost: Exploring nouns

Grammar Boost: Exploring nouns

Nouns are used to name people, places, objects and ideas. Look at the list of words below from the extract on page 186, most of which are **concrete nouns**, and some of which are **abstract nouns**.

Concrete nouns	These name physical things you can see, hear, smell, taste or touch.	e.g. 'tree' and 'cat'
Abstract nouns	These name ideas that you cannot see, hear, smell, taste or touch.	e.g. 'happiness' and 'idea'

- 1 Look at the list of words below.

boy | chore | parents | money | curry | students | thrill | flavours
pans | cooking | aunt | kitchen | aromas | feast | cinnamon | tofu
spices | secrets | knowledge | sauce | delicious | success | time | explosion

- Only **one** of the words is not a noun. Which one?
- Some of the words are plural nouns. Write down **three** of them.
- Some of the words can act as nouns or verbs. Write down **one** of them.
- Some of the words are abstract nouns. Write down **two** of them.

- Grammar Boost: Synonyms and antonyms

Grammar Boost: Synonyms and antonyms

Synonyms are words with very similar meanings. Using synonyms can help to add variety and interest to writing.
Antonyms are words with opposite meanings.

- 1 Match the antonyms in column A with those in column B below.

A	B
laugh	quietly
strong	cry
create	weak
loudly	sadness
happiness	destroy

- 2 Organise the words below into groups of synonyms.

giggle | joy | weak | sorrow | strong | dread | happiness |
 tough | sadness | chuckle | fear | delight | feeble |
 misery | terror | powerful | laugh | powerless

- 3 Look at the sentences below. Rewrite them, replacing as many words as you can with a synonym.

She felt strong. She was filled with happiness.

She laughed loudly.

- 4 Rewrite the sentences again, replacing as many words as you can with an antonym to create the opposite meaning.



- Grammar Boost: Prepositional phrases

Grammar Boost: Prepositional phrases

A **prepositional phrase** is a group of words that begins with a **preposition**. For example:

under the table | in the house |
 with blue spots | near the park

- 1 Copy and complete the sentences below to describe the picture, replacing each ? with a prepositional phrase. Use the **Preposition Bank** to help you.
- The astronaut is standing ?.
 - The astronaut's helmet is ?.
 - The engineer is ?.
 - The bird is ?.
 - The cat is hiding ?.

Preposition Bank

- | | | |
|--------------|-------------|----------|
| • in | • with | • to |
| • from | • of | • on |
| • underneath | • near | • inside |
| • next to | • on top of | • above |



Writing

- Skills Boost: Ways of planning

Skills Boost: Ways of planning

There are different ways of noting and organising your ideas before you start writing. You could list them beneath a heading, as shown below. Alternatively, you could arrange them in a spider diagram around a heading, as shown below.

List

Gorillas
• What gorillas are
• Where they live
• What they eat
• Statistics: height and weight
• Intelligence
• Similarities to humans
• Differences from humans
• How endangered they are

Spidergram



- Look at all the points in the list in the first example.
 - Use subheadings to organise the points into **three or four** paragraphs.
 - In what order would you sequence these paragraphs? Number them.
- Look at all the points on the spidergram in the second example.
 - Use subheadings to organise the points into **three or four** paragraphs.
 - In what order would you sequence these paragraphs? Number them.
- Which did you find easier to organise and sequence – the list or the spidergram?
- Which will you use when you plan your speech – the list or the spidergram?

Paragraph 1:

Paragraph 2:

Paragraph 3:

Paragraph 1:

Paragraph 2:

Paragraph 3:



- Skills Boost: Proofreading

Skills Boost: Proofreading

Read your story opening from Activity 1, looking for and correcting any mistakes. Use the steps below to review some of the most common errors in spelling, punctuation and grammar.

Spelling

- Check that every verb ending is spelt correctly, including verbs ending in **-s**, **-ed** and **-ing**.
 - Check you have doubled the last letter of the root verb where necessary.



Punctuation

- Check that every sentence begins with a capital letter and ends with a full stop, a question mark or an exclamation mark.
 - Check that you have not joined any full sentences with a comma.

Grammar

- Check that every verb agrees with its subject.
 - Check that every verb matches the tense used in the rest of the writing.

- Skills Boost: Checking spelling

Skills Boost: Checking spelling

If you are unsure of a spelling, one way to check it is to try two or three different spellings to see which seems more familiar.

- 1 Look at the pairs of spellings in A–H below. Write down the correct spelling for each pair. If you are not sure, check the **How do I do that?** box.

A flying | flying B lately | latley C startted | started D fixed | fixxed
E suddenly | suddenley F stepped | steped G lovely | lovley H grabbed | grabed

How do I do that?

- When adding the suffixes ‘-ed’ or ‘-ing’, you double the final letter of a root verb if:
 - the verb has one syllable and ends consonant-vowel-consonant (so ‘run’ becomes ‘running’, and ‘stop’ becomes ‘stopping’)
 - the verb has two or more syllables, ends in consonant-verb-consonant and the second syllable is stressed (so ‘begin’ becomes ‘beginning’).
- The letters ‘w’, ‘x’ and ‘y’ are never doubled.
- Many adverbs are formed by adding the suffix ‘-ly’ to an adjective (so ‘quick’ becomes ‘quickly’).

Remember

- A syllable is a part of a word that makes a single sound.
- The letters ‘a’, ‘e’, ‘i’, ‘o’ and ‘u’ are vowels. All other letters are consonants.

- Grammar Boost: Writing in the past and present

Grammar Boost: Writing in the past and present

News articles are usually written mainly in the **past tense**. However, headlines are often written in the **present tense**.

- 1 Copy and complete the table below with details from three imaginary news articles, adding:
 - a headline in the present **tense** for article B
 - opening sentences in the past tense for articles A and C.

	Headlines	Opening sentences
A	100-year-old woman wins lottery!	
B		A letter posted in 1967 has finally been delivered more than half a century late.
C	Teenager has to land plane when pilot faints	

- Grammar Boost: First and third person

Grammar Boost: First and third person

When you write a text, you need to think about the **viewpoint** from which you write:

- If you are writing about yourself, you should write in the **first person**, using the **pronouns** 'I' and 'we'.
- If you are writing about other people, you will write mainly in the **third person**, using the pronouns 'he', 'she', 'it' and 'they'.

- 1 Rewrite the following sentences using the first **person**.

When he was only five years old, he went to the museum with his family. His parents and his sister were interested in seeing all kinds of things, but he was interested only in looking at the dinosaurs. As he stared up at the massive creatures' skeletons, he imagined himself living in the time of the dinosaurs.

- Grammar Boost: Standard English – subject-verb agreement

Grammar Boost: Standard English – subject-verb agreement

When you write in **Standard English** it is important to choose the correct form of all the key words in a sentence so that they 'agree'.

- 1 Correct the errors in the following sentence, rewriting it using Standard English.

Some child walk to school.

- 2 Look at the words in the table below. They have not been made to agree. Write **four** sentences in Standard English, using one adverbial, one **determiner**, one **subject** noun, one verb and one **object** noun in each sentence.

Adverbials	Determiners	Subject nouns	Verbs	Object nouns
Last night,	a	people	watch	a film.
Every night,	an	boys	watches	television.
Tomorrow,	the	girl	watched	the football match.
Sometimes,	some	adult	will watch	cartoons.

- Grammar Boost: Tense and person

Grammar Boost: Tense and person

Pronouns and verbs give information about who is doing what, and when it happened.

Different tenses include:

simple past	past continuous	present perfect	simple present	present continuous	future
I ran	I was running	I have run	I run	I am running	I will run

Different persons include:

1 st person singular	2 nd person singular	3 rd person singular	1 st person plural	2 nd person plural	3 rd person plural
I	you	he she it	we	you	they

- 1 In which tense and person are these sentences written?

- a) She was eating her dinner.
- b) We often walk to school.
- c) They will win the match.
- d) He has slept for hours and hours.
- e) I am learning the piano.
- f) You learned how to juggle.

Past continuous, third person singular

- 2 In which tense and person are instructions usually written?

- Grammar Boost: Adverbials of time

Grammar Boost: Adverbials of time

Adverbials of time can be positioned at the beginnings of sentences to link and **sequence** ideas. For example:

Firstly... | Next... | Then... | Later... | Finally...

- 1 Write **three** sentences summarising the three key things you should do if you find yourself lost in the desert. Sequence them in order of importance, using an adverbial of time at the beginning of each sentence.



- Grammar Boost: Adverbials for sequencing

Grammar Boost: Adverbials for sequencing

- 1 Write a set of numbered instructions telling the reader how to do a simple task. Choose something that is quick and easy! For example:
 - making a cup of tea
 - making a snack
 - brushing your teeth

Adverbials of Sequence Bank

firstly	secondly	then
afterwards	next	later
finally		

- 2 Now rewrite your instructions without using numbers. Instead, use an adverbial of sequence in each step of your instructions to make the sequence clear. Use the **Adverbials of Sequence Bank** to help you.

Unit 6: Teach me

Section 2 Exploring an instruction text

22

Remember

Adverbials of number usually come at the beginning of a sentence. Fronted adverbials are always followed by a comma. For example:

First, take two pieces of bread.

- 3 Look at both of the sets of instructions you have written. Which do you think is clearer and easier to understand? Write **one or two** sentences explaining your answer.

- Grammar Boost: Adverbials for comparison

Grammar Boost: Adverbials for comparison

When you write a comparison, you can signal to the reader whether you are writing about a similarity or a difference.

Adverbials to signal a similarity

Similarly, | In the same way,

Adverbials to signal a difference

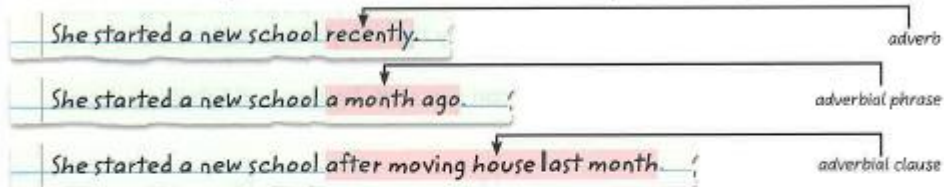
However, | In contrast, | On the other hand,

- 1 Rewrite the following sentences, adding adverbials to help guide the reader.
 - a) The writer of Extract A was a scientist carrying out important research. The writer of Extract B was a boy playing a game in the park.
 - b) The writer of Extract A fell down a crevasse and was trapped. The writer of Extract B fell into a sewer and was unable to escape.
 - c) The writer of Extract A was determined to climb out of the crevasse. The writer of Extract B waited helplessly for someone else to rescue him.

- Skills Boost: Adverbials

Skills Boost: Adverbials

Adverbials add information to a verb, adjective or other adverbial. They can be one-word adverbs, adverbial phrases (more than one word without a verb) or adverbial clauses (more than one word with a verb). For example:



An adverbial can be put in different positions in a sentence without changing its meaning. For example:

A month ago, I started a new school. I started a new school **a month ago**.

1 Rewrite the following sentences, moving the adverbial to a different position without changing the sentence's meaning.

- Suddenly, we realised we were lost.
- In the darkness, strange lights flickered and flashed.
- At the edge of our solar system, a planet called Neptune can be found.

Remember

Adverbials often add information about position (where something is) or time (when something happened).

2 Add an adverbial to the following sentences, using the **Adverbial Bank** to help you.

- A meteor shower exploded.
- I heard the roar of the ship's engines.
- I thought I saw something.

Adverbial Bank

in the distance | for a moment | outside the window | after an hour had passed | above our heads | the next day

- Skills Boost: Using adverbs

Skills Boost: Using adverbs

Adverbs can make your writing more descriptive. However, choosing more precise verbs can be even more effective.

1 Choose a single, precise verb from the **Verb Bank** to replace the highlighted verb and adverb in the following sentences.

- He **walked quickly** to school.
- She **walked slowly** to school.
- He **fell suddenly** to the ground.
- 'I don't want to,' she **said quietly**.
- His leg was **seriously broken**.

Verb Bank

- | | | |
|-----------|-------------|-------------|
| • hurried | • wandered | • strolled |
| • raced | • sauntered | • collapsed |
| • dashed | • muttered | • shattered |
| • dropped | • crashed | • whispered |
| • mumbled | • smashed | • fractured |

- Grammar Boost: Using paragraphs

Grammar Boost: Using paragraphs

Prose is written or spoken language in its ordinary form. Most things you read are prose, such as stories, instructions and explanations. Poems are written in stanzas. Prose is written in paragraphs. These are similar because they are both blocks of text. However:

- The poet chooses how to structure the stanzas in a poem. There are no rules.
- There are rules about starting a new paragraph when you are writing prose.

Remember

You should start a new paragraph in your writing when there is:

- a change of topic
- a change of time
- a change of setting
- a change of speaker.

Look at this summary of the poem 'Nettles' on page 162:

A A 3-year-old child fell into a nettle bed.

B The child cried.

C The child was comforted.

D The child's parent cut down the nettles and burned them.

E Two weeks later, the nettles had regrown.

F The son felt 'sharp wounds' again.

- 1** Imagine you are writing this story using prose instead of poetry. Write down what would happen in each paragraph.

- Grammar Boost: Paragraphs

Grammar Boost: Paragraphs

- 1** How many paragraphs might you need to use if you were asked to write each of the following texts? Look at the **Remember** box for support.

- An entertaining article entitled 'The People Living in My House'.
- A story extract in which three students shout out different answers to a teacher's question.
- A diary entry about what you did yesterday.

Remember

You should start a new paragraph in your writing when there is:

- a change of topic
- a change of **setting**
- a change of time
- a change of speaker.

- Grammar Boost: Conjunctions

Grammar Boost: Conjunctions

You can link two or more pieces of information in one sentence using **conjunctions**.

- 1** Use a conjunction from the **Conjunction Bank** to link these pairs of sentences in order to create one longer sentence. Try not to use any of the conjunctions more than once.

- I walked home from school. It was raining.
- I put on some dry clothes. I stopped shivering.
- I tried to do my homework. It was time for dinner.

Conjunction Bank

and	but	when	as
before	after	until	so
because	although	if	

- Grammar Boost: Linking clauses with conjunctions

Grammar Boost: Linking clauses with conjunctions

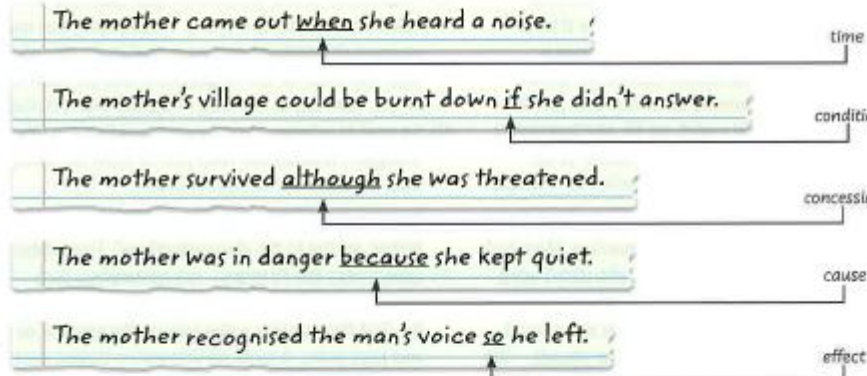
Single-clause sentences contain one clause, which contains one verb and gives the reader one piece of information. For example:

The mother was chopping vegetables.

The mother heard a struggle.

Multi-clause sentences contain two or more clauses, often linked with conjunctions. The words 'and', 'but' and 'or' are all **coordinating conjunctions**.

Subordinating conjunctions show how two clauses are linked. They could add information about cause, effect, time, condition or concession. For example:



- 1** Link each pair of sentences below to create a single, multi-clause sentence, choosing the conjunction that makes the clearest link between them.

- The mother heard a noise. She came out of her house.
- The man threatened to burn the village. He wanted to know where her son was.
- The mother knew who the man was. She recognised his voice.

Conjunction Bank

and	but
although	while
when	until
before	so
if	because

- Grammar Boost: Linking ideas with conjunctions

Grammar Boost: Linking ideas with conjunctions

Conjunctions are used to link two clauses in a sentence.

Coordinating conjunctions

e.g. and | but | or

These are used to link two clauses of equal importance.

Subordinating conjunctions

e.g. because | when | although |
as | until | now | that | before |
in | order | that | if | where |
as long as | after | since | so | while

These show much more clearly how the two clauses are linked. They add information about things such as cause, effect, time, condition or concession.

Here are some examples of subordinating conjunctions:

The tree grew because I was angry.	cause
I was angry so the tree grew.	effect
My foe approached when it was night.	time
He would take the apple if he could reach it.	condition
He wanted it even though it was mine.	concession



- 1 The following pairs of sentences explain what happens in the poem on page 144. Link each pair of sentences to create a single, multi-clause sentence, choosing the conjunction that makes the clearest link between them.
- The speaker's anger ends. He tells his friend that he is angry.
 - The speaker's anger grows. He does not tell his foe that he is angry.
 - The speaker grows a shiny apple on the poison tree. The speaker's foe takes it.
 - The speaker's foe eats the apple. He dies.
 - The reader might expect the speaker to feel upset. He feels glad.

- Grammar Boost: Prepositional phrases

Grammar Boost: Prepositional phrases

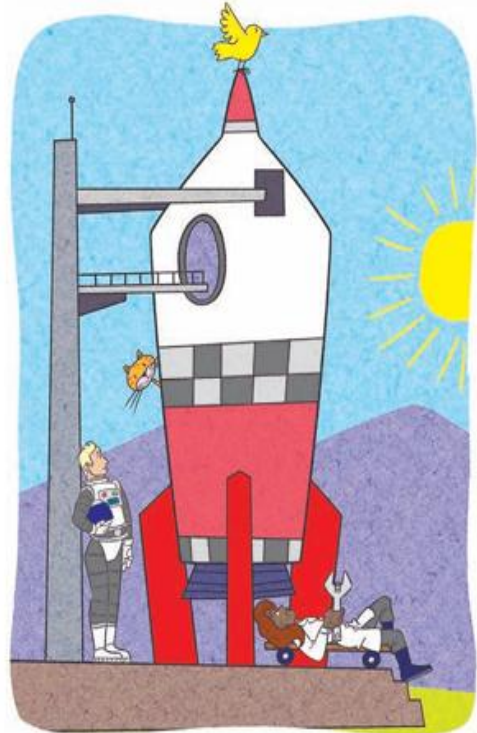
A **prepositional phrase** is a group of words that begins with a **preposition**. For example:

under the table | in the house |
with blue spots | near the park

- 1 Copy and complete the sentences below to describe the picture, replacing each ? with a prepositional phrase. Use the **Preposition Bank** to help you.
 - a) The astronaut is standing ?.
 - b) The astronaut's helmet is ?.
 - c) The engineer is ?.
 - d) The bird is ?.
 - e) The cat is hiding ?.

Preposition Bank

- | | | |
|--------------|-------------|----------|
| • in | • with | • to |
| • from | • of | • on |
| • underneath | • near | • inside |
| • next to | • on top of | • above |



- Grammar Boost: Pronouns

Grammar Boost: Pronouns

Pronouns can replace or stand in for a noun. Using pronouns can help you to avoid repeating words or phrases, and to link together ideas. However, it must always be clear what subject each pronoun represents.

- 1 Read the sentences below. Note down each of the pronouns in the text and which noun or nouns each pronoun represents.

Clouds were gathering. They were heavy and grey. Rain began to fall. At first, it formed just a shower – but then it began to grow heavier. There was a flash of lightning, and a crack of thunder. When she heard it, my sister screamed. We ran to find our parents.

Pronoun Bank

- | | | |
|----|------|----|
| I | you | |
| he | she | it |
| we | they | |

- 2 a) Copy out the extract below, underlining all the repeated nouns.

At first, the building was shaking and groaning – but then the building suddenly collapsed. People ran screaming. People were terrified. As people ran, some cracks appeared in the ground. The cracks made the people run even faster.

- b) Rewrite the extract, using pronouns to replace some of the repeated nouns.
- c) Check that it is still clear what subject each pronoun represents. If it isn't, change some pronouns back into nouns.

- Grammar Boost: Using pronouns accurately

Grammar Boost: Using pronouns accurately

You can use a pronoun to refer back to a noun or noun phrase. The pronoun must 'agree' with the noun it represents, or the sentence will not make sense. For example:

Although penguins have wings, they cannot fly.

This pronoun refers back to this noun. Because the noun is plural, so is the pronoun that represents it.

- The pronouns in these sentences do not agree with the nouns they represent. Correct them.
 - Anomalocaris* was huge. You could grow up to a metre long.
 - Walcott found some fossils when they were walking in the Canadian Rockies.
 - The fossils were the remains of strange-looking creatures. He had been hidden inside the rock for 505 million years.
 - Fossils are fascinating because you are like time capsules.
 - Walcott saw a glistening rock. It picked him up.
 - Walcott loved exploring, but it disliked school because he was boring.



- Grammar Boost: Pronouns and repetition

Grammar Boost: Pronouns and repetition

In some writing, **repetition** can be effective by creating **emphasis**. However, in most writing, it is better to replace repeated nouns or noun phrases with a pronoun such as 'he', 'she', 'it' or 'they'. You can also replace other repeated phrases with the pronouns 'this', 'that' or 'these'.

- Read the following student response to the poem on page 166.

The poem is all about the speaker's mother. The speaker's mother is very kind and thoughtful as the speaker's mother looks after the speaker, comforts the speaker, and is a good friend to the speaker. The poem is written in very short lines that all rhyme. The very short lines that all rhyme make the speaker's voice sound fast and enthusiastic.

- Copy the response above, underlining all the repeated nouns and phrases.
- Replace the repetitions with pronouns. Remember, the first instance of each noun or phrase should be left in.
- Check your writing very carefully. Is its meaning still clear? Could it be made clearer by putting some of the nouns or phrases back in?

- Grammar Boost: Subject-verb sentence openings

Grammar Boost: Subject-verb sentence openings

Sentences in information texts often begin with a pronoun, noun or noun phrase followed by a verb. This is sometimes called a subject-verb sentence opening.

- Reorganise each group of words to form sentences with subject-verb openings. Check that each of your answers makes sense and is punctuated correctly.
 - OXO called was computer game the first
 - invented in the 1940s was it
 - set in space computer games old many were
 - games computer a lot changed have since then
 - for a long time they popular very will be

- Grammar Boost: Checking for comma splices

Grammar Boost: Checking for comma splices

A **comma splice** is the incorrect use of a comma to link two separate clauses. Instead, the two separate clauses should be separated by a full stop or linked with a conjunction.



- 1 Each of the sentences below contains a comma splice.

- A I could smell the food, it was disgusting. ✓
 B I chewed and chewed, I could not swallow it. ✓
 C I did not want to eat the food, it was cold. ✓

- a) Rewrite each sentence, using a full stop to separate the clauses.
 b) Rewrite each sentence again, using a conjunction to link them. You could use the **Conjunction Bank** on the right to help you.

Conjunction Bank

and	but
although	as
when	until
before	after
if	because

- 2 In the sentences below, some uses of commas are correct and others are not. Rewrite the sentences that contain comma splices, correcting them using either a full stop or a conjunction.

How do I do that?

Look at the two clauses in each sentence.

- If they are linked by a conjunction, the comma is correct. A conjunction could be **fronted**, rather than appearing between the two clauses.
- If they are linked by a comma but **not** by a conjunction, the comma splice should be corrected.

- A When my plate arrived, my heart sank. ✓
 B The vegetables were raw, the potatoes were burnt. ✓
 C Finally I finished, but they asked if I would like more. ✓
 D I said it tasted delicious, I did not mean it. ✓
 E As I took my first taste, I tried to smile. ✓

Spelling

- Spelling Boost: Verbs and nouns

Spelling Boost: Verbs and nouns

Some nouns are created by adding the suffix **-er** to a verb. These nouns usually refer to a person or thing that is doing the action described by the verb. For example:

- If you **read**, you are a **reader**.
- If you **heal** people, you are a **healer**.

If the verb has one syllable and a short vowel sound, double the final consonant:

- If you **run**, you are a **runner**.

if the verb ends in an **e**, just add **-r**.

- If you **care** for someone, you are a **carer**.

- 1 Turn these verbs into nouns. Each noun will refer to a person doing the action described by the verb.

- a) teach b) call c) knit d) compute e) drive f) swim

- Spelling Boost: Common verb suffixes

Spelling Boost: Common verb suffixes

Verbs often have the suffix '-ed' added when they are in the past tense, and the suffix '-ing' when they are in the **past continuous** or **present continuous** tense:

Present tense: *I kick.* | Simple past tense: *I kicked.* | Present continuous tense: *I am kicking.*

For some verbs, you need to double the final letter when adding these suffixes.

You should double the final letter of the root verb if it:

- has one **syllable** and ends in **consonant-vowel-consonant** (for example, 'step' becomes 'stepped' and 'stepping')
- has two or more syllables, ends in consonant-vowel-consonant and the second syllable is stressed (for example, 'prefer' becomes 'preferred' and 'preferring').



Unit 1: Survival

Section 10 Reviewing and revising

4

Remember

- A syllable is a part of a word that makes a single sound.
- The letters 'a', 'e', 'i', 'o' and 'u' are vowels. All the other letters of the alphabet are consonants.

1 Which verbs are spelled correctly in the following sentences?

- a) We hopped/hoped we would win the cup. b) I love running/runing and jumppping/jumping.
- c) They are shopping/shoping. d) It was just beginning/begining to rain.

- Spelling Boost: Word families

Spelling Boost: Word families

Thinking about how words are formed, and the word families to which they belong, can help you to spell them correctly.

1 Many adjectives are formed by adding a suffix to a noun.

noun	+ suffix	= adjective
use	-ful	useful
delight	-ful	delightful
beauty	-ful	beautiful

Notice that the 'y' becomes an 'i' when the suffix is added.

Write the adjective formed by adding the suffix -ful to these nouns:

- a) care b) cheer c) colour

2 Many adverbs are formed by adding the suffix -ly to an adjective.

adjective	+ suffix	= adverb
beautiful	-ly	beautifully
complete	-ly	completely
happy	-ly	happily

Notice that the 'y' becomes an 'i' when the suffix is added.

Write the adverb formed by adding the suffix -ly to these adjectives:

- a) angry b) extreme c) careful

3 Check the spelling in the student's leaflet on page 212. Can you find the **three** spelling mistakes?

- Spelling Boost: Adverbs

Spelling Boost: Adverbs

Adverbs can add information to verbs. For example:

She shouted loudly. The verb tells you what she did. The adverb tells you the manner in which she did it.

Many (but not all) adverbs can be formed by adding the suffix '-ly' to an adjective. For example:

He was a quick runner. adjective He could run quickly. adverb

- 1 Copy the sentences below and underline the adjective in each one. Then rewrite the sentences using adverbs formed from the adjectives you have underlined, following the examples given.

a) He gave a clear description of the scene.

He described the scene...

b) She was a brilliant actor.

She acted...

c) He is a persuasive speaker.

He speaks...

d) She was a wonderful singer.

She sang...

e) He had a funny voice.

He spoke...

Remember

For adjectives ending in 'y', change the 'y' to an 'i' before adding '-ly'.

Punctuation

- Punctuation Boost: Sentence punctuation

Punctuation Boost: Sentence punctuation

A sentence must begin with a **capital letter** and end with a **punctuation mark**.

Remember

A statement ends with a **full stop**: *She walked down the stairs.*

A question ends with a **question mark**: *Why did she walk down the stairs?*

An exclamation ends with an **exclamation mark**: *Get down those stairs now!*

An exclamation expresses a strong emotion or shows someone is speaking loudly.

- 1 Rewrite these sentences, adding the correct punctuation:

a) have you ever acted in a play

c) i played the part of an elderly lady

b) i was in our school play last year

d) it was great fun but absolutely terrifying

- Punctuation Boost: Clauses and full stops

Punctuation Boost: Clauses and full stops

A **clause** is made up of one verb and all the other words that are linked to it. A sentence can be made up of one or more clauses.

Look at the single-clause sentence below. It has one verb.

We went to the park.

Look at the multi-clause sentence below. Each clause has one verb.

The clauses are linked using the conjunction 'and'.

We went to the park and we played football.

1 How many clauses are there in each example below?

- I love volleyball.
- I like football. I prefer cricket.
- I like football but I prefer cricket.
- I went to the park but it was raining so I came home again.

2 Rewrite each of the multi-clause sentences below as a series of single-clause sentences, adding full stops and capital letters in the correct places.

- I was doing my homework while my dad was cooking dinner.
- I finished my chores before I watched a film with my friends.
- She went to the park but it was raining so she came home again.
- We came home and I changed my clothes before I watched television.
- Katie went to football practice but her sister stayed in bed because she was ill.



- Punctuation Boost: Apostrophes of possession

Punctuation Boost: Apostrophes of possession

Adding an apostrophe and the letter 's' to a noun can show belonging, ownership or 'possession'.

If a game belongs to the girl it is the girl's game.

If this is the front door of the house, it is the house's front door.

If the noun is a **plural** that ends in an 's', there is no need to add an extra 's'. You just need to add an apostrophe to show possession.

If this is the homework of the boys, it is the boys' homework.

However, if a **singular** noun or a name ends in an 's', you should add another 's'.

If the book belongs to James, it is James's book.

1 Rewrite the following sentences using an apostrophe to show possession.

- The name of the poet is Francesca Beard.
- The voice belonging to the speaker is angry.
- The title of the poem is 'Grrr'.
- The titles belonging to most poems help you understand what the poem is about.

- Punctuation Boost: Apostrophes in contractions

Punctuation Boost: Apostrophes in contractions

Persuasive texts are often written informally, to connect with the reader in a friendly way. When you are writing informally, you can use contractions. Contractions are shortened forms of two or more words. An apostrophe is used to show where one or more letters have been missed out. For example: The word 'cannot' can be shortened to 'can't'.

- 1 Look at the pairs of words below. For each one, write the letters that have been replaced with an apostrophe.

- a) would not | wouldn't b) I have | I've c) he will | he'll
d) she is | she's e) we are | we're f) they had | they'd

- 2 Rewrite the phrases below as contractions. Make sure you put the apostrophe in the correct place.

- a) I am b) you have c) they are d) are not e) we will f) it is

- 3 Some contractions sound the same as other words, but have both different spellings and different meanings:

they're means 'they are' | **their** means 'belonging to them' | **there** means 'in that place'
you're means 'you are' | **your** means 'belonging to you'

Copy out the following sentences, choosing the correct spellings from the underlined options.

- a) When I see they're/their/there car parked over they're/their/there, I know they're/their/there at home.
b) Remember, you're/your meant to bring you're/your exercise book to class.

- Punctuation Boost: Using colons

Punctuation Boost: Using colons

You can use a colon to introduce a list or an explanation. The part of the sentence **before** the colon should be a clause that could be a sentence by itself. The part of the sentence **after** the colon could be a clause that **could** be a sentence by itself, but it doesn't need to be. For example:

There is one good reason to learn to cook: it's fun. an explanation that is a full sentence
I bought three ingredients: onions, mushrooms and tomatoes. a list that is not a full sentence

- 1 Copy the sentences below and add a colon to connect the clauses.
a) The takeaway comes in three sizes. Small, medium and large.
b) There is only one way to get enough sleep. Go to bed earlier.
c) I had four items on my shopping list milk, bread, apples and onions.
d) I always eat breakfast it helps me to concentrate at school.
- 2 Complete the sentences below, using a colon to introduce a list or an explanation.
a) Every night, before I go to bed, I always do three things...
b) I had some good news this morning...
c) I've had a great idea...

- Punctuation Boost: Using colons, semi-colons and dashes

Punctuation Boost: Using colons, semi-colons and dashes

Instead of linking clauses with a conjunction, you can link them with a colon, a semi-colon or a dash.

- A semi-colon links two clauses that are related and equally important.
- A colon introduces an explanation or an example.
- A dash can be used instead of a colon or a semi-colon, but only in informal writing.

- 1 In each of the following sentences, remove the conjunction and replace it with a colon, a semi-colon or a dash.

- a) I love tomatoes because they are so tasty.
b) I love cooking but I hate tidying up afterwards.
c) I have never eaten chilli and I never will!

- Punctuation Boost: Punctuating quotations

Punctuation Boost: Punctuating quotations

When you use a quotation in your writing, you should enclose the quotation in speech marks (also known as quotation marks). This shows the reader which words are taken directly from the text.

Remember

You must copy quotations exactly, including any punctuation. Unlike in speech punctuation, you do not need to add a punctuation mark before the closing speech marks if it isn't in the text.

- 1 Add speech marks to the sentences below by working out exactly which words and punctuation marks are taken from the poem on page 148.
 - a) The speaker in the poem says that her sister is bigger and tougher than her.
 - b) The speaker knows that she can always come up with exactly the perfect word.
 - c) The speaker knows that her stories leave a spark, which means that they are powerful and have an effect on the reader.

- Punctuation Boost: Speech and quotation punctuation

Punctuation Boost: Speech and quotation punctuation

When you write the exact words spoken by a real person or a fictional character, you need to enclose the words they speak in speech marks, which are also known as quotation marks.

The rules of speech punctuation:

- Speech marks are always used in pairs.
- There should be a punctuation mark before the closing speech mark.
- If an **identifier**, such as 'he said' or 'they shouted', follows the speech, the punctuation mark before the closing speech mark should be a comma, question mark or exclamation mark.
- If the speech is not followed by an identifier, the punctuation mark before the closing speech mark should be a full stop, question mark or exclamation mark.

For example:

William Cowper said, "Variety is the spice of life."
"Variety is the spice of life," said William.

Variety is the
spice of life.



- 1 Copy and correct the sentences below, adding the correct punctuation.

You're going to be late for school said Dad.

I've got plenty of time I replied.

You're still in bed! Dad pulled the covers off me and stormed out of the room.

- 2 When you have finished, check you have followed all the rules above.

- Punctuation Boost: Poetry punctuation

Punctuation Boost: Poetry punctuation

Poems are not punctuated in the same way as other kinds of writing.

- In most poems, each line of poetry begins with a capital letter, even if it is in the middle of a sentence.
- There is often a comma or full stop at the end of each line of a poem.
- Poems, especially ones written a long time ago, often use colons and semicolons in an unusual way, for example just to show pauses.

- 1 Write out the second stanza of 'If no one ever marries me', on page 140, as if it were not a poem. You should:
 - use capital letters and full stops correctly
 - miss out any unnecessary punctuation
 - circle any changes you make to the punctuation used in the poem.

- 2 The words below are from a stanza of a poem you will explore later in this unit.

If you're cross then I will glare. If you're sad then I don't care.
If you say that I am bad, I will say, 'Oh good, I'm glad!'

Write out the words using the layout and punctuation you would expect to see in a poem.



- Punctuation Boost: Bullet points and lists

Punctuation Boost: Bullet points and lists

- 1 Writers often use bullet points and numbered lists to organise information. For example:

Making an ice-cream sundae



You will need:

- Fruit
- Ice cream
- Chocolate sauce

- 1 Wash the fruit.
- 2 Cut the fruit into pieces.
- 3 Place the fruit in a bowl or tall glass.
- 4 Add three scoops of ice cream.
- 5 Pour chocolate sauce over the top.
- 6 Add any extra toppings of your choosing.

- a) Why has the writer of the text above used bullet points?
- b) Why has the writer of the text above used a numbered list?

- 2 Rewrite the text below using bullet points, a numbered list or both.

Treasure hunt

Go to the end of the path. Turn left. Walk for 1 km. Walk around the lake to a wooden bench. Along the way you will need to find: a white stone, a feather, a red flower, a coin.

- Punctuation Boost: Proofreading full stops

Punctuation Boost: Proofreading full stops

One of the most important things to check when proofreading is that you have put punctuation at the end of each sentence: a full stop, a question mark or an exclamation mark. It is very difficult to understand writing when these are missing.

- 1 Look at the following short extract from a biography of Albert Einstein. There are seven sentences in it, but all the full stops are missing. Write out the extract, adding full stops and capital letters where needed.

Albert Einstein was one of the greatest scientists and thinkers that has ever lived he was born in Germany in 1879 Albert learned a lot about science and electronics from his father, who ran an electronics company Albert was always very good at maths and physics by the age of 14, he had taught himself algebra, geometry, and calculus when Albert was 15, his family moved to Italy because his father's company had failed Albert did not do well at school in Italy