

Reading

- Skills Boost: Identifying features

Skills Boost: Identifying features

Paragraphs in an argument text often contain three key features:

- a topic sentence that makes a key point
- evidence or an example that supports or proves that point
- an explanation of how the point is important and helps to build the writer's argument.

Look at the following two short paragraphs from two different argument texts: one argues for homework, the other argues against it.

Paragraph 1		Paragraph 2	
A	Some education professionals believe that homework is of no benefit to young children.	D	Every week at school, we would be given 20 spellings to learn by the next day.
B	In a recent survey, almost 30% of primary school teachers rated it as being 'of little or no value'.	E	I know for a fact that this homework improved my skills – I was transformed from a poor speller to an excellent speller within a year.
C	If these experts do not consider homework important, surely we should listen to them.	F	It may not be popular or fun, but homework can certainly make a difference to a student's learning.

- 1 a) Identify the topic sentence in each paragraph.
b) Identify the evidence or example in each paragraph.
c) Identify the explanation in each paragraph.

- Skills Boost: Shakespeare's language

Skills Boost: Shakespeare's language

The English language has changed since Shakespeare's time. When reading Shakespeare, it is helpful to remember the following meanings.

- thee = you
- thou = you
- thy = your
- thine = yours

- 1 Look at the sentences below. They describe the results of a contest. Translate them into Shakespeare's English, using the pronoun 'thee' or 'thou' to replace each instance of 'you'.
a) You beat him.
b) I beat you.
c) She beat you.
d) You beat me.

Remember

Shakespeare sometimes uses the pronoun 'you' instead of 'thee' or 'thou'. There is a reason: 'thee' and 'thou' can show informal familiarity and affection, and 'you' is more formal and distant.

Pronouns

Subject	Object
I	me
you	you
thou	thee
he	him
she	her

- Spelling Boost: Drama terminology

Spelling Boost: Drama terminology

Some key words related to drama and scripts can be difficult to spell. For example:

audience | character | dialogue | playwright | rehearse
rehearsal | scene | scenery | stage directions | theatre

- 1 a) Some of the words above contain 'silent' letters: letters that are not sounded independently when a word is spoken aloud. For example, the words *knee*, *knock* and *know* all have a silent 'k'. Note down each word, circling the 'silent' letters.
- b) Some of the words above contain pairs of vowels that form one sound. Note down each word, circling the pairs of vowels.

Remember

There are five vowels in the alphabet:

A | E | I | O | U

- Skills Boost: Key points for summarizing

Skills Boost: Key points for summarising

The first step in writing an effective summary of a text is to identify the key ideas or information in each paragraph.

- 1 Throughout the extract on page 178 you are given information about:
 - the writer's age
 - things that happened in his life
 - how he felt.
 Note down what you learn about each of these three information areas in the final **two** paragraphs of the extract.
- 2 Write **one** sentence summarising the final **two** paragraphs. You could replace the ? marks below or use your own ideas.

When he was ? years old, the writer remembers that he ? and felt ?.

MPA International School

- Skills Boost: Chronological and non-chronological structure

Skills Boost: Chronological and non-chronological structure

Stories are often told in chronological order. However, some are non-chronological: the writer takes an exciting event from the middle of the story to engage the reader's interest at the start. The events below all come from one story, but they are not ordered chronologically.

The Pied Piper of Hamelin

- A The mayor agrees to the piper's deal.
- B A city called Hamelin is overrun by a plague of rats.
- C Neither the piper nor the children are ever seen again.
- D The piper offers to rid the town of its rats, if the mayor pays him.
- E The piper takes revenge: his music lures children from the town into the mountains.
- F A mysterious man with a musical pipe hears about the rats and goes to Hamelin.
- G The mayor refuses to pay the piper.
- H The piper's music lures the rats into the river.

- 1 Structure the story chronologically, noting down the letters of the sentences in the correct order.
- 2 Which event do you think would make the most engaging, exciting opening for the story? Why is that? Write **two or three** sentences explaining your choice.

- Skills Boost: Using subheadings

Skills Boost: Using subheadings

Writers use subheadings to guide the reader through a text. An effective subheading gives a very short summary of the key point or focus of one or more paragraphs.

For example, in the article *Exhilarating Winter Olympic sports* on page 152, this subheading indicates the sport that the section will describe:

Skeleton

Fear factor: 5/5

Face down on a tray and with your nose just 3 inches from the ice, you hurtle down a bobsleigh track at speeds of up to 90 mph.



- 1 Look again at the information text on page 158, and consider where you could add subheadings to help guide the reader through it.
 - a) How many subheadings would you add?
 - b) Where would you add the subheadings? Note down the number of the paragraph that would come directly after each subheading.
 - c) Write the subheadings you would add to the extract. Make sure that they:
 - are very short
 - accurately indicate the content of the paragraph or paragraphs after them.

Remember

Not every paragraph needs its own subheading.

- Skills Boost: Using a thesaurus

Skills Boost: Using a thesaurus

You can use a thesaurus to help you make more effective vocabulary choices. However, when you find a synonym in a thesaurus, you should make sure you know the word and understand its meaning and connotations before you use it.



- 1 Look at the sentence below and follow the steps (a–d) to find a replacement for the word 'worried'.

As I opened the envelope with shaking fingers, I felt worried about what would be inside.	worried
	<i>anxious, discombobulated, frightened, insecure, nervous, upset</i>

- Note down the synonyms for 'worried' that you recognise and understand.
- Use a dictionary to check the meanings of any words you don't know.
- Note down the words you might consider using to replace 'worried'.
- Look at the words you might consider. Select one word to replace 'worried' and rewrite the sentence to include it.

- Skills Boost: Ways of gathering and organizing your ideas

Skills Boost: Ways of gathering and organising your ideas

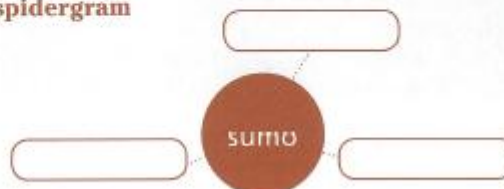
You are going to plan a response, in three paragraphs, to the following question: What impressions has the writer created of the sport of sumo?

When you organise your ideas for a critical response, you could choose to use:

a list

Sumo
1
2
3

a spidergram



- 1 When you gather ideas for a critical response, you could choose to focus on different parts of the text, such as the ones below. Choose three of these suggestions for the extract on page 166 or use your own ideas, noting them as a list.

mawashi | symbolic movements | the build-up to the fight | the fight

- 2 When you gather ideas for a critical response, you could focus on different impressions or responses to the extract, such as the ones below. Choose three of these suggestions or use your own ideas, noting them as a spidergram.

complicated | exciting | tense | surprising | long | dramatic

- 3 Look at the list and the spidergram you have created.
 - a) Which method do you prefer: using a list or a spidergram? Why?
 - b) Which approach do you think is more effective: focusing on different parts of the extract or focusing on different impressions it creates? Why?

- Skills Boost: Identifying intentions

Skills Boost: Identifying intentions

A writer can intend to create certain responses in the reader. For example, the writer's intention could be to create a response of:

humour

tension

fear

excitement

sympathy

- 1 Look at each of the short extracts below. For each extract, note down what you think the writer's intention is and what elements of each extract helped you to identify this. You could consider:
 - the extract's content
 - the writer's vocabulary choice
 - whether the extract's register is formal or informal.
 - a) When I had finished listing all his faults, I turned around – and there he was, standing right behind me!
 - b) I stepped out onto the stage and looked out across the audience. I opened my mouth, but nothing came out. Silence.
 - c) Holding my breath, I edged slowly forward into the darkness. The floorboards creaked with every step, and the pulsing of my blood thumped in my ears. I had to get out of there.
- 2 Look again at the extract on page 140. What do you think its writer's intention is?

- Skills Boost: Structuring a paragraph of critical response

Skills Boost: Structuring a paragraph of critical response

An effective paragraph of critical response should contain three key elements, carefully linked:

- A **key point** about what the writer has done.

The writer uses lots of imperative verbs throughout the text.

- **Evidence** to support this point.

"Keep", "Watch out for", "Fit"

- An **explanation** of how the evidence demonstrates what the writer has done, supporting your key point.

Imperative verbs tell the reader what they must do and make advice sound important and urgent.

- 1 What do you think would be the best order to sequence the three example elements above? You could try experimenting with different sequences to help you decide which one is most effective.
- 2 Write out the paragraph in your chosen sequence, using full sentences and linking all the elements in the paragraph together. You could use some of the following phrases to help you:

One way in which the writer persuades the reader is by

For example

The writer has done this because

- Skills Boost: Connotations

Skills Boost: Connotations

The connotations of a word are the ideas that a word suggests or creates in a reader's mind.

- Some words suggest positive ideas. These are words with positive connotations.
- Some words suggest negative ideas. These are words with negative connotations.



- 1 Look at the pairs of words below. Each one could be used to complete the following sentence.

Computers can be

A useful | valuable B addictive | fascinating C harmful | deadly

The words in each pair have similar meanings but different connotations. Select one pair (A, B or C) for each sentence below describing the relationship between the words.

- One word has positive connotations and the other has negative connotations.
- Both words have positive connotations but one is more positive than the other.
- Both words have negative connotations but one is more negative than the other.

- Skills Boost: Selecting vocabulary in your response

Skills Boost: Selecting vocabulary in your response

When you write a response to a text, aim to choose the most precise vocabulary to convey it.

- 1 a) Look at the incomplete sentence below, taken from one student's response to the extract. Select **one** word to replace the ?.

The writer has selected ?

good | strong | powerful

vocabulary to ? the

show | describe | emphasise

problems high temperatures can ?.

have | get | cause

- b) Look at the incomplete sentences below. Copy the sentences, selecting **one** word to fill each gap.

The writer ? practical solutions to the

says about | writes about | focuses on

problems. This ? the

makes me think | suggests | shows

writer wants the reader to feel ? to take

able | empowered | likely

control of the situation.

- Skills Boost: Identifiers and adverbs

Skills Boost: Identifiers and adverbs

An identifier is a phrase that tells the reader who is speaking. The writer of the extract on page 36 sometimes also uses adverbs to describe the ways in which the characters speak.

Identifier
"Poor old Bill!" he exclaimed, mournfully.

This adverb suggests Givens sounds sad.

Identifier
"What's that?" asked Josefa, sharply.

This adverb suggests Josefa is surprised by what Givens says.

- 1 The dialogue below shows a parent and their child talking to each other.

Parent: "Could you please go and tidy your room?"	Child: "Do I have to?"
Parent: "Yes!"	Child: "But I tidied it only a few months ago!"
Parent: "Go and tidy your room!"	

Rewrite the dialogue, adding the following elements:

- some simple identifiers: he said | she asked | Jonathan muttered
- an adverb for each identifier: quietly | angrily | quickly
- two more-precise verbs to replace two verbs and their adverbs: she said ~~loudly~~ shouted

- Grammar Boost: Conjunctions and relationships

Grammar Boost: Conjunctions and relationships

A conjunction can signal the relationship between two pieces of information. Conjunctions can, for example, signal time information (e.g. *when*), contrasting information (e.g. *but*), and conditional information (e.g. *if*).

- 1 For each pair of sentences below, choose one conjunction that could link the action and the information that follows it in a multi-clause sentence.

Conjunction bank

until	as
unless	although
because	as long as
before	even though

- a) Information about time:

I often read at night.	I go to sleep.
------------------------	----------------

- b) Contrasting information:

I often read at night.	I am sometimes too tired.
------------------------	---------------------------

- c) Conditional information:

I often read at night.	I am not too tired.
------------------------	---------------------

- Skills Boost: Referring back

Skills Boost: Referring back

One way to link your ideas and make your meaning clear is by using pronouns to refer back to an earlier sentence, for example:

Max has come to see Mrs Bramley. Max He tries to be persuasive. ✓

Max He offers Mrs Bramley her a free place in the care home. The free place in the care home This does not persuade Mrs Bramley her. ✓

- 1** Re-write the sentences below using pronouns to replace repeated nouns and noun phrases.

- Max thinks Mrs Bramley's garden is a lot of work for Mrs Bramley. Max thinks Mrs Bramley should give up Mrs Bramley's garden.
- Max says Mrs Bramley should move into the care home that Max wants to build.
- Mrs Bramley thanks Max for helping Mrs Bramley. Thanking Max is the last thing Mrs Bramley says to Max.

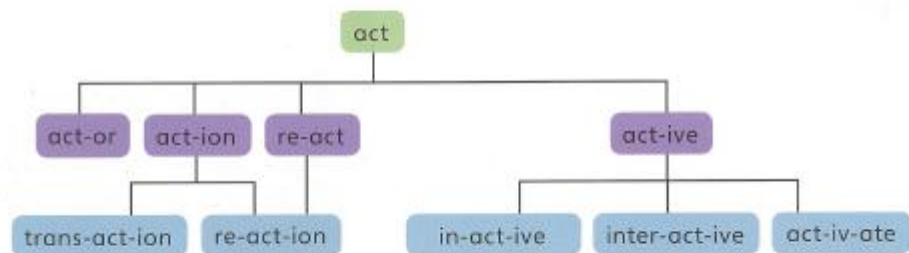
Pronouns

he	she	it	this
him	her	they	that
his	them		

- Skills Boost: Word families

Skills Boost: Word families

Thinking about word families can help you to understand and spell longer and unfamiliar words. All of the words below are part of the 'act' family: they are formed from the root word 'act' with the addition of a prefix, a suffix or both.



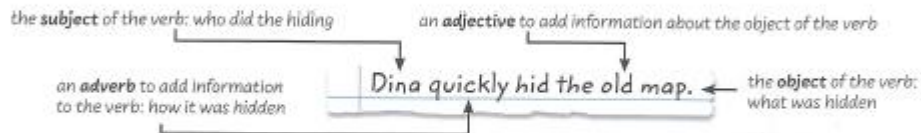
- 1** Note down all the prefixes and suffixes that have been added to the root word in the family tree above. Then list as many words as you can that begin or end with each of them.

Prefixes	re-: reread
Suffixes	-or: visitor

- Grammar Boost: Clauses

Grammar Boost: Clauses

Clauses are the building blocks of sentences. Every clause is structured around a verb. Look at the sentence below. It is a **single-clause sentence** about hiding. Each word or phrase in the clause adds information to the verb 'hid'.



1 How many clauses are there in each of these sentences from the text on page 146?

- The game originated in Malaysia in the fifteenth century and spread to Indonesia and Thailand.
- Each game takes place on a court the size of a double badminton court
- There are 21 points per set, and to win the game, a team must have won two sets.

- Skills Boost: Choosing tense and person

Skills Boost: Choosing tense and person

When you write a story, your choice of tense and person should be one of the first decisions you make. This table shows how they can be used in a story.

Tense	Present tense	Events are happening as they are being narrated: <i>I walk in the woods.</i>
	Past tense	Events happened at some point in the past: <i>I walked in the woods.</i>
Person	First person	Events are written from the narrator's point of view: <i>I was walking in the woods.</i>
	Third person	Events are written as though the narrator is watching the action: <i>She was walking in the woods.</i>

1 Rewrite this story extract in the third person and past tense.

I walk through the darkness and I stop every time I hear a noise. As I go around a corner, I realise I can hear footsteps. They are getting faster and closer. I start to run. I have no idea where I am going – I just know I have to get away.

- Grammar Boost: First, second and third person

Grammar Boost: First, second and third person

Most texts are written in the **third person** using the pronouns 'he', 'she' and 'it'. They are written as though the narrator is observing the events.

When writing about a personal experience, writers often choose to write in the **first person**. They refer to themselves and others using the pronouns 'I' and 'we'. Writing in the first person can make the reader feel they are experiencing the same things as the writer.

Texts can also be written in the **second person**, using the pronoun 'you'. Texts written in the second person create the effect that the writer is speaking directly to the reader.

	Pronouns	
	Singular	Plural
1st person	I / me	we / us
2nd person	you	you
3rd person	he / him	they / them
	she / her	
	it	

- 1 Rewrite the following third-person sentences using the first person.
 - a) When they first met the sharks, they did not dare touch them.
 - b) She thought the sharks would be frightening, but she soon saw they had no interest in her.
- 2 Rewrite the following third-person sentences using the second person.
 - a) If he ever gets the opportunity, he should consider facing his fears.
 - b) He will find the experience strangely calming.

- Skills Boost: Writing in a formal register

Skills Boost: Writing in a formal register

An argument text can be more persuasive when it is written in a formal register. This can make the writer's views seem to have more authority and the information seem more trustworthy. When you write in a formal register, you should:

avoid slang and contractions	don't won't	do not ✓ will not ✓
avoid double negatives	We will not never	We will never ✓
ensure you use correct subject-verb agreement	He do-	He does ✓
avoid using first-person singular pronouns in very formal writing	It seems to me that-	It seems that ✓

- 1 Rewrite the sentences below using a more formal register.
 - a) We won't never save our planet if we doesn't change our ways.
 - b) Our garbage will keep piling up and we'll disappear beneath it!!
 - c) In my opinion, it'll be awesome if people stops throwing away their rubbish and starts recycling it.

- Skills Boost: Direct and reported speech

Skills Boost: Direct and reported speech

Direct speech	In direct speech , a person's words are written exactly as they were spoken. For example, <i>'I am determined to win the race,' he declared</i>
Reported speech	In reported speech , the writer or narrator describes a person's words. For example, <i>He declared that he was determined to win the race.</i>

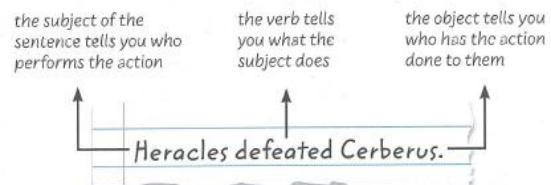
- 1 Identifiers are the phrases used to identify who is speaking in direct speech. Note down at least five verbs that could complete the identifier in the sentence shown.
'I cannot run any faster!' she ?
- 2 Rewrite the following examples of reported speech using direct speech.
 - a) He explained that he had injured his leg.
 - b) She said she did not expect to win the race.
 - c) Eric's mother loudly encouraged him to do his best.
- 3 Rewrite the following examples of direct speech using reported speech.
 - a) 'That's not fair!' cried Marjani.
 - b) 'I think he's a cheat,' she whispered angrily.
 - c) 'You are a great athlete, Matias,' said Waahid.

- Grammar Boost: Active and passive voices

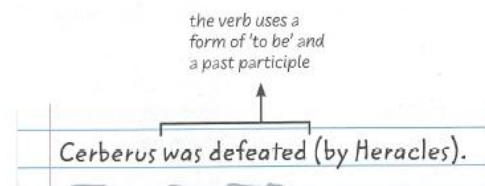
Grammar Boost: Active and passive voices

Sentences can be written in the **active voice** or the **passive voice**.

The active voice is more common and tells you who does what to whom. For example:



In the passive voice, the subject and object change places. The person or thing that performs the action in the passive voice is called the agent. This can be added or left out. For example:



- 1 Which **one** of the following sentences is written in the passive voice? Write **one** sentence explaining how you can tell.
 - A The writer presents Cerberus as a 'monstrous dog'.
 - B Cerberus is presented as a 'monstrous dog' by the writer.
- 2 All of the sentences below are written in the active voice. Rewrite them in the passive voice. For each one, decide whether you want to add or leave out the agent.
 - a) Heracles cleaned the smelly stables.
 - b) Heracles completed all of the tasks.
 - c) King Eurystheus ordered Heracles to kill Cerberus.

- Grammar Boost: Linking with adverbials

Grammar Boost: Linking with adverbials

Adverbials can help to make a clear connection between sentences. You can use adverbials to show connections of time, contrast and consequence.

Adverbials of time	Firstly Then Afterwards Next Still Eventually Later Finally
Adverbials of contrast and consequence	Nevertheless Instead However Besides Moreover As a result Consequently

1 Look at the three single-clause sentences you wrote in your response to Activity 3, question 3a.

- Rewrite them, beginning each sentence with an adverbial of time.
- Rewrite the short passage below to begin each sentence, except the first one, with an adverbial of contrast or consequence.

Stef was desperate to play football. Nita said she did not want to. She wanted to watch television. She had hurt her foot. Stef begged and sulked and begged again. Nita would not change her mind.

- Grammar Boost: Adverbials for comparison

Grammar Boost: Adverbials for comparison

Look at the two images.

Adverbials of comparison

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

Image 1



Image 2



- 1** Identify five points of comparison between the subjects of these two images, including at least **one** similarity and **one** difference. In each case, use an adverbial of comparison to signal whether you are identifying a similarity or a difference.

- Grammar Boost: Revising sentence types

Grammar Boost: Revising sentence types

There are some key terms you can use when writing about sentence structure:

- A clause is a group of more than one word, including a verb. In a single-clause sentence, there is just one clause.

The cricket match finished.

- In a multi-clause sentence, there are two or more clauses. The clauses in a multi-clause sentence are often linked with a conjunction.

They went home when the cricket match finished.

1 Look at the following sentences.

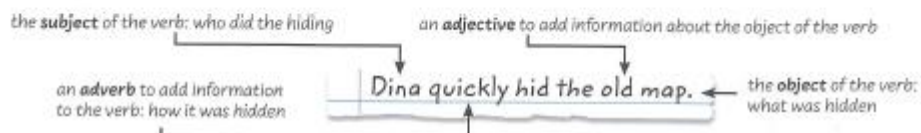
- A They play cricket in the main street. B There is not enough space anywhere else.
C Players ignore cars when they drive through the cricket pitch. D Some players have a plastic bat but others have only a plank of wood.
E Rarua Dikana comes to visit Hanuabada. F He is treated like a hero.

- a) Which of the sentences above are single-clause sentences?
b) Which of the sentences above are multi-clause sentences?
c) Use **two** of the single-clause sentences to create **one** multi-clause sentence. Link the two clauses with a conjunction.
d) Rewrite **one** of the multi-clause sentences as **two** single-clause sentences.

- Grammar Boost: Clauses

Grammar Boost: Clauses

Clauses are the building blocks of sentences. Every clause is structured around a verb. Look at the sentence below. It is a **single-clause sentence** about hiding. Each word or phrase in the clause adds information to the verb 'hid'.



1 How many clauses are there in each of these sentences from the text on page 146?

- a) The game originated in Malaysia in the fifteenth century and spread to Indonesia and Thailand.
b) Each game takes place on a court the size of a double badminton court.
c) There are 21 points per set, and to win the game, a team must have won two sets.

- Skills Boost: Using a thesaurus

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You can use a thesaurus to help you make more effective vocabulary choices. However, when you find a synonym in a thesaurus, you should make sure you know the word and understand its meaning and connotations before you use it.



- 1 Look at the sentence below and follow the steps (a–d) to find a replacement for the word 'worried'.

As I opened the envelope with shaking fingers, I felt worried about what would be inside.	worried
	anxious, discombobulated, frightened, insecure, nervous, upset

- Note down the synonyms for 'worried' that you recognise and understand.
- Use a dictionary to check the meanings of any words you don't know.
- Note down the words you might consider using to replace 'worried'.
- Look at the words you might consider. Select **one** word to replace 'worried' and rewrite the sentence to include it.

- Skills Boost: Word families

Spelling Boost: Word families

A word family is a group of words that are all formed from the same root word. They could be any part of speech: a verb, a noun, an adjective or an adverb. Understanding this can help you to spell difficult words correctly.

Verb	flatter	exaggerate	–	astonish	believe	disbelieve
Noun	flattery	exaggeration	honesty	astonishment	belief	disbelief
Adjective	flattering	exaggerated	honest	astonishing	believable	unbelievable
Adverb	flatteringly	exaggeratedly	honestly	astonishingly	believably	unbelievably

- 1 Write six sentences describing what happens in the extract on page 242. In each sentence, use at least **one** word from the table above.

- Skills Boost: Ways of gathering and organizing your ideas

Skills Boost: Ways of gathering and organising your ideas

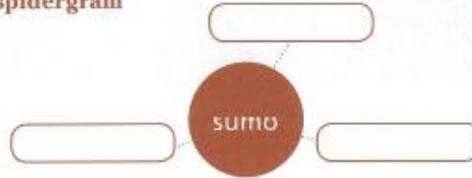
You are going to plan a response, in three paragraphs, to the following question:
What impressions has the writer created of the sport of sumo?

When you organise your ideas for a critical response, you could choose to use:

a list

Sumo
1
2
3

a spidergram



- 1 When you gather ideas for a critical response, you could choose to focus on different parts of the text, such as the ones below. Choose three of these suggestions for the extract on page 166 or use your own ideas, noting them as a list.

mawashi | symbolic movements | the build-up to the fight | the fight

- 2 When you gather ideas for a critical response, you could focus on different impressions or responses to the extract, such as the ones below. Choose three of these suggestions or use your own ideas, noting them as a spidergram.

complicated | exciting | tense | surprising | long | dramatic

- 3 Look at the list and the spidergram you have created.
 - a) Which method do you prefer: using a list or a spidergram? Why?
 - b) Which approach do you think is more effective: focusing on different parts of the extract or focusing on different impressions it creates? Why?

- Skills Boost: Setting out a script

Skills Boost: Setting out a script

There are conventions that a writer should follow when writing a **script**.

- 1 Look again at the extract on page 220. Use it to help you write a set of instructions, under the title 'How to Write a Script'.

a) Make sure your instructions answer all the questions below.

- How do you show which character is speaking?
- How do you show what each character says and does?
- How do you show the difference between dialogue and the stage directions?

b) Check that your instructions include all of these words: left | right | margin

You could also make use of these words: brackets | italics | paragraph | lined up

- 2 Use your rules to rewrite the text below as a script.

"You're late!" said Guang.
 "Sorry," mumbled Mei, looking away. "I got lost."
 "Lost?" cried Guang, laughing. "How?"

- Skills Boost: Polishing your proofreading skills

Skills Boost: Polishing your proofreading skills

When you have finished writing a text, it is important to check your spelling. In particular, look out for words that feature easily confused letters such as those in the table below.

'k'	's'	'sh'	'f'
The 'k' sound can be spelled 'c', 'k' or 'ck'.	The 's' sound can be spelled 's' or 'c'.	The 'sh' sound can be spelled 'ti', 'si', 'ci', or 'sh'.	The 'f' sound can be spelled 'f' or 'ph'.

1 Using the table to help you, choose the correct spelling for each word.

a) 'k' sound:

- i) kitchen / citchen ii) cricket / kricet iii) cucumber / cucumber

b) 's' sound:

- i) circle / siracle ii) selebrate / celebrate iii) pensil / pencil

c) 'sh' sound:

- i) decision / decition ii) station / stacion iii) musilian / musician

d) 'f' sound:

- i) telephone / telefone ii) fotograf / photograph iii) alphabet / alfabet

- Skills Boost: Proofreading skills

Skills Boost: Proofreading skills

1 When you check your writing for mistakes, it is easy to read what you **think** you have written, and not what you have actually written. The student who wrote the response below did not check them very carefully: there are **three** words missing. What are they?

Lady Macbeth is not very sympathetic to Macbeth. He is obviously very upset and frightened but she tells him he is 'brainsickly' and gives him lots orders. She tells him to get some water, wash the blood from hands and take the daggers back. She does not try comfort him at all.

2 Another common error is the comma splice (the incorrect use of a comma to link two separate clauses). There are **three** comma splices in the response below. Note down the word just before each comma splice.

When Macbeth returns from killing the King, he is very anxious and almost hysterical, he thinks he hears a voice saying he will never sleep again, he refuses to go and leave the daggers with the King's dead body, because he refuses, Lady Macbeth tells him he is 'infirm of purpose'.

- Skills Boost: Looking for careless errors

Skills Boost: Looking for careless errors

Some mistakes cannot be helped if you do not realise you have made them. You should, however, be able to find all of the mistakes in the extract on page 128. Use the table below to help you.

Missing or repeated words

Proofread slowly to spot missing words: when you are proofreading, you sometimes read what you think you have written, not what you have actually written.

Spelling errors in common words

You should aim to recognise when words that you see every day look incorrect or unfamiliar.

Comma splices

These are commas that should be full stops. Look at every comma you have used in your writing to be sure that it has been used correctly.

Missing apostrophes

Look out for contractions and any word that ends in 's'. Ask yourself: Is this word indicating possession?

Choosing homophones

Look out particularly for the following common homophones: their | there | they're | too | two
to | no | know | hear | here

- 1 a) Read the extract carefully once, checking for mistakes. Note down each word or phrase in which you see an error and how you would correct it.
- b) There is one error of each type in the extract. Read the extract again, looking for the errors you did not spot when you answered question 1a. Note them down in the order in which you find them. Note how you would correct each error.



- 2 Look again at your answers to question 1. They should tell you which common errors you can spot quickly and which errors require you to proofread more slowly and carefully. Use your answers to question 1b to create a proofreading checklist to help you revise all the errors in your writing.

Proofreading Checklist	
1	
2	
3	

- Grammar Boost: Revising sentence types

Skills Boost: Reviewing sentence structures

Look at one student's response to the extract on page 250:

Macbeth does not want to kill the king so Lady Macbeth tries to persuade him so she says 'When you durst do it, then you were a man' and she says that she would 'dash' her own baby's brains out if she had promised to, and although Macbeth tries to argue back he cannot because she is so persuasive and it is obvious that she has great power over him.

- 1 Is this response clear and easy to read? Award it a clarity mark out of 5.
- 2 You are going to rewrite the response to make its meaning as clear as possible.
 - a) Rewrite the response using only short, single-clause sentences.
 - b) Rewrite your sentences to make the response as clear and engaging as possible. You could:
 - use conjunctions to link two or more single-clause sentences
 - leave some sentences as single-clause sentences
 - add adverbials to the beginning of some sentences.
- 3 Look at the response you have written. Could you make it even clearer? If so, revise your writing.

Conjunctions

because
when
although

as
and
but

Adverbials

However,
In addition,
Similarly,

- Skills Boost: Reviewing vocabulary choices

Skills Boost: Reviewing vocabulary choices

When writing a critical response, think carefully before choosing the most accurate vocabulary to express your ideas precisely.

- 1 Look at the adjectives below.

rude | angry | distressed | aggressive | bold | decisive
obnoxious | argumentative | frightened | violent | daring | impulsive
mean | annoyed | panicked | arrogant | heroic | unpredictable

- a) Choose **three** adjectives that could be used to describe the character of Hamlet in the extract on page 246.
- b) Use **one** of the adjectives above to write a sentence describing him.
- c) Choose three adjectives that could be used to describe the character of Gertrude in the extract.
- d) Use **one** of the adjectives above to write a sentence describing her.

- Grammar Boost: Parts of speech

Grammar Boost: Parts of speech

When you comment on a writer's choices of vocabulary or sentence structure, you should try to correctly name the part of speech.

Noun	A noun describes a person, place, object or idea. For example: <i>The writer repeats the noun 'water' to emphasise its importance.</i>
Adjective	An adjective adds information to a noun. For example: <i>The adjective 'useful' suggests the practical benefit of water.</i>
Verb	A verb describes an action, event or state. For example: <i>The verb 'flushes' creates a familiar feeling in the reader's mind.</i>
Adverb	An adverb adds information to a verb or adjective. For example: <i>The adverb 'very' strengthens the impact of the adjective 'acid'.</i>

- 1 Copy the table below, and complete it with all the nouns, adjectives, verbs and adverbs in the following sentences.

Ayo filled her glass with cold water and drank it slowly. It was an extremely hot day.

Nouns	Adjectives	Verbs	Adverbs
Ayo		filled	

- Grammar Boost: Sentence types

Grammar Boost: Sentence types

Sentences can contain:

- just one clause. These are called single-clause sentences. For example:

I go to bed at 9pm every night.

- two or more clauses. These are called multi-clause sentences. For example:

I go to bed at 9pm every night and get up at 7am every morning.

Remember

A clause must contain a verb and gives the reader information about one event or action. Clauses are often linked with conjunctions.

Conjunction bank

and	but
when	as
before	after
until	because
so that	although
if	

- 1 Look at each of the sentences below. Are they single-clause or multi-clause sentences?
 - a) Go to bed early.
 - b) Read a book in bed so you relax before you try to sleep.
 - c) Get lots of rest.
 - d) You will feel better and you will look healthier.
- 2 Look again at each of the multi-clause sentences in question 1. Note down the number of clauses each one contains, and the conjunctions used to link them.

- Grammar Boost: Subjects and verbs in Standard English

Grammar Boost: Subjects and verbs in Standard English

Remember

- The **verb** in a sentence describes the action or event that is taking place.
- The **subject** of that verb is the person or thing that is doing it.



Verb forms must agree with their subjects:

Verb: to have	I have	you have	she has	we have	they have
Verb: to go	I go	you go	he goes	we go	they go
Verb: to be	I am	you are	it is	we are	they are

- 1** Each ? in the sentences below represents a missing verb in the present tense: a form of 'to have', 'to go', or 'to be'. Note down the correct verb and its correct form.

- They ? the best players in the team.
- She ? to school every day.
- The homework ? due in on Tuesday.
- My mother ? three sisters.
- My uncle ? older than my father.

- Grammar Boost: Imperative verbs

Grammar Boost: Imperative verbs

Imperative verbs are also known as commands. This is because they give the reader or listener an instruction: they tell them what to do. A verb usually has a subject. Imperative verbs do not. For example:

She sits down.	← This is the subject: 'she' represents the person who is doing the action described by the verb 'sits'.
Sit down!	← This is an imperative verb. The sentence contains no subject. It is a form of direct address; it is telling the reader or the listener what to do.

- 1** Identify the imperative verb in each of the following sentences.
- Turn left at the end of the road.
 - Chop up the onions.
 - Quickly, tell me the answer!

- Grammar Boost: Determiners

Grammar Boost: Determiners

Determiners are words such as:

this | that | these | those | the | a | some | his | her | their

They add information to nouns about quantity, definiteness and belonging, as shown in the table below.

a book	some books	the book	this book	her book
↓	↓	↓	↓	↓
any book	more than one book	a specific book	the book I have here	the book belonging to her

You can refer back to a previous sentence using a determiner. This helps link your ideas and make your meaning clear.

- 1 Compare the following pairs of sentences. Which one (A or B) makes it clearer that both sentences are about the same man? Write one or two sentences explaining your answer.

A A man walked into a clothes shop. A man bought a new shirt.

B A man walked into a clothes shop. The man bought a new shirt.

- 2 Rewrite the following sentence, making its meaning clearer by replacing the highlighted determiner.

Hania smelled food. A smile appeared on a face.

- Grammar Boost: Demonstrative pronouns

Grammar Boost: Demonstrative pronouns

You can refer back to a previous sentence using a pronoun. This helps to link your ideas and make your meaning clear.

- 1 Look at this example sentence: Mwaka read a news story. He believed it.
 - a) Which noun does the pronoun 'he' represent?
 - b) Which noun does the pronoun 'it' represent?
- 2 The words 'that', 'this', 'those' and 'these' can be used as pronouns that represent ideas or collections of ideas in whole sentences.
 - a) What does the pronoun 'that' represent in the following sentences?

I believe fake news is a problem. That seems to be clear.
 - b) What does the pronoun 'this' represent in the following sentences?

You should not believe everything you read. This is the first rule of the internet.
 - c) What does the pronoun 'those' represent in the following sentences?

Every news story should be true and honest. Those are the key things.

- Skills Boost: Paragraphing

Skills Boost: Paragraphing

There are four reasons to start a new paragraph:

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

- 1 Which of these four reasons do you think is likely to be the most common in an explanation or description text? Write one or two sentences explaining your answer.
- 2 Look at the passage below. Note down where the passage should be split into different paragraphs by giving the first three words of each new paragraph.

Krakatoa is a volcano in the Pacific Ocean. It is located between the islands of Java and Sumatra. Its most dramatic eruption occurred in August 1883. The 1883 eruption created the loudest sound ever recorded. The eruption was heard 3,000 miles away. The force of the eruption fired hot ash 15 miles into the air. The ash filled the sky so that it was as dark as night for 72 hours after the eruption. The shock wave of the eruption circled the Earth seven times. Huge tsunamis followed the eruption. It is thought that more than 36,000 people died as a result of the eruption, shockwaves and tsunamis.



How do I do that?

All the pieces of information in each paragraph should be on the same topic. If a piece of information is not on the same topic as the others in the paragraph, it belongs in a different paragraph.

- Grammar Boost: Linking points with adverbials

Grammar Boost: Linking points with adverbials

Adverbials help to make a clear connection between sentences and paragraphs. They help the reader to understand your meaning. Two ways that adverbials can be used are to signal supporting or contrasting information.

- 1 Rewrite the sentences below, adding fronted adverbials from the **Adverbial Bank** to help signal the ideas in the second and third sentences.

We rely on our smart phones far too much. The more we use technology, the harder it becomes to imagine life without it. It is not too late to take back control of our lives.

Adverbial Bank

Showing support

In addition
Furthermore
Indeed

Showing contrast

On the contrary
However
On the other hand

- Grammar Boost: Guiding the reader with adverbials of time

Grammar Boost: Guiding the reader with adverbials of time

When they are positioned at the beginnings of paragraphs, adverbials of time can help to guide the reader through texts. Look at the short paragraphs below. The adverbials of time are highlighted.

At first, I hated it. The task was huge, and I was certain I wasn't prepared for it.

Eventually, I came to appreciate the experience. The scenery around me was beautiful.

- 1 Are the two paragraphs in the correct order? How can you tell?
- 2 Look at the sentences below. They summarise paragraphs, or groups of paragraphs, in the extract on page 208.

A *He makes his first attempt at skeleton.*

B *He makes a second attempt with more success.*

C *He puts on his safety clothing.*

D *The writer is warned about the dangers of skeleton.*

Adverbials of time

Yesterday,	At first,
Tomorrow,	Then,
Eventually,	Next,
Soon,	After this,
Later,	In the end,

- a) Put the sentences into the correct order.
- b) Rewrite the sentences using adverbials of time to guide the reader.

- Skills Boost: Exploring register

Skills Boost: Exploring register

Every text, written or spoken, has a register: a level of formality created by choices of language and grammar.

- A formal register may be used in a professional speech, a class report or a polite letter. It suggests a text is authoritative and reliable.
- An informal register is used between friends in everyday life. It gives the text a friendly, conversational tone that can help to engage the reader.

Some texts contain some elements of formal language and some of informal language. This can make the information sound both reliable and engaging.

- 1 Look at the sentences in A, which are based on the article on page 148, then look at the re-written versions of those sentences in B and C.

A De Groot lands with a dull thud and an explosion of sand. The sizeable crowd roars its approval.

B Jacob hit the ground and sand went everywhere. The crowd went wild.

C Mr De Groot landed, sending sand into the air. The spectators enthusiastically expressed their delight.

Which version (A, B or C) is the most formal and which is the least formal? Write one or two sentences explaining your answers.

- Grammar Boost: Restructuring sentences

Grammar Boost: Restructuring sentences

Sequences of events can be linked using subordinating conjunctions that indicate time. For example:

Edison experimented with many filaments
before he found the best one.



The two clauses highlighted in this sentence can be swapped without changing their meaning:

Before he found the best one,
Edison experimented with many filaments.

- 1 Use conjunctions that indicate time to link each of the following groups of sentences into a multi-clause sentence.

- a) I walked to school. I whistled a happy tune.
- b) I whistled a happy tune. I arrived at school.
- c) I worked hard in every lesson. It was time to go home.
- d) I left school. I walked through the town. I met my friends.

As I walked to

- 2 Look at each of the sentences you have written. Restructure each one by swapping the clauses around, without changing the meaning.

Temporal conjunctions

after	when	before
while	until	as

- Grammar Boost: Sentence starts

Grammar Boost: Sentence starts

Look at the following multi-clause sentence, which starts with a **main clause**.

The idea of tucking yourself into a washing machine creates humour

← main clause

because

← subordinating conjunction

it is a strange and surprising image.

← subordinate clause

The two clauses in the sentence can be swapped, so that the sentence begins with the subordinating conjunction:

Because

← subordinating conjunction

it is a strange and surprising image,

← subordinate clause

the idea of tucking yourself into a washing machine creates humour.

← main clause

- 1 Rewrite the following sentences so that they begin with the conjunction.
- a) The verb 'hurtled' creates an impression of terror **because** it has connotations of speed and being out of control.
 - b) The writer adds the information that there are no brakes **after** he has highlighted the speed of the skeleton.
 - c) The writer creates the impression that bobsleigh is exciting **although** it sounds terrifying.

- Grammar Boost: Revising sentence types

Skills Boost: Reviewing sentence structures

Look at one student's response to the extract on page 250:

Macbeth does not want to kill the king so Lady Macbeth tries to persuade him so she says 'When you durst do it, then you were a man' and she says that she would 'dash' her own baby's brains out if she had promised to, and although Macbeth tries to argue back he cannot because she is so persuasive and it is obvious that she has great power over him.

- 1 Is this response clear and easy to read? Award it a clarity mark out of 5.

- 2 You are going to rewrite the response to make its meaning as clear as possible.

a) Rewrite the response using only short, single-clause sentences.

b) Rewrite your sentences to make the response as clear and engaging as possible. You could:

- use conjunctions to link two or more single-clause sentences
- leave some sentences as single-clause sentences
- add adverbials to the beginning of some sentences.

Conjunctions

because
when
although

as
and
but

Adverbials

However,
In addition,
Similarly,

- 3 Look at the response you have written. Could you make it even clearer? If so, revise your writing.

- Skills Boost: Using a thesaurus

Skills Boost: Using a thesaurus

You can use a thesaurus to help you make more effective vocabulary choices. However, when you find a synonym in a thesaurus, you should make sure you know the word and understand its meaning and connotations before you use it.



- 1 Look at the sentence below and follow the steps (a–d) to find a replacement for the word 'worried'.

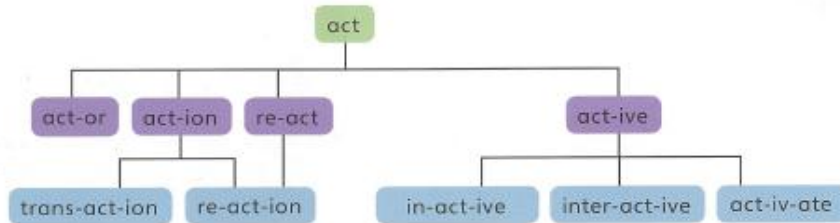
As I opened the envelope with shaking fingers, I felt worried about what would be inside.	worried
	anxious, discomfited, frightened, insecure, nervous, upset

- a) Note down the synonyms for 'worried' that you recognise and understand.
- b) Use a dictionary to check the meanings of any words you don't know.
- c) Note down the words you might consider using to replace 'worried'.
- d) Look at the words you might consider. Select one word to replace 'worried' and rewrite the sentence to include it.

- Skills Boost: Word families

Skills Boost: Word families

Thinking about word families can help you to understand and spell longer and unfamiliar words. All of the words below are part of the 'act' family: they are formed from the root word 'act' with the addition of a prefix, a suffix or both.



- 1 Note down all the prefixes and suffixes that have been added to the root word in the family tree above. Then list as many words as you can that begin or end with each of them.

Prefixes	re-; reread
Suffixes	-or; visitor

- Spelling Boost: Homophones

Spelling Boost: Homophones

Homophones are words that sound alike but have different spellings and meanings.

- 1 The words below are some of the most common homophones in English. Using the hints to help you, match each homophone to its correct definition.

a) their	(i) belonging to them	Hint: 'Here' and 'there' have similar spellings.
b) there	(ii) that place or position	
c) too	(i) a number	Hint: There are a lot of letter 'o's in 'too'.
d) two	(ii) an excessive quantity	
e) no	(i) a negative	Hint: You have to understand about the silent letter.
f) know	(ii) understand	
g) hear	(i) this place or position	Hint: There is a word hidden in 'hear'.
h) here	(ii) sense with your ears	

- 2 Use the given homophones to complete each of the following sentences.
- their/there: I'm walking over to visit my cousins – _____ house is over _____.
 - too/two: We have to complete _____ pages of maths questions, _____.
 - no/know: I _____ that there is _____ cricket training tonight.
 - hear/here: The music is so loud that I can _____ it from _____.

- Spelling Boost: 'Silent' consonants

Spelling Boost: 'Silent' consonants

Some words are spelled with '**silent**' letters – letters that are not sounded independently when a word is spoken aloud.

- 1 Look at the words below. Each row contains five words that are missing the same silent letter. Copy out the words, adding the correct silent letter to each one.

a) sc_ool	w_at	w_ere	w_y	_onest
b) s_ience	mus_le	s_ene	s_ent	fas_inating
c) si_n	desi_n	forei_n	campai_n	_naw
d) _not	_nee	_nock	_now	_nowledge
e) thum_	crum_	com_	clim_	bom_
f) _rong	_rite	_reck	_riggle	_rinkle

'Silent' Letters

c | b | h | k | w | g

- Spelling Boost: Unspoken or 'silent' vowels

Spelling Boost: Unspoken or 'silent' vowels

Some words are difficult to spell because they contain letters that are not sounded when the word is spoken.

- 1 Look at the table below. Each word contains an unspoken or unstressed vowel.

separate	vegetable	family	memorable	dictionary
library	interest	biscuit	history	different
miniature	jewellery	medicine	category	business

- a) Write each word, separating the spoken syllables and the unspoken or unstressed vowel. For example:

sep - a - rate | veg - e - ta - ble | fam - i - ly

- b) Read each word aloud, clearly sounding each syllable, and the unspoken or unstressed vowel. Read each word aloud three times.

- 2 Close this book and write down as many of the 15 words above as you can. Then come back to this page to see how many you spelled correctly.

- Skills Boost: Speech punctuation

Skills Boost: Speech punctuation

- 1 Look again at the sections of dialogue in Activity 3. Use them to help you complete the rules of speech punctuation below. Select one option to complete each sentence.

The rules of speech punctuation

- a) The words spoken are always enclosed in commas / speech marks / capital letters.
- b) There is always a full stop / a comma / some punctuation before the closing speech mark.
- c) When the words spoken are followed by an identifier, there is never a comma / a question mark / a full stop before the closing speech mark.
- d) When the words spoken are **not** followed by an identifier, there is never a comma / a question mark / a full stop before the closing speech mark.

Remember

An identifier gives information about who is speaking. For example: *she said*.

- 2 Now check that all of the rules you have written are true of the examples of dialogue in Activity 3.

- Skills Boost: Punctuating quotations

Skills Boost: Punctuating quotations

If you choose a short quotation, you can use it inside a sentence. For example:

The writer points out that social networking sites may be 'unsafe' for young people.

If you need to use a longer quotation that cannot be embedded in a sentence, introduce it with a colon. For example:

The writer reassures the reader : 'You won't be in trouble.'



- 1 Copy the sentences below, adding the correct punctuation. You may need to use capital letters, full stops, quotation marks or colons.

- a) *the writer points out the dangers of social networking for example
Once you've put something online you've lost control of it*
- b) *the writer lists all the things you can do on social networks
chat, comment, share pictures and game.*
- c) *the writer warns young people they are at risk if they use social
networks when they are too young*

- Punctuation Boost: Apostrophes

Punctuation Boost: Apostrophes

Remember

Apostrophes have two jobs:

- They are used in contractions, to show that some letters have been missed out.
- They are used to show possession: that something belongs to someone or something.
 - When a word is a plural and ends -s, you do not need to add another 's' to show possession – you just add the apostrophe:
 - However, when a word is **not** a plural and ends -s, you usually **do** need to add another 's':

do not —→ don't

the cousin of my mum —→ my mum's cousin

the favourite song of the boys —→ the boys' favourite song

the hat of James —→ James's hat

- 1 Rewrite the sentences below, using as many apostrophes as you can. You can change the words and their order, but do not change the meaning of the sentences.

Everard does not have any money. Marshall visits the house belonging to Everard.

The wife of Everard does not like Marshall. Marshall wants to borrow some of the money belonging to Everard. Everard agrees and Marshall thinks he is very kind.

Marshall is attacked by the Brazilian cat belonging to Everard. He is shut in the room containing the Brazilian cat and he cannot escape.

- Punctuation Boost: Using apostrophes

Punctuation Boost: Using apostrophes

An apostrophe can signal a contraction:

She's going to the cinema. ✓

You can test if an apostrophe is needed by expanding the contraction. Does the sentence have the same meaning?

She is going to the cinema. ✓

An apostrophe can also signal possession:

We went to Ali's house. ✓

You can test if an apostrophe is needed to signal possession by reorganising the phrase using 'belonging to'.

We went to the house belonging to Ali. ✓

Remember

- The word 'its' is a possessive pronoun, like 'yours'. It does **not** need an apostrophe.
- The word 'it's' is a contraction of 'it is'. It **does** need an apostrophe. For example: 'It's a beautiful day.'

- 1** Copy and complete the sentences below by adding apostrophes in the correct places.
- A pictures worth a thousand words, its said.
 - Its true that we should not judge a book by its cover.
 - Peoples possessions dont bring them happiness.
 - Everyones goal should be their familys happiness.

- Punctuation Boost: Commas in lists

Punctuation Boost: Commas in lists

Commas are used to separate items in a list, apart from the last two items: these are linked with a conjunction such as 'and' or 'or' instead. Lists can include individual items or events. For example:

We couldn't buy eggs, flour, milk, sugar or bread.

← This is a list of items separated with commas and the conjunction 'or'.

I tripped, lost my balance, fell down the stairs and broke my leg.

← This is a list of events separated with commas and the conjunction 'and'. Notice that the pronoun 'I' is used only once.

- 1** Rewrite the following bullet-pointed lists as sentences. Remember to use commas.

My favourite subjects:

- English
- maths
- science

Things I do every morning:

- I get up
- I get dressed
- I eat breakfast
- I clean my teeth

- Punctuation Boost: Dashes and semi-colons

Punctuation Boost: Dashes and semi-colons

Dashes and semi-colons can be used to add emphasis to key ideas. Look at these two sentences from the article on page 116. The writer could have used a conjunction to link the two halves of each sentence instead of a semi-colon or a dash:

I think we did a reasonable job ; our children are generally well-mannered and polite.

So what if your mum has spent hours cooking your dinner or ironing your clothes – it's her job, isn't it?

- 1 Copy the sentences below. Cross out the conjunction in each one and replace it with a semi-colon.
 - a) You shouldn't talk with your mouth full and you shouldn't eat with your elbows on the table.
 - b) Do not interrupt people talking but wait patiently until it is your turn.
 - c) Hold the door open for other people behind you and they'll be very grateful.
- 2 Copy the sentences in question 1 again. This time, replace the conjunction with a dash.
- 3 Which do you prefer: the sentences with the conjunction, the sentences with the semi-colon or the sentences with the dash?

- Punctuation Boost: Colons and semi-colons

Punctuation Boost: Colons and semi-colons

When you link two ideas or pieces of information in a sentence, you usually use a conjunction:

The Mayor was foolish because he thought he did not have to pay the piper.

Alternatively, you can link clauses using a colon or a semi-colon.

- Use a colon if the first clause is more important, and the second clause adds a reason, explanation or example:

The Mayor was foolish: he did not pay the piper.

- Use a semi-colon if the clauses are of equal importance. This is often where you could use 'and' or 'but':

The piper played a new tune; he led the children away.

- 1 Copy the sentences below, replacing each conjunction with a colon or semi-colon.
 - a) The police officer stopped the driver because he was driving too fast.
 - b) The piper lured the children into a cave and they were never seen again.
 - c) The orphan hoped life will be better outside the workhouse but he was wrong.
- 2 Read the sentences you have rewritten using a colon or semi-colon to be sure they make clear sense.

- Grammar Boost: Word classes

Grammar Boost: Word classes

Remember

- A **noun** names a person, place, object or idea. For example: *The elderly father suddenly died.*
- A **noun phrase** is a group of words (containing a noun) that names a single person, place, object or idea. For example: *The elderly father suddenly died.*
- An **adjective** adds information to a noun. For example: *The elderly father suddenly died.*
- A **verb** names an action or state of being. For example: *The elderly father suddenly died.*
- An **adverb** adds information to a verb or adjective, and can indicate time, place or how something happened. For example: *The elderly father suddenly died.*
- A **pronoun** replaces or stands in for a noun or noun phrase. For example: *He suddenly died.*

Look again at the following lines from the extract on page 232.

Brother All right then, to show you I'm not completely heartless, to prove that I'm a fair-minded man and to shut up the lot of you – I allow my sister to keep this fine cooking pot. There! She's entitled to nothing and I've given her the pot. Now leave me alone!

- 1 Identify **one** example of each of the following word classes in the brother's speech.
a) verb b) adjective c) adverb
d) noun e) noun phrase f) pronoun
- 2 Do any of the words you have identified reveal anything significant about the brother's character? Write a sentence or two explaining your ideas.

Remember

Adverbs often end '-ly', but not always.

Skills Boost: Word classes

Word classes are groups of words that have similar roles in sentences.

- 1 Nouns name a person, place or object. The words 'chair', 'movement' and 'idea' are examples of nouns. Note down **five** different nouns that could replace the **?**.
I can see the ?.
- 2 Adjectives are words that add information about nouns. They describe the things named by the nouns. The words 'happy', 'green', and 'close' are examples of adjectives. Note down **five** different adjectives that could replace the **?**.
She has bought a ? car.
- 3 Verbs express an action or situation. They can be preceded by a **pronoun** such as *I*, *you* or *it*. The words 'had', 'walk', and 'believes' are examples of verbs. Note down **five** different verbs that could replace the **?**.
I ? in the park.
- 4 Adverbs are words that add information about verbs, adjectives or other adverbs. The words 'quickly', 'soon' and 'often' are examples of adverbs. Note down **five** different adverbs that could replace the **?**.
He did his homework ?.

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