

Reading

- Skills Boost: Using context for understanding

Skills Boost: Using context for understanding

When you read a text, you may sometimes find that you lose understanding.

Try some of these techniques to help you correct that misunderstanding.

- Reread the sentence or paragraph you did not understand.
- Read it yet again, more slowly. Which word or phrase do you not understand?
- Look at the context of that word or phrase: the rest of the sentence and the text. Use it to help you guess the meaning of the word or phrase.

- 1 The word 'bound' in the following sentence from the extract on page 10 could be confusing because it has several possible meanings.

The gold was sealed in three boxes, bound with iron bars.

The word 'bound' can mean:

- tied or wrapped up The book was bound with leather.
- on the way (to) The plane was bound for Lagos.
- leap or jump She cleared the hurdle in a single bound.
- inevitable or unavoidable I could see the crash was bound to happen.

What do you think 'bound' means in the sentence from the extract above? Write an explanation in your own words.

- 2 Look at the sentences below. Each one contains a nonsense word. Use the context of each sentence to suggest what each nonsense word could mean.

- a) I was sleeping when a loud crash spadoddled the house.
b) She sat down and ate a huge crangle of ice cream.

- Skills Boost: Reading long sentences

Skills Boost: Reading long sentences

Very long sentences can be difficult to read and confusing to understand. Breaking them down into clauses and phrases can help you make sense of them.

- 1 Look at the 55-word sentence below. It contains clauses linked with relative pronouns, conjunctions and non-finite verbs.

Remember

- A relative pronoun is a word that indicates information related to a noun or noun phrase, such as 'that' or 'which'.
- A conjunction is a word used to connect clauses, such as 'and' and 'because'.
- A non-finite verb is a verb that doesn't show tense. It could be an infinitive verb (such as 'to watch'), a present participle (such as 'watching') or a past participle (such as 'watched').

In the middle of a forest, there was a meadow that was full of bright flowers – and, in the middle of the meadow, there was an old building made without any doors, which made the children wonder if there was a tunnel to get into or out of it as otherwise it seemed inaccessible.

- a) Copy out the sentence. Every time you come to a new clause, begin a new line.
b) Explain why the new lines assist you to read the sentence.

- Skills Boost: Making notes

Skills Boost: Making notes

When you make notes, you need to jot down your ideas quickly and clearly. This activity will help you to decide which details and which words are important in notes, and which are unnecessary.

- 1 Compare the full sentence on the left with the notes on the right. Write a sentence or two describing the kinds of details that have been missed out in the notes.

The Antikythera Mechanism was found in 1901, in the wreck of a Roman cargo ship, 45 metres beneath the sea.

Mechanism found 1901 in wreck of Roman ship

- 2 Copy out the sentence below.

It is thought that the Antikythera Mechanism was an astronomical clock with seven hands, which showed the movements of the Sun, Moon and planets.

- a) Cross out the details in this sentence that are less important than others.
- b) Now cross out as many words as you can, without losing any important details.

- Skills Boost: Building a proofreading strategy

Skills Boost: Building a proofreading strategy

Look at the table of frequent student mistakes below.

Missing or misplaced punctuation	Spelling errors	Grammar errors
• full stops and comma splices • commas • apostrophes • colons and semi-colons	• homophones • single or double letters • dropping the letter 'e' • silent letters	• consistent tense • subject-verb agreement • omitted words • repeated words

- 1 Check the article on page 254, looking carefully for each of the common errors listed above. There are ten errors in total. Copy, circle and then correct each error you find.

Remember

It is sometimes easier to spot mistakes when you focus on one type of error at a time. For example, you could check for spelling errors first, check again for grammar errors and then check again for punctuation errors.

- 2 Look again at all of the errors you have corrected. Use them to create a proofreading checklist for this student: a list of the kinds of errors this student should look for very carefully when proofreading his writing.
- 3 Check some of your own writing completed in previous sections of this unit. What kinds of errors can you find? Use your findings to build your own proofreading checklist.



- Grammar Boost: Practising conjunctions for comparison

Grammar Boost: Practising conjunctions for comparison

Adverbials such as 'similarly' and 'however' can link two separate sentences. However, **conjunctions for comparison**, such as 'whereas' can only be used to link two clauses in a multi-clause sentence. For example:

- Extract A describes the Gobi desert. **However**, Extract B focuses on Antarctica. ✓
- Extract A describes the Gobi desert, **whereas** Extract B focuses on Antarctica. ✓
- Extract A describes the Gobi desert, **however** Extract B focuses on Antarctica. ✗
- Extract A describes the Gobi desert. **Whereas** Extract B focuses on Antarctica. ✗

- Grammar Boost: Practising conjunctions for comparison (continued)

Grammar Boost: Practising conjunctions for comparison (continued)

- 1 Copy out the sentences below, matching **three** pairs of contrasting points : one from the first column and one from the second column. Link each pair to form one or two sentences, using the words 'however', 'whereas' or 'while'. You may use each word, and each sentence, only once.

The writer of Extract A enjoys the peace of the desert.

The writer of Extract B is on a challenging expedition.

The trip described in Extract A sounds like a holiday.

The writer in Extract B makes his journey alone.

The writer in Extract A is travelling with a group.

The writer of Extract B describes difficulties and danger.

- Skills Boost: Identifying figurative language

Skills Boost: Identifying figurative language

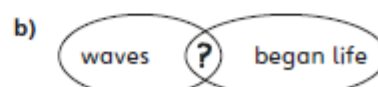
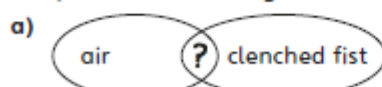
- A **simile** is a comparison using the words 'like' or 'as' to highlight a specific feature of an object, person or place.
- A **metaphor** is a direct comparison to highlight the many similarities between two objects, people or places.
- **Personification** is a kind of metaphor that uses human qualities or actions to describe something non-human. These can either be positive or negative, for example: The wind howled and screeched.

- 1 Look at the following quotations from the extract on page 116. Identify the example of figurative language in each one. Is it a simile, a metaphor or personification?

a) the air itself becomes a physical presence, as solid as a clenched fist.

b) Waves that began life thousands of miles away find their way to these shores

- 2 Look again at the quotations in question 1, which contain two things being compared to something else.

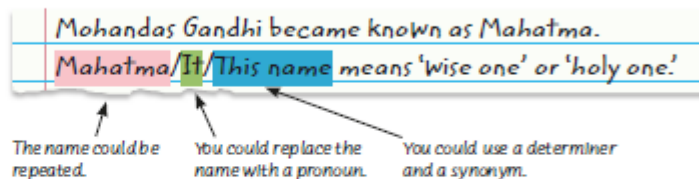


Copy and complete these Venn diagrams, noting in the centre of the overlapping circles all the different things that the comparison suggests to you.

- Skills Boost: Using synonyms to refer back

Skills Boost: Referring back with determiners, synonyms and pronouns

Instead of repeating words and phrases throughout a text, you can use determiners, pronouns and synonyms to link ideas in your writing. They could replace a repeated word, name or phrase.



1 Rewrite the sentences below, avoiding the repetition by using determiners, pronouns and synonyms.

- The Salt March began in March 1930. The Salt March lasted 25 days.
- Gandhi gathered salt. Gathering salt meant Gandhi had broken the salt law.

Determiners Bank

the | this | that | these | those

- Skills Boost: Fact and opinion

Skills Boost: Fact and opinion

Information texts contain facts. They do not usually give a writer's opinions – although it is often possible to identify the writer's viewpoint or attitude to the topic. When you explore any non-fiction text, especially an argument text, you need to distinguish between facts and opinions.

Remember

A fact is a piece of information that can be proved. For example: *London is the capital of England.*

An opinion is a point of view or judgement with which some people might disagree. For example: *London is a great city.*

1 Identify which of the statements below are facts and which are opinions.

- The Shaanxi Earthquake took place in 1556.
- 830,000 people died in the earthquake.
- Qin Keda offered advice on how to survive an earthquake.
- Qin Keda offered good advice on how to survive an earthquake.
- One day, humans will be able to prevent earthquakes.

How do I do that?

Try putting 'I think' at the beginning of each statement. This will make the statement sound either like an opinion or like a fact that you're not sure you remember correctly.

- Skills Boost: Building sentences

Skills Boost: Building sentences

There are many possible elements that could be included in a sentence:

Clauses	(pieces of information that contain a verb) silk was invented by Leizu she was drinking a cup of tea
Conjunctions	and but when because if although as
Non-finite verbs	sitting enjoying looking
Relative pronouns	which that who whose
Adverbials	(information about place or time) in her garden 4,500 years ago

1 Look at the sentence elements in the table below. Build a sentence using:

- a) two of the elements. b) three of the elements.
c) four of the elements. d) five of the elements.

Clauses	Adverbials	Non-finite verbs
Alexander Fleming was a scientist. Alexander Fleming discovered penicillin. He left a petri dish. He went on holiday. He noticed the petri dish. It had gone mouldy.	in 1928 on a window sill to Scotland to his laboratory in London	leaving going returning

- Skills Boost: Referring back with determiners, synonyms and pronouns

Skills Boost: Referring back with determiners, synonyms and pronouns

Instead of repeating words and phrases throughout a text, you can use **determiners, pronouns and synonyms** to link ideas in your writing. They could replace a repeated word, name or phrase.

Mohandas Gandhi became known as Mahatma.
Mahatma/It/This name means 'wise one' or 'holy one.'

The name could be repeated.

You could replace the name with a pronoun.

You could use a determiner and a synonym.

1 Rewrite the sentences below, avoiding the repetition by using determiners, pronouns and synonyms.

- a) The Salt March began in March 1930. The Salt March lasted 25 days.
b) Gandhi gathered salt. Gathering salt meant Gandhi had broken the salt law.

Determiners Bank

the | this | that | these | those

- Grammar Boost: Adverbials for comparison

Grammar Boost: Adverbials for comparison

An adverbial can be used at the start of a sentence or paragraph as a signal for comparison. For example, an adverbial could indicate that a sentence will contrast with or add support to the sentence before it.

Adverbs indicating contrast: However, | On the other hand,

Adverbs indicating similarity: In addition, | Similarly.

- 1 Write five sentences comparing Extract A on page 44 and Extract B on page 45. Use the adverbials above and the phrases below for ideas.

Extract A | Extract B | Both extracts | Neither extract

about yetis | same title | yetis may exist | yetis do not exist
prove their viewpoint | supporting evidence

- Grammar Boost: Modal verbs

Grammar Boost: Modal verbs

Modal verbs are often used when giving advice. Modal verbs include:

might | could | should | ought to | can | must | will | shall

- 1 Using a modal verb shows how likely or important it is that something will happen. Look at the sentences below. Order them to show the order of importance of the different tasks described.

- A I must do my homework. B I could watch television.
C I will brush my teeth. D I should go to bed early.

- 2 a) Look at the following pieces of advice. Copy and complete them using a variety of modal verbs to replace each ? and show the importance of each one.

When you go out to meet up with friends:
• You ? tell your family where you are going.
• You ? take a mobile phone so you can stay in touch with friends and family.
• You ? tell your family what time you will be coming home.

- b) Add two more pieces of advice, using a modal verb in each one.

- Grammar Boost: Writing in a formal register

Grammar Boost: Writing in a formal register

When you are writing a response to a text, you should use formal language. This means:

- using Standard English and avoiding slang
- making formal vocabulary choices
- writing in the third person, avoiding the pronouns 'you', 'I' and 'me'

1 Look at the two sentences below.

A *When you're reading it, the writer makes you feel like them stones are weird.*

B *The writer suggests to the reader that the stones are mysterious.*

- a) Which sentence is written formally, and which is written informally?
b) Note down **three** clues you used to work out your answer.

- Skills Boost: Comparing formal and informal language choices

Grammar Boost: Adverbials for emphasis and contrast

Adverbials can be used to link sentences or paragraphs, to show the relationship between them.

These adverbials indicate that you are adding to a point:

indeed | furthermore | in fact | in addition

These adverbials indicate a contrast or a contradiction:

however | alternatively | on the other hand | even so

1 Look at the three paragraphs below. Add an appropriate fronted adverbial to the second and third sentence in each paragraph.

a) *Many students worry about exams. They are rarely as bad as you think they will be. You may even be surprised at how well you do.*

b) *You may be worried about meeting your new teachers. You may be more worried about meeting the teachers you had last year! You don't need to worry: your teachers only want you to try your hardest and do your best.*

c) *The thought of getting something wrong worries a lot of people. Getting something wrong is the best way to learn how to do it correctly. Making mistakes will almost certainly teach you more than getting things right first time!*

How do I do that?

Look at the sentence you are linking. Does it support and add to the sentence before it, or make a contrasting point? Once you understand the way the ideas are related, you can choose an appropriate adverbial.

Remember

A fronted adverbial is an adverbial used at the start of a sentence. You should always use a comma after a fronted adverbial.

2 Look at the following statement.

Students can find it difficult to find enough time to do all their homework.

Add two more sentences to the one above, to write your own short paragraph on the topic of homework. The first of your two sentences should support and add to the statement, and the second should contrast with or contradict it. Use an appropriate fronted adverbial in each of your sentences.

- Grammar Boost: Non-finite clauses

Grammar Boost: Non-finite clauses

You can link ideas in sentences using conjunctions such as 'and', 'when' and 'because'. You can also link ideas in sentences by using **non-finite clauses**. These are clauses built around **non-finite verbs**. The most common form of non-finite verb is created using the ending '-ing'.

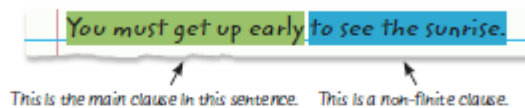
For example:

A blast of wind tore through the region.	It scattered debris far and wide.
A blast of wind tore through the region, scattering debris far and wide.	

- 1 Use a non-finite form of each underlined verb to turn each pair of sentences into one multi-clause sentence.
 - a) The text begins with a description of Earth. It creates an impression of peace.
 - b) The writer describes the asteroid's impact. He explains how it wiped out 80 per cent of life.
 - c) The writer makes the asteroid sound terrifying. He describes the speed it travelled and the damage it caused.

Grammar Boost: Non-finite clauses

A non-finite clause is a clause that contains a non-finite verb. For example:



There are three forms of non-finite verb:

- the **present participle**, ending '-ing': *creating, pushing, making*
- the **past participle**, often ending '-ed': *created, pushed, made*
- the **infinitive**, preceded by 'to': *to create, to push, to make*

Finite verbs change or inflect according to **tense** and **person**. Non-finite verbs do not. Compare these two sentences:

Turning the corner, I see a huge statue. Turning the corner, she saw a huge statue.

The finite verb 'to see' changes to show the past tense and the third person, but the non-finite verb 'turning' does not.

- 1 Write out the following sentences, underlining the non-finite clause in each one.
 - a) To reach it, you have to climb 150 steps.
 - b) Climbing all those steps to the top, I wondered if it would be worth it.
 - c) Exhausted with the effort, I could hardly breathe.

MPA International School

- Skills Boost: Building a synonym bank

Skills Boost: Building a synonym bank

Synonyms are words with the same or very similar meanings. When you identify a word in your writing that could be improved, building a bank of synonyms will help you to make the most effective choice.

Look at the following sentence. The word 'sad' could be replaced to give this piece of advice more impact.

If you fail, do not be sad. Try again.

- 1 Begin your synonym bank by thinking about the words you already know that could replace it. For example, in the sentence above you could use 'unhappy' or 'miserable'.

- 2 Next, try using a thesaurus to add more options to your synonym bank.

bitter | disheartened | dismal | downcast | gloomy | pessimistic | sorrowful

- 3 a) Which synonym would you choose to replace 'sad' in the sentence above?
b) Write **one** sentence explaining the reasons for your choice.

Remember

If you don't know the precise meaning of a synonym from a thesaurus, don't use it without looking it up in a dictionary. Be sure that it definitely makes sense in the sentence.

- 4 Look at the following sentence.

Never tell a lie. Lying is bad.

- a) Choose **one** word in the sentence that could be improved.
- b) Build a synonym bank for that word. Add at least **three** synonyms to the bank.
- c) Which synonym would you choose?
- d) Write **one** sentence explaining the reasons for your choice.

Writing

Skills Boost: Building a response paragraph

Skills Boost: Building a response paragraph

Look at the following paragraph from one student's response to the extract on page 110.

- | | |
|---|--|
| A | James's appearance is described using adjectives that give clues about his life. |
| B | For example, his face is described as 'creased' and 'battered'. |
| C | This vocabulary choice has connotations of violence and damage, suggesting that James has suffered with problems and difficulties in his life. |
| D | However, |
| E | it could also suggest that he is simply worn out by all his hard work as a caretaker. |
| F | The writer is trying to make the reader feel sympathy for this damaged character. |

- 1 The table below shows the different elements of a response paragraph and what each element contributes.
 - a) Match the elements (i–iv) to what they contribute (v–viii).
 - b) Match each pair to the appropriate example in the paragraph above (A–F).

Elements	What these contribute
(i) explanation	(v) supports the key point
(ii) adverbial	(vi) identifies the writer's intention
(iii) evidence	(vii) explains impact of vocabulary choices
(iv) key point	(viii) links ideas

- Skills Boost: Making notes

Skills Boost: Making notes

LEONARDO DA VINCI

- Leonardo da Vinci was born on 15th April 1452 in Vinci, Italy.
- He died on 2nd May 1519 in Amboise, France.
- He is most famous as an artist. He is also known as an inventor and scientist.
- The 'Mona Lisa' is one of his most well-known paintings.
- He also completed thousands of drawings that show the workings of the human body, and ideas for inventions including a parachute, a helicopter, an armoured tank and a calculator.

1 Look at the first bullet point in the fact file above. It contains twelve words.

a) Reduce it to just **six** key words by crossing out the six least important words.

~~Leonardo da Vinci~~ ~~was born on~~ 15th April

b) Cross out **three** more words, to make a note just **three** words long.

2 Make notes from the other four bullet points.

a) Reduce the second, third and fourth bullet points to **three** words each.

b) Summarise the fifth bullet point in as few words as you can.

- Skills Boost: Expanding single-clause sentences

Skills Boost: Expanding single-clause sentences

Single-clause sentences contain just one verb. They can be, but aren't always, very short. The verb and nouns in a single-clause sentence can be modified to build a vividly-descriptive image or a powerfully-expressed argument.

Nouns can be modified with:

• adjectives: A **great** school welcomes all students.

• adverbs: A **truly** great school welcomes all students.

• prepositional phrases: A truly great school welcomes all students **of all abilities**.

Verbs can be modified with:

• adverbials: A truly great school **warmly** welcomes all students of all abilities.

• prepositional phrases: A truly great school warmly welcomes **into its classrooms** all students of all abilities.

1 Choose words and phrases from the Modification Bank to expand the following single-clause sentences.

- Many schools have uniforms.
- Students dislike uniforms.
- Uniforms are a waste.

Modification Bank

compulsory	with good	of money
ugly	reason	complete
in every way	great	enormous
good	sensible	enormously
beautiful	for everyone	of time

- Skills Boost: Writing in an informal register

Skills Boost: Writing in an informal register

Advice texts are often written in a relatively informal register, to create a conversational, friendly tone. They often feature:

- direct address, using the pronoun 'you'
- contractions such as 'don't' and 'wouldn't'
- more informal language choices.

Remember

When writing an advice text, even in an informal register, you are not talking to friends – so you should still use Standard English and avoid slang.

- 1 Look at the following groups of vocabulary options. Which word in each group is the most formal? Which is the least formal? Which do you think is the most appropriate for an advice text?

- a) converse | talk | chat
c) commence | start | get
e) worry | fuss | despair

- b) difficult | tricky | troublesome
d) friend | companion | mate
f) many | lots of | multitudinous

- 2 Rewrite the following piece of advice using a more informal register to create a friendly, conversational tone.

Making new acquaintances can be troublesome, but do not agonise. There are many different ways in which people can commence conversing.

- Grammar Boost: Past and present tense

Grammar Boost: Past and present tense

When giving information about a current situation, information texts are usually written in the present tense. When giving information about an event or an experience that has already happened, they are usually written in the past tense.

Remember

Tense is indicated by the form of the verb in a sentence. Non-finite verbs do not change their form to show tense.

- 1 Look at the two sentences below.

A The writer takes the slave driver's whip, keeping it to remind him of this experience.

B The writer took the slave driver's whip, keeping it to remind him of this experience.

- a) Identify the **three** verbs in each sentence.
- b) Identify which verbs change to indicate the past or present tense.

- 2 a) In which tense is the extract on page 148 written?
b) Note down **one** sentence from the extract to support your answer, and circle all the verbs in it.

- Grammar Boost: Present, past, perfect and past perfect

Grammar Boost: Present, past, perfect and past perfect

If a story is mainly written in the present tense, you can use the **present perfect** tense to give information about things that have already happened. For example:

He watches the bear. He has waited hours for it to appear.

If a story is mainly written in the past tense, you can use the **past perfect** tense to give information about things that have already happened. For example:

He watched the bear. He had waited hours for it to appear.

Remember

	Present	Past	Present perfect	Past perfect
I, you, we, they	watch	watched	have watched	had watched
he, she, it	watches	watched	has watched	had watched

- 1 Rewrite the sentences below, changing the present to the past, and the present perfect to the past perfect.

- a) Night has fallen. The moon is bright.
- b) The bear stops and sniffs. Tam realises that it has smelt his scent.
- c) The bear sees Tam. He has never felt so frightened. He runs.
- d) Tam has walked for miles through the forest before he finds his way home.

- Skills Boost: Linking points with adverbials

Skills Boost: Linking points with adverbials

When you are writing a response to a text, you can use adverbials at the beginning of each paragraph to link your points and guide the reader.

- 1 Look at one student's planned key points below.

A The writer emphasises Kamal's love of swimming.

B The writer focuses on Kamal's love of stories.

C It is clear that Kamal loves the power of words.

D We learn that Kamal is determined and single-minded.



Which of the following adverbials could you place at the start of each key point, to link them and clarify how they relate to one another?

At the beginning of the story, | Similarly, | In contrast, | Above all,
In the second half of the story, | By the end of the story, | Throughout the story,

- Skills Boost: Comparing formal and informal language choices

Skills Boost: Comparing formal and informal language choices

Information texts are often written in a more formal register. This means that they:

- are written in the third person
- avoid contractions such as 'can't' and 'won't'
- feature more formal vocabulary choices.

- 1 Look at the following sentences from Extract B on page 138. Organise the alternative choices (a–e) for each highlighted word in order of formality: from the most formal to the least formal.

A They **returned** seven years later, telling of a land covered with fruit and flowers.

B There is some evidence – although none of it is **conclusive** – suggesting that sailors from China, Africa and Europe **travelled** to America even before the Vikings.

C Recent analysis has **revealed** that the flint from which the knife was **made** came from France.

- a) **returned** came back | reappeared | rematerialised
- b) **conclusive** definite | certain | indisputable
- c) **travelled** went | voyaged | navigated
- d) **revealed** shown | indicated | intimated
- e) **made** constructed | manufactured | created

Remember

Formal vocabulary choices may be longer and less familiar than informal ones.

- 2 Consider the register of the language in Extract B. Is it very formal, quite formal, not very formal, or not at all formal?

- Skills Boost: Building a paragraph of critical response

Skills Boost: Building a paragraph of critical response

There are lots of useful phrases you can use when you build a paragraph to explain your response to a text.

- 1 Copy and complete the paragraph below, using the phrases given to replace each ?.

For example, | The writer | The narrator | The character | creates the impression that describes | is presented as | presents | seems to be | It | This comparison | This description
This phrase | This word | implies | shows | suggests | reveals

? ? the narrator is arrogant and manipulative. ? the narrator explains how to get someone who is 'built like a buffalo' on your side. ? ? a huge and powerful person.
? ? the narrator thinks we should admire him because he is clever and cunning enough to manipulate someone so powerful in this way.

- 2 Annotate each of the sentences in your version of the paragraph above using the following labels: 'evidence', 'explanation', and 'key point'.

- Grammar Boost: Linking ideas clearly

Grammar Boost: Linking ideas clearly

The narrator picks up a hitch-hiker. The hitch-hiker says he is going to a horse race.

In the sentences above, the word 'hitch-hiker' is repeated. There are several ways this repetition could be avoided, as explained in the table below.

Pronouns	These can help you to avoid repetition. However, you must be careful that your use of pronouns does not make your meaning unclear. For example, in the following sentence it is no longer clear whether it is the narrator or the hitch-hiker who says he is going to a horse race: <i>The narrator picks up a hitch-hiker. He says he is going to a horse race.</i>
Conjunctions	To clarify your meaning, you could use a conjunction such as 'and' or 'but'. For example: <i>The narrator picks up a hitch-hiker and says he is going to a horse race.</i> This suggests that the subject of the second verb is the same as the subject of the first verb: the narrator is going to a horse race.
Relative pronouns	For example: <i>The narrator picks up a hitch-hiker, who says he is going to a horse race.</i> The relative pronoun refers back to the noun that comes directly before it: the hitch-hiker is going to a horse race.
Synonyms	This can often be the easiest way of making meaning clear. For example: <i>The narrator picks up a hitch-hiker. The traveller says he is going to a horse race. The narrator picks up a hitchhiker. The driver says he is going to a horse race.</i>

- 1 Rewrite each of the sentences below to make its meaning clearer.
 - a) The narrator picks up a hitch-hiker. He persuades him to drive at top speed.
 - b) The hitch-hiker tells the narrator he is going to a horse race. He is not interested in the races.
 - c) The narrator is stopped by a police officer. He writes down his name and address.

- Grammar Boost: Relative clauses

Grammar Boost: Relative clauses

A **relative clause** is a part of sentence used to add information to a noun. It is linked to the rest of the sentence using a **relative pronoun**, such as 'who', 'which', 'that' or 'whose'.

Information from two sentences can be linked using a relative pronoun to form one multi-clause sentence with a relative clause. For example:

Göbekli Tepe was probably built around 11,000 years ago.

Göbekli Tepe is in Turkey.

Göbekli Tepe, which is in Turkey, was built around 11,000 years ago.

This is a relative clause. It is linked to the rest of the sentence with the relative pronoun 'which'. It is separated from the rest of the sentence with commas.

- 1 Use a relative pronoun to link each of these pairs of sentences:
 - a) The stones are decorated with images. The images are described as 'stunning'.
 - b) Radar surveys show many more stones below ground. The surveys can see beneath the earth.
 - c) The megaliths are carved with images of animals. They weigh up to ten tonnes.

- Skills Boost: Experimenting with sentence structure

Skills Boost: Experimenting with sentence structure

Look at the following three pieces of information.

you grow up + you will change + your dreams will change

There are different ways in which ideas like these could be linked and positioned in sentences. For example:

Your dreams will change **as** you grow up **because** you will change.

As you grow up, your dreams will change **because** you will change.

Because you will change, your dreams will change **as** you grow up.

Each of the sentences above has three clauses linked with two **conjunctions**.

Conjunction Bank

when	but	because
as	if	unless
although	and	so

- 1** In how many ways can you link the three clauses in each of the following groups?

- you are young | your dreams may be unrealistic | you should not ignore them
- you tell people about your dreams | they may laugh | it does not matter
- you work hard | you will achieve your dreams | they may not be the dreams that you expected

- Skills Boost: Varying sentence starts

Skills Boost: Varying sentence starts

If every sentence in a piece of writing begins in the same way, it can become boring or difficult to read. There are lots of different ways in which you can start a sentence. For example:

- You can start with a **main clause**:

Lindquist was terrified **as** he stood face to face with the creature.

- You can start with a **subordinate clause**:

As he stood face to face with the creature, Lindquist was terrified.

- You can start with a **non-finite clause**:

Standing face to face with the creature, Lindquist was terrified.

- 1** Rewrite the sentences below, starting each in as many different ways as you can.

- The Sasquatch is rarely seen because it lives in the wilderness.
- The men solved the mystery by explaining that it was a hoax.

- Skills Boost: Using synonyms to refer back

Skills Boost: Using synonyms to refer back

You can use synonyms in your writing to avoid repetitions, and to refer your reader back to ideas in earlier sentences. As well as synonyms, you should use appropriate determiners to make your meaning clear.

- 1 Compare the two pairs of sentences below.

A The narrator visits someone called Casto Mulherne. Casto Mulherne lives in a tree.

B The narrator visits someone called Casto Mulherne. This character lives in a tree.

a) Example A contains repeated words. What are they?

b) Example B has replaced the repetition. What noun is used in the replacement?

c) What determiner is used in Example B's replacement?

- 2 Rewrite the sentences below, using synonyms and determiners to avoid repetition while making your meaning clear.

Casto Mulherne says he built the house
'the day before yesterday'. The narrator
is amazed that Casto Mulherne could
build the house so quickly.

Determiners Bank

a | the | this | that | my | your | his
her | our | their

Synonyms Bank

man | person | character | house
home | residence

- 3 You can also use pronouns to refer back and avoid repetition. Which pronoun could you use to replace the repeated nouns in the sentences above?

- Grammar Boost: Revising word class

Grammar Boost: Revising word class

To complete each of the questions in the activity, choose words from the selection below **and** use some of your own. You will need to use different forms of the verbs below, depending on the tense and person in which you choose to write.

house | man | build | shop | buy | tall | busy | hurry | large | cake | hungry
tiny | brown | eat | quickly | secretly | silently | car | drive | walk | hide

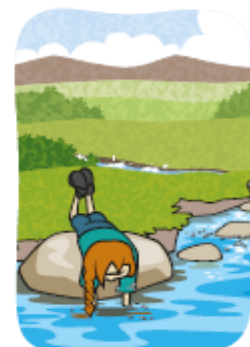
- 1 Write **one** sentence including **two** nouns, **one** verb and **one** adverb.

Remember

- A noun names a person, place, object or idea: *The pale, skinny girl holds the fish tightly.*
- An adjective adds information to a noun: *The pale, skinny girl holds the fish tightly.*
- A verb describes an action, event or state: *The pale, skinny girl holds the fish tightly.*
- An adverb adds information to a verb or adjective: *The pale, skinny girl holds the fish tightly.*

- 2 Write **one** sentence including **one** noun and **two** adjectives.
- 3 Write **one** sentence including **one** adverb and **two** verbs.
- 4 Write **one** sentence including **two** nouns, **two** adjectives, **one** verb and **one** adverb.
- 5 Look again at the sentences you have written in answer to questions 1–4. Label the nouns, verbs, adjectives and adverbs using the following labels:

- 'N' for nouns
- 'V' for verbs
- 'Adj' for adjectives
- 'Adv' for adverbs



- Spelling Boost: Regular and irregular plurals

Spelling Boost: Regular and irregular plurals

1 Write the plural form of the following singular nouns.

- | | | | |
|------------|----------|-----------|-------------|
| a) mystery | b) knife | c) box | d) business |
| e) city | f) dish | g) family | h) glass |
| i) lady | j) leaf | k) life | l) wife |

Remember

Plural nouns are usually created by adding '-s' or '-es' to the singular noun. However, there are other ways of turning singular nouns into plural nouns. For example:

- For nouns ending in a consonant and 'y', take off the 'y' and add '-ies'.
- For nouns ending '-f' or '-fe', take off the '-f' or '-fe' and add '-ves'.

2 Some plurals are not formed using a regular pattern. What is the singular form of the following common irregular plurals?

- a) men b) women c) people d) children e) feet f) teeth

- Spelling Boost: The suffixes -ful and -ly

Spelling Boost: The suffixes -ful and -ly

Many adverbs are formed by adding -ly to an adjective:

- if an adjective ends in -l, the adverb form ends in -lly
useful → usefully
- for most adjectives ending in -e, the adverb form ends in -ely
safe → safely

Remember

The suffix '-ful' means full of. However, it is always spelt with just one 'l'.
For example: helpful | careful | beautiful | useful | powerful | disgraceful

1 Rewrite each of the following phrases as an adjective ending '-ful'.

- a) full of help b) full of care c) full of beauty d) full of use

2 Use the words in the **Adjective Bank** to form adverbs to replace each ? in the following sentences.

- a) I examined the guitar ? : it had been ? decorated.
b) I was ? late for school so I would ? get a detention.
c) He watched ? as the driver ? steered the car through the narrow streets.
d) I was ? lost and ? confused.

Adjective Bank

beautiful	close
definite	extreme
careful	complete
safe	total

- Spelling Boost: Spelling strategies

Spelling Boost: Spelling strategies

One way to remember a more-difficult spelling is to notice that it contains another word hidden within it.

- 1 Sometimes the hidden word is closely related to the difficult spelling.
 - a) Find the word hiding in 'hear'. It's something you use for hearing.
 - b) Find the word hiding in 'piece'. You might like to eat a piece of it!
 - c) Find the word hiding in 'believe'. It's something you should **not** believe.
- 2 The hidden word is not always related to the difficult spelling – but it can still help you to remember it, especially if you can come up with an image or story that links them. How many hidden words can you find in these difficult spellings? Can you suggest ideas that could help you remember them?

a) separate b) vegetable c) factory d) disappeared e) allowed

I get the vegetables. Then I put the vegetables on the table...

- Spelling Boost: Spelling with double letters

Spelling Boost: Spelling with double letters

Some of the most frequently misspelled words in the English language contain double letters. Learning which letters are doubled, and which are not, can help you spell them correctly.

- 1 Look at the words below.

accident | accommodation | beginning | disappear | disappoint | embarrass
immediate | necessary | occasionally | recommend | success | tomorrow

- a) Copy the words, circling all the doubled letters.
- b) Underline any consonants that you think some people may incorrectly double when spelling the word. For example, people might be tempted to spell 'disappear' with a double 's'.
- c) Now write all the words again, breaking them into syllables separated with dashes. Make sure all doubled letters are split between two syllables (except when they feature at the end of a word).

For example:

ac-cid-ent

ac-com-mod-a-tion

- d) Learn each spelling in the list using the 'look-say-cover-write-check' method:
 - Look at the word, broken down into syllables.
 - Say it out loud, pronouncing each syllable as it is written.
 - Cover the word so you cannot see it.
 - Write out the word again.
 - Check your spelling. Is it correct?

- Spelling Boost: Building spelling families

Spelling Boost: Building spelling families

There are some common tricky letter patterns in English. Some of them include 'silent' letters: letters that aren't pronounced independently.

- 1 Note down as many words as you can that feature each of the following spelling patterns.

- a) wh
- b) wr
- c) qu
- d) igh
- e) ough

wh	wr
when	wrong
what	

- Spelling Boost: Tricky terminology

Spelling Boost: Tricky terminology

When you write about a text, it is important to use the correct **terminology** and to spell it correctly.

analyse | character | description | intention | narrator | persuasion

analysis | describe | dialogue | metaphor | simile | onomatopoeia

- 1 Use spelling strategies to learn and practise spelling the terminology above. You could try:

- looking for words with double letters: copying them out and circling the double letter
- breaking each word into syllables and saying each syllable aloud, sounding every letter
- using the look-say-cover-write-check method.

narrator

narrator

- Spelling Boost: Eliminating errors

Spelling Boost: Eliminating errors

- 1 Identify the **seven** spelling mistakes in the extract on page 86.
- 2 a) Some words should follow some key spelling rules. Correct the spelling mistakes in words that should follow the rules below.

Remember

- the suffix **-ful** is always spelt with just one 'l'. For example:

helpful | careful | beautiful

- if an adjective ends in **-l**, the adverb form ends in **-lly**:

useful → usefully

- for most adjectives ending in **-e**, the adverb form ends in **-ely**:

safe → safely

- b) Now look at the other spelling mistakes. Try writing each word three times, spelling it differently each time, and then choose the spelling you think is correct.

speshel | special ✓ | speceal

- Spelling Boost: Spelling your response

Spelling Boost: Spelling your response

When you write a response to a text, there are some key words and phrases you will often use. It is important that you are able to spell them correctly.

- 1** Each of the words below is spelled incorrectly. Try spelling each one in **three** different ways, and then circle the spelling that you think is correct.

a) riter writer wryter

- | | | | |
|---------------|----------------|---------------|---------------|
| a) riter | b) description | c) implies | d) emphasise |
| e) creates | f) vocabulary | g) suggests | h) attention |
| i) impression | j) sentence | k) suggestion | l) resolution |

Remember

When you are trying to correct a spelling, you should check the following:

- Vowels: a | e | i | o | u
- Silent letters: wr | wh | gh | kn
- Doubled consonants or single?
- Common suffixes: -tion | -sion | -cian

- Spelling Boost: Dropping the letter 'e'

Spelling Boost: Dropping the letter 'e'

One of the most important spelling skills to learn is when to drop the letter 'e' when adding a suffix. You should usually (but not always) use the following rules.

Suffixes beginning with a vowel

Drop the letter 'e' from the end of a word when adding a suffix that begins with a vowel, such as '-ing', '-ed', '-er', '-able' or '-ible'.

For example: use + 'ing' = using | used + 'ed' = used | use + 'er' = user

Suffixes beginning with a consonant

Keep the letter 'e' at the end of a word when adding a suffix that begins with a consonant, such as '-ly', '-ful', '-less' or '-ness'.

For example: use + 'ful' = useful | use + 'less' = useless

Some exceptions to these rules are: 'argument', 'truly', 'knowledgeable' and 'agreeing'.

- 1** Look at the following 12 spellings.

- | | | | |
|------------|-------------|--------------|-------------|
| A believe | B believing | C believable | D argue |
| E argument | F argueing | G decide | H decideing |
| I decided | J likely | K possibly | L truly |

- a) Note down which spellings are incorrect.
b) Correct the incorrect spellings.

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- Spelling Boost: f, ff, gh and ph

Spelling Boost: f, ff, gh and ph

There are four ways of making an 'f' sound. The most common is simply 'f', as in 'few'. However, the 'f' is usually doubled after a short vowel sound, as in 'stuff'.

Remember

The word 'of' (pronounced 'ov') has only one 'f'. The word 'off' has a double 'f'.

There are no rules to help you learn when to use 'ph' or 'gh'. You just have to learn the spellings.

- 1** Look at the words below. Each one is spelled three different ways. In each case, which one is correct?
- a) telephone / teleffone / telephone b) lauph / lauf / laugh c) sphere / sfere / sghere
 d) diferent / different / dipherent e) sniph / snif / sniff f) enouf / enough / enough
 g) alfabet / alphabet / alffabet h) offer / opher / ogher i) couff / cough / cough

- Spelling Boost: Homophones

Spelling Boost: Homophones

Homophones are words that sound alike but have different spellings and different meanings. They are very easy to confuse as shown in the table below.

our / are	The word 'our' is a possessive determiner meaning 'belonging to us'. The word 'are' is a form of the verb 'to be'. For example: We are spending the week at our aunt's house.
your / you're	The word 'your' is a possessive determiner meaning 'belonging to you'. The word 'you're' is a contraction of 'you are'. For example: You're taller than your dad.
its / it's	The word 'its' is a possessive determiner meaning 'belonging to it'. The word 'it's' is a contraction of 'it is' or 'it has'. For example: It's autumn, and the tree has dropped its leaves.

- 1** Copy and complete the sentences below, choosing the correct homophone from above to replace each ?.
- a) ? football players ? better than your players.
 b) I have heard ? ideas and I think ? wrong.
 c) ? got three toes on each of ? six legs.

Remember

To check if a word is a contraction or a possessive determiner, try separating the two contracted words. If the sentence still makes sense, the word is a contraction.
 For example:

It's Tuesday today. = It is Tuesday today. ✓
The cat ate its food. = The cat ate it is food. ✗

- Skills Boost: Using semi-colons

Skills Boost: Using semi-colons

- Conjunctions can be used to link two clauses in a sentence. The conjunction shows clearly how the two pieces of information are linked.
- A semi-colon can be used to replace a conjunction. However, if this makes the link between the two pieces of information unclear, you should use a conjunction instead.

The Romans were civilised
but the British were not.

The Romans were civilised; the British were not. ✓
The link is clear.

The ancient Britons were
fierce when they fought.

The ancient Britons were fierce; they fought. ✗
The link is **not** clear.

- 1 Replace the conjunctions in the following sentences with semi-colons.
 - a) The Britons wore ornaments made of iron because they thought it was as beautiful as gold.
 - b) The Britons escaped, although the Romans were far better trained in warfare.
 - c) The Britons did not care if they were covered in mud.
- 2 Look again at your answers to question 1. Tick the sentences in which the link between the two clauses is clear and the sentence's meaning is unchanged. Cross the sentences in which the link is not clear or the sentence's meaning has changed.

- Punctuation Boost: Commas

Punctuation Boost: Commas

When you write a multi-clause sentence, you will often need to separate the clauses with a comma.

Remember

- When a subordinate clause is followed by a main clause, they should be separated with a comma.
- A non-finite clause should be separated from the rest of the sentence with a comma.
- When you list a series of clauses, each clause should be separated by a comma, and the final clause linked with a conjunction.
- You must not use a comma to link main clauses, unless they are part of a list. Doing this would create a comma splice.

- 1 Copy out the sentences below, adding the correct punctuation. Begin by adding full stops – you will need at least one in each sentence. Then add commas.

a) although I like buying clothes I do not want to destroy the planet

b) if we spend less time shopping for clothes we will save money save time and save the planet

c) every week the shops have new clothes for sale tempting us to buy them

d) fast fashion uses the earth's resources pollutes our planet and creates enormous waste we must stop buying it

- Punctuation Boost: Checking for comma splices

Punctuation Boost: Checking for comma splices

A comma splice is the incorrect use of a comma to link two main clauses: clauses that should be separated by a full stop.

- 1 Look at each of the commas in the sentences below. Should they be commas or should they be full stops? Copy and correct each sentence.
 - a) Although it was a very rich city, Timbuktu was not built of gold, its buildings were made of clay.
 - b) Laing travelled all the way to Timbuktu, found the city and was murdered on the way home, his body was never found.

How do I do that?

Look at the clauses in each sentence. Ask yourself: Is each clause linked to another clause by a conjunction, a non-finite verb, a semi-colon or colon – or is it part of a list? If not, it should be its own separate sentence.

- Punctuation Boost: Commas and clauses

Punctuation Boost: Commas and clauses

Commas are sometimes used to separate clauses in multi-clause sentences. They can separate:

- a main clause from a relative clause (beginning with a relative pronoun such as 'that', 'who' or 'whose')
- a main clause from a non-finite clause (beginning with a verb ending '-ing')
- a main clause from a subordinate clause, when the sentence begins with the subordinate clause (beginning with a subordinate conjunction such as 'when', 'if' or 'because').

Remember

No comma is needed when the subordinate clause follows the main clause.

- 1 Look at the sentences below. They are missing some commas.
 - A You can end up arguing with your parents if you disagree with their opinions.
 - B Staying calm and talking quietly explain your point of view.
 - C Your parents who only ever want the best for you should be happy to listen.
 - D When you have explained your point of view listen to theirs.
 - a) Which of the sentences above begins with a main clause?
 - b) Which one begins with a subordinate clause?
 - c) Which one contains a non-finite clause?
 - d) Which one contains a relative clause?
 - e) Copy out the sentences, adding commas where they are needed.

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- Punctuation Boost: Revising apostrophes

Punctuation Boost: Revising apostrophes

There are two reasons for using an apostrophe:

- to show that letters have been missed out in a contraction:
I + am = I'm you + are = you're
- to show that something belongs to someone:
the house belonging to Majid = Majid's house
the lives belonging to everyone = everyone's lives

Remember

The word 'it's' is a contraction of 'it is': *It's my birthday!*
The word 'its' is a possessive determiner meaning 'belonging to it': *Its walls were made of stone.*

- 1 How many apostrophes should there be in the following sentences?

Its an interesting article because the writers described her teenage years, which makes you realise youre not the only person who isnt enjoying being a teenager. Ive decided Im definitely going to follow the writers advice. I might bake a chocolate cake for my sisters birthday. Chocolate cake is everyones favourite! I might even design a video game – although thats quite difficult.

- Punctuation Boost: Speech and quotation punctuation

Punctuation Boost: Speech and quotation punctuation

Inverted commas can be used as speech punctuation to signal dialogue, and to show a quotation in a critical response.

- 1 Look closely at the dialogue in the extract on page 208. Use what you see there to note down the rules of speech punctuation. Make sure you include the rules for using inverted commas, capital letters, full stops, commas, exclamation marks and question marks.
- 2 Look at the following sentences from one student's response to the extract.

In the first line, the narrator says, 'These thorns are like claws!', which helps to set the scene immediately. The narrator also shows it is night: 'I could see the moon'.

- The first sentence contains an **embedded quotation**: a quotation that is positioned inside the sentence, and that functions as a part of the sentence.
- The quotation in the second sentence is not embedded. It remains separate from the main body of the sentence.

Use the examples above to write out the rules of quotation punctuation. Make sure that you include the rules for using inverted commas, colons and punctuation within the quotation.

- Punctuation Boost: Punctuating for effect

Punctuation Boost: Punctuating for effect

One of the easiest ways to add emphasis to a point is by using an exclamation mark! However, it is very easy to use too many of them! If used over and over again, their impact is weakened! Dashes and ellipses can be a more effective way to add impact in argument writing.

- A single dash in a sentence can create a dramatic pause that adds emphasis to the point that follows it. For example:

The question is, though, do we want to be accepted for the way we look, the labels we wear and the phone we use – or do we want to be accepted for who we truly are?

- An ellipsis signals omitted words, and can imply that a list continues. This can add extra emphasis by highlighting the even greater number of things that could be included in the list. For example:

If you ignore the trend, you're in danger of becoming an outsider, a square, a geek ... a nobody.

- 1 Rewrite the following sentences, adding one punctuation mark to each of them for effect.
 - a) None of us has to follow fashion but we all do.
 - b) Six months later, we are left with an unfashionable coat, shirt, pair of shoes but the shop still has our money.
 - c) The more we buy, the more we eventually throw away and then we buy some more.

- Punctuation Boost: Using upper-case letters for effect

Punctuation Boost: Using upper-case letters for effect

The writer of the article on page 32 has sometimes chosen to use upper-case letters in an unusual way.

- 1 Look again at lines 1–2 of the article on page 32.
 - a) In what **unusual** way has the writer used upper-case letters in this section of the article?
 - b) Why is this unusual? Write one or two sentences to explain your ideas.
- 2 Note down **three** other reasons that the writer has used upper-case letters in this section of the article.
- 3 Look at the sentences below. Note down which **one** word in each sentence uses an upper-case letter in an unusual way.
 - a) As Christin walked along Toll Street, she suddenly felt Darkness closing in around her.
 - b) The Trouble began last Wednesday, 31st October – an appropriate date for it.
- 4 Look again at your answers to questions 1 and 3. What effects are created by these unusual uses of upper-case letters?
- 5 Write **one** sentence of your own that uses an upper-case letter to create a similar effect.

- Skills Boost: Hearing what you wrote

Skills Boost: Hearing what you wrote

An effective way of spotting careless mistakes, such as repeated or missing words, is to imagine your voice reading the text aloud.

- 1 Imagine yourself reading the following sentences aloud. Then, read each sentence again in turn, listening to the voice inside your head. As you read, copy the sentence down, correcting any errors you find. Read your corrected sentences again to make sure you have found all the errors.

Some early humans lived near the sea or a river used and sharpened sticks to to spear fish. Later humans learned to set traps to catch other creatures in the water such eels and crabs.

- 2 Read the extract on page 170 aloud inside your head. Note down all the errors you find.

- Grammar Boost: Sentence terminology

Grammar Boost: Sentence terminology

Revise your understanding of clauses by looking at the following definitions.

clause: a group of more than one word, including a verb

single-clause sentence: a sentence containing one clause

multi-clause sentence: a sentence containing more than one clause

main clause: a clause that makes a main point in a sentence, and that could stand alone

subordinate clause: a clause linked to a main clause with a subordinating conjunction ('although' or 'because')

non-finite clause: a clause linked to a main clause with a non-finite verb ('fall') or present participle ('falling')

relative clause: a clause linked to a main clause with a relative pronoun ('that' or 'who')

minor sentence: a sentence containing no verb; only used in more informal writing

Remember

To help you identify sentence and clause types, ask yourself:

- How many verbs are in the sentence?
- Does the sentence contain a conjunction, a non-finite verb or a relative pronoun?

- 1 Look at the following sentences. Identify the types of sentence and clause in each.
 - a) Mr Garces, who is a travelling salesman, is driving to his next appointment.
 - b) He feels anxious when he sees a squirrel.
 - c) It is staring at him.
 - d) Driving through the countryside, he forgets about the squirrel.
 - e) Extraordinary!

- Skills Boost: Structuring sentences for impact

Skills Boost: Structuring sentences for impact

Subordinate clauses can usually be positioned in front of a sentence's main clause or after it, without changing the sentence's meaning. The same is often true of adverbials.

- 1 Look at the three sentences below, which are all making the same point. Which sentence structure do you feel gives this point the greatest impact? Write one or two sentences explaining your answer.
 A Clearly, we are making a serious mistake if we judge people on their appearance.
 B We are making a serious mistake if we judge people on their appearance, clearly.
 C If we judge people on their appearance, we are clearly making a serious mistake.
- 2 Rewrite each of the sentences below in **three** different ways, putting the clauses and the adverbial in different positions each time. You may need to adjust the punctuation.
 a) Appearances matter, however, because we are judged on them.
 b) Sadly, we all care what people think of us, although we should try not to.
- 3 Look again at the three versions of each sentence you have written for question 2. Which versions have the greatest impact? Write one or two sentences explaining your answer.

- Grammar Boost: Common errors

Grammar Boost: Common errors

When you write an argument text, you will usually need to write in formal Standard English. Make careful checks to ensure accuracy in your writing.

- Check for tense consistency, ensuring you don't switch from one to another by mistake. For example:

Many people think that they are overweight when they ~~compared~~ compare themselves to models in magazines.

- Check for subject/verb agreement, ensuring you use the verb form that agrees with the subject. For example:

Many people think that they ~~is~~ are overweight when they ~~compares~~ compare themselves to models in magazines.

- 1 The errors in the sentences above have been corrected. What mistakes had been made, before they were corrected? Describe what tense and person were used originally.
- 2 Look at the sentences below. Copy them out and correct them to ensure the tenses are consistent and the verb forms agree with their subjects.
 a) People is all kinds of shapes and sizes and we were all different.
 b) We all wanted to be fit and healthy but some of us takes it too far.
 c) It are important to be fit and healthy but it was even more important to be happy.