Complete English for Cambridge Secondary 1 Stage 7–9
Writing and Grammar Practice Book

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- Develop advanced skills – a fully integrated and engaging approach extends performance
- Progress to the next stage – differentiated extension material eases the transition to 14-16 study

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- In each unit you will see how English is used to describe
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Introduction

How to use this book

Chapter 1 gives a brief reminder of grammar essentials with exercises to test your understanding. This is not intended to be a systematic explanation of how English grammar works. Nor does it provide a full set of exercises covering the complete range of grammatical confusions. Other books do these things. What it will give you is more explanation and practice of grammar issues as they arise in the Complete English for Cambridge Secondary 1 Student Books (Stage 7, 8 and 9) and exercises that test your understanding.

You don’t need to do the exercises in order, but you can concentrate on developing or revising particular skills on each page. If you work through the exercises in order, you will find that they move from essentials of grammar and constructing simple sentences, towards the choices you make over language and style, and ways to avoid common errors.

Chapter 2 will introduce you to – or remind you of – the rules for the whole range of punctuation in English. Once you have learned the rules, they soon become matters of habit and you will find that they help you to express yourself more clearly and flexibly in your own writing.

In Chapters 3 to 5, you will be given opportunities to practise the different genres of writing (fiction and non-fiction) featured in the Student Books. For each genre, you will be given a reminder of the basics to help you to make the right choices before you start to write. You are then encouraged to plan your writing and you are given advice on how to check and assess your work.

1. Planning your work

Good writing needs a plan or structure. For each genre covered, there is a planning grid for you to complete. To complete the planning grid:

● Think about how you will tackle the task you have chosen by considering each point in the planning grid.

● Write brief notes in the planning grid (or in your notebook) that you can build on when you start writing.

You can fill in the planning grid on your own, or with help from your friends or teacher, but remember that the final decisions need to be your own, because you want your writing to be personal and original.
2. Checking your work

It’s always satisfying to finish a piece of writing, but it will be an even better piece if you check it by reading it through and making improvements. To help you to move on with your writing in this way, there is a checklist for you to complete before you submit your work:

- Using each point in the list, check your work.
- Make any improvements needed until you can tick every box in the checklist.

It is easy to make some improvements, especially when you are writing onscreen. You can also make handwritten corrections or additions. It is better than leaving the teacher to do this!

You can ask a friend to check your work, as long as you make the changes needed. You learn by finding out what your readers think about your writing.

3. Assessing your work

Assessment is not just your teacher giving you a mark or grade. The teacher’s comments and corrections are there to help you to improve your work. Self-evaluation is the process of looking through your work when you receive it back from your teacher. It is the best way to improve your writing, so a checklist is provided for you to use for self-assessment. As you fill in the grid assessing your work in a particular genre, follow these steps:

- Consider what went well with your work: what are the strengths of your writing?
- Consider the weaknesses of your writing.
- Set yourself targets to help you improve next time you write in this genre.

By getting used to this way of checking your work, you will become aware of the skills you will need to develop, and you should be able to assess your own writing.

As you reach the end of this stage, you will naturally want to experiment more with your own use of English and prepare for the transition to IGCSE. **Chapter 6** gives you some pointers towards how you can move your skills on to the next level. It provides suggestions for how to develop your vocabulary and approach a text, even if you have never encountered anything like it before. The final section looks at common mistakes and how to avoid some of the most common errors in order to move forward.
Grammar

Simple sentences
Sentences are the building blocks of writing. You cannot construct a strong building unless you build it up from a well-constructed base. The basic building block is the single-clause sentence, which we often call a simple sentence. For example: Ibrahim opened the door.

This is a sentence, not a fragment, because it has a main verb. It also has a subject and an object. The subject ‘governs’ the verb; the object is the result of the verb. The verb is transitive.

Intransitive verbs can also make up simple sentences. For example: Jamila cried out.

Appears, seems, feels, looks like or becomes can also be main verbs, as can different parts of the verb to be.

1. Fill in the correct verb to complete the simple sentences below.

- are performed
- were borrowed
- was
- make
- was born

a. William Shakespeare ......................................................... a famous English playwright, poet and actor.


c. His plays ............................................................. all over the world.

d. Most of his stories ............................................................ from other sources.

e. His use of language and presentation of characters ........................................... his writing unique.

2. Simple sentences are effective ways to explain, to communicate information or to create tension in an exciting piece of writing. Turn the following paragraph into simple sentences by crossing out unnecessary conjunctions and adding full stops.

Anjali and Paul approached the old farmhouse cautiously but they knew it was meant to be empty and they opened the cobweb-covered barn door and something dark flew out straight towards them but they recovered slowly from the shock then a man was standing in front of them and he was staring straight at them.
Simple sentences modified with adjectives and adverbs

Simple sentences are made more interesting by adding adjectives and adverbs (the parts of speech used for description). Understanding how adverbs are formed helps you with your spelling. You most often form an adverb by simply adding –ly.

If the adjective ends in –y, drop the –y and replace with –i before adding –ly. If the adjective ends –le, drop the final –e and add –y.

1. Complete the following sentences by turning the adjective quick, happy or simple into an adverb.
   a. He was a quick bowler. He bowled ..........................................
   b. There was a happy ending. The story ended ..........................................
   c. She made a simple knot. She knotted the rope ..........................................

2. Turn these adjectives into adverbs then place the correct one into each sentence.

<table>
<thead>
<tr>
<th>accidental</th>
<th>full</th>
<th>terrible</th>
<th>steady</th>
<th>narrow</th>
</tr>
</thead>
</table>
   a. She walked ........................................... along the dangerous ridge.
   b. Tom ........................................... dropped the slippery plate.
   c. Adil thought the book ended ..........................................
   d. The team ........................................... escaped defeat.
   e. The class were told to answer the questions as ........................................... as they could.

3. Rewrite this paragraph, turning each adjective in brackets into an adverb. How do the adverbs make the apologies sound more sincere?

   I am writing to apologise (full) for the mistake I made. I came into the classroom (noise) to fetch my bag. I did not realise the class inside were (silent) working on a test. I behaved (selfish) and (irresponsible).
Compound sentences
Even with adjectives and adverbs, simple sentences can be uninteresting because reading them is like reading a list. Conjunctions (or connectives) such as or, and or but can be used to join sentences together and make them more interesting.

1. Make compound sentences using the conjunctions (or connectives) or, and or but.
   a) The sun was shining. Every one looked forward to a good day.
   b) They were all ready for the beach. They had to find the quickest way to get there.
   c) The fast train left later. They could take the slower bus.

2. Fill in the gaps with or, and or but.
   a) I could have eaten the meat samosa .......... I could have asked for a vegetarian one.
   b) The cat stretched towards its owner .......... it purred gently.
   c) It looked like an easy game .......... the opposition fought back strongly.
   d) The train was completely full .......... people still pushed to get on.
   e) The starting pistol went off .......... the sprinters charged from their blocks.

3. In each group of sentences, choose the right conjunctions to make one compound sentence.
   a) The players played bravely to the end. They were defeated. The crowd did not forgive them.
   b) Shiv needed help with his homework. He could borrow someone else's. He knew he would not learn anything that way.
   c) Tracey wasn't good at computer games. She could ask her brother to help her. She would take forever to move to the next level.

4. How does using conjunctions make the writing more fluent?
Using conjunctions and prepositions

Conjunctions are the words used to link sentences, such as: although, before, because, if, in order to, since, though, unless, when.

Prepositions come before a noun or pronoun to tell you about time, place or position, such as: above, across, before, beside, between, during, from, in, off, on, since, through, until, without.

Some words can be conjunctions or prepositions, depending on how you use them.

1. Underline the conjunctions and prepositions in the sentences below. Decide if each is a ‘preposition’, a ‘conjunction’ or ‘both’.
   a. He ran into the building.
   b. The thieves bolted as he entered.
   c. They had been there since one o’clock.

2. Fill the gaps with a preposition or a conjunction. At the end of each sentence write whether you have used a preposition or a conjunction.
   a. The road passed the tunnel as the trains travelled over it.
   b. It was already late, there was time to reach the post office before dark.
   c. We said we would not turn up four o’clock.
   d. Ugo sat the large man in the crowded train.
   e. Khaled raced up the stairs get to his interview on time.

In many examples a preposition is followed by an object pronoun (me, you, him, her, it, us or them). In your writing you need to take care over the choice of prepositions.

3. Circle the correct pronoun in the sentences below.
   a. We will keep this between you and I.
   b. Their success went before/beyond expectations.
   c. Cheese is made of/from milk.
   d. The angry child snatched the toy car off/from his brother.
   e. Shakespeare compared his beloved with/to a summer’s day.
   f. The group consisted of/in six old friends.
   g. They walked between/among the tall grass.
   h. There had been a big improvement in/on his attitude.
   i. I agree with/to many of your ideas.
   j. It was different to/with anything he had seen before.

Remember
Varying your sentence lengths can be effective. Simple sentences create tension and compound sentences are good for more detailed explanation or description.
**Grammar**

**Complex sentences (co-ordination and subordination)**

Complex sentences link ideas using a range of conjunctions such as: until, when, although, because, despite, whilst, whenever. Some conjunctions go at the start of a sentence.

You can also use relative pronouns to link sentences: that, which or who.

1. **Circle the correct option in these sentences.**
   - a. She shuddered because/despite the creature seemed so malevolent.
   - b. Although/When Barbary apes have some humanoid characteristics, they are wild animals.
   - c. He shared some food with the frightened animal, which/who he pitied.

2. **Fill the gaps below with the correct conjunction or relative pronoun.**
   - a. Many people think that Frankenstein is the name of a monster, this is not true.
   - b. Frankenstein was the name of the inventor who made the monster.
   - c. In Mary Shelley’s novel, Frankenstein has a happy childhood, his mother’s death makes him look for the secrets of life and death.
   - d. He neglects his family while trying to create life from dead parts.
   - e. The creature is angry because Frankenstein abandoned him in horror, being his creator.

3. **Here is a set of notes for a speech. Rewrite them using compound sentences to make the speech fluent.**

   Genetically modified crops are sometimes called Frankenstein foods.
   Most scientists do not think genetically modified crops are intrinsically risky to human health.
   Genetically modified food has been around for 20 years.
   A GM tomato was first marketed in 1994.
   GM crops can be more disease resistant.
   They can produce higher yields.
   They could reduce the price of foodstuffs.
   They could produce cheap food for less wealthy parts of the world.
   There is a possibility of genetically modifying animal foodstuffs.
   No one is yet proposing this idea.
Subordinating conjunctions

In a complex sentence, the part that makes sense on its own is called the main clause. The subordinate clause depends on the main clause for its meaning.

The subordinate clause can come before or after the main clause. When the subordinating clause comes first, it needs to be separated from the main clause by a comma.

A subordinating conjunction always belongs at the beginning of a subordinate clause. Examples are: after, although, as, because, before, even though, if, since, unless, until, when, whenever, whereas, wherever, while.

1. Add the comma in the correct place in these sentences.

   a  Although food is essential for our good health we need to be careful what we eat.

   b  We need a balanced diet which consists of carbohydrate, proteins and unsaturated fats.

   c  While the main food types are all essential they do need to be kept in the right balance as an excess of any one type can lead to health problems.
Grammar

2. Complete the sentences below with a suitable conjunction.
   a. I was walking down the street, I saw a woman wearing a large hat.
   b. Karl passed the test he had prepared for it thoroughly.
   c. She did not want to go to Wales again she had plenty of wet weather clothing!
   d. She never liked the music, she had got used to hearing it every day.
   e. I did not want to turn back, I did not want to go on.
   f. you walked through the autumn woods, there were golden leaves brightening the gaps between the trees you looked.
   g. Ali found the task easy for Sunita it was much more difficult.
   h. I crossed the narrow strait to the island, I felt I had stepped into a different and happier world.

3. For each sentence in exercise 2, reverse the order of the clauses and add the correct punctuation. Make sure to keep the meaning the same.
   a. I saw a woman wearing a large hat, I was walking down the street.
   b. he had prepared for it thoroughly, Karl passed the test.
   c. she had plenty of wet weather clothing! she did not want to go to Wales again.
   d. she had got used to hearing it every day, she never liked the music.
   e. I did not want to go on, I did not want to turn back.
   f. you looked, there were golden leaves brightening the gaps between the trees.
   g. for Sunita it was much more difficult, Ali found the task easy.
   h. I felt I had stepped into a different and happier world, I crossed the narrow strait to the island.

Nouns and pronouns
(first and third person)

When writing a narrative, you need to make a choice about who sees the action.

- Is someone looking from the outside, telling the story in the third person? (objective narrative)
- Is someone telling the story from his or her own point of view in the first person, as a character in the story? (subjective narrative)
- Does the writing combine the third person viewpoint with the limitations of a character's viewpoint? (limited narrative)

Whichever style you choose, you will need to make sure that the pronouns you choose match your choice of nouns.
1. Fill the gaps in the table with the correct pronoun.

<table>
<thead>
<tr>
<th></th>
<th>Subject</th>
<th>Object</th>
<th>Possession</th>
</tr>
</thead>
<tbody>
<tr>
<td>First person</td>
<td>I</td>
<td>me</td>
<td>my</td>
</tr>
<tr>
<td>Second person</td>
<td>you</td>
<td>you</td>
<td>your</td>
</tr>
<tr>
<td>Third person</td>
<td>she/he/it/one</td>
<td>her/(a)........./it</td>
<td>her/(b)........./its</td>
</tr>
<tr>
<td>First person</td>
<td>(e) .................</td>
<td>us</td>
<td>our</td>
</tr>
<tr>
<td>Second person</td>
<td>you</td>
<td>you</td>
<td>your</td>
</tr>
<tr>
<td>Third person</td>
<td>they</td>
<td>(d) .................</td>
<td>their</td>
</tr>
</tbody>
</table>

2. Add the correct pronoun from the list in exercise 1.
   a. Lee and Su decided that .......... would visit the city centre that morning.
   b. I wanted my parents to give .......... a surprise for my birthday.
   c. You can find the tower when .......... turn left and keep walking straight ahead.
   d. John could feel the tension rising, and knew .......... would have to make his choice now.
   e. The police realised that .......... best option was to wait until the gang surrendered.

3. Improve this report by adding pronouns instead of repeating the same names.

   Rick is making good progress in English. Rick’s comprehension skills have improved. Rick can write good stories. However, spelling and punctuation need to improve and I have given Rick extra exercises to help Rick with this.
   Rick’s class also visited the theatre where Rick’s class enjoyed the play and meeting the actors. The class’s reviews of the performance were lively and Rick’s was the best of all.

---

**Verbs and agreement**

Just as nouns and pronouns need to agree, so must verbs and their subject. If you have a plural subject, you need a plural verb. If the subject is singular, the verb must be singular too. To decide whether the subject is singular or plural, look for the noun that governs the verb (the subject). A collective noun describing a group of things or people usually takes a singular verb.

---

**The noun that governs a verb is not always the closest one to it.**
1. Circle the correct option from the paired words in these sentences.
   a  One of the students presented her/their findings to the rest of the class.
   b  Members of the government made their/its decision.
   c  Dominating the forest were/was the tall oak trees which had been there for hundreds of years.

2. Fill the gaps by choosing the correct form of the verb. Use the context of the sentence to make sure you have the right tense.
   a  One of her favourite tracks (to be) __________________ the next one on the album.
   b  They (to run) __________________ quickly down the street to catch their bus.
   c  Dogs (to be) __________________ loyal animals and quite easy to train.
   d  We (to want) __________________ to win, and to do it now!
   e  The number of successful appeals against results (to have) __________________ increased.

3. Rewrite the paragraph below correcting the errors. Pay particular attention to the verbs.

   Travelling to unusual countries give you a host of interesting stories as well as striking photographs. If you get talking, different people tells you the stories of their lives. Wandering off the tourist trail let you visit the shops and markets used by ordinary people. The sights and sounds is unusual and you will want to remember the smells and the taste of the food. Try anything once, is what I always says, and don't be afraid of the unfamiliar. For example, many believes different types of tea has health-given properties, and the experience are memorable, even if the taste can be unpalatable. Strong spices has the effect of turning a meal into an explosion of flavours, and I have experienced many meals which was cooked to perfection and impossible to imitate at home. Most cultures welcome tourists and brings you their tradition of hospitality to strangers, especially in the East.

   Travelling to unusual countries gives you a host of interesting stories as well as striking photographs. If you get talking, different people tell you the stories of their lives. Wandering off the tourist trail lets you visit the shops and markets used by ordinary people. The sights and sounds are unusual and you will want to remember the smells and the taste of the food. Try anything once, is what I always say, and don’t be afraid of the unfamiliar. For example, many believe different types of tea has health-given properties, and the experience are memorable, even if the taste can be unpalatable. Strong spices have the effect of turning a meal into an explosion of flavours, and I have experienced many meals which was cooked to perfection and impossible to imitate at home. Most cultures welcome tourists and bring you their tradition of hospitality to strangers, especially in the East.
Adjectives (comparatives and superlatives) and adjectival clauses

Adjectives can be adapted to form comparatives and superlatives. For example:

*My attempt at the high jump was bad but Mayra’s was worse and Jahan’s was the worst.*

Subordinate clauses can also be used to describe, using a subject and a verb. This is called an adjectival clause. These can be introduced by relative pronouns – *who, whom, whose, which, that* – or the pronoun can be understood, and left out to abbreviate the sentence. These are all ways to make your descriptive writing more varied and interesting. We call this modification.

1. Turn the adjective in brackets into a comparative or superlative.
   - a. Ellen’s presentation was better than Jo’s, but Alice’s was the (good) _____________.
   - b. Which of these two instruments makes the (loud) _____________. sound?
   - c. Many tried, but only the (brave) _____________. could stand more than a few minutes of the challenge.

2. Fill the gap with the correct relative pronoun to complete the adjectival clause.
   - a. I was confronted with a ravening beast _____________. was terrifying to look at.
   - b. The city, _____________. had towered over the plain for many centuries, was still many miles away.
   - c. Julian, _____________. had always been a good actor, made the most powerful impact on his audience.
   - d. Mari, to _____________. the lead part had been given, was very nervous.
   - e. The members of the orchestra, _____________. playing was normally so disciplined and harmonious, responded even more sensitively to her fine conducting.

3. Read this descriptive piece of writing. In each sentence, underline the compound adjectives, circle adjectival clauses, and highlight comparatives and superlatives.

   *As the tsunami wave burst through the streets leading to the coast, people fled faster and more urgently. The destructive force of the water, advancing with terrifying speed, consumed everything in its path. Foamy-white water reared like horses threatening all in their wake. It was the scariest experience Arun had ever had. He clung to the concrete post, which gave him hope, and lashed a rope around both of them.*
Adverbial phrases and adverbial clauses

Using adverbial phrases and adverbial clauses is another form of modification. Adverbial phrases and adverbial clauses are subordinate to the main verb, just as adjectival phrases are subordinate to the subject of a sentence.

We call these features adverbial phrases if they don’t include a verb, or adverbial clauses if there is a subordinate verb. Like adjectival clauses, these can make compound sentences more descriptive and add detail to explanations.

They are linked to the main phrase using a conjunction.

1. Match the purposes below to the correct conjunctions.

   a. time  
   b. manner  
   c. place  
   d. reason  
   e. result  
   f. condition  
   g. concession  
   h. so that  
   i. as soon as  
   j. since  
   k. if  
   l. how  
   m. where  
   n. although

2. Fill the gaps with a conjunction to form the adverbial clause.

   a. I got to the school, I was already late.

   b. The young boy hurried through the tunnel ...................... burst confidently into the stadium.

   c. I needed to make a good impression ...................... I really wanted that job.

   d. Julia managed to abseil confidently down the slope ...................... her initial fears.

3. Join these simple sentences using adverbial phrases. The result should be four sentences.

Treasure Island was written by Robert Louis Stevenson. It gives children the thrill of adult adventure. He chose Jack, a boy narrator. You feel Jack’s terror and his growing confidence. He doesn’t get much help from other adults. He finds a way to outwit the pirates. They fight among themselves. He thinks quickly and decisively. He can exploit this situation.
Managing tenses: regular and irregular verbs

Transforming sentences from present tense to past tense is often straightforward. We simply add –ed to the end of a verb. However, there are many irregular verbs that have a different form in the past tense, for example:

- bend – bent
- bring – brought
- buy – bought
- catch – caught
- creep – crept
- deal – dealt
- dig – dug
- feed – fed
- fall – fell
- fight – fought
- get – got
- hang – hung
- have – had
- hold – held
- keep – kept
- lead – led
- learn – learnt
- lose – lost
- make – made
- spend – spent
- stand – stood
- strike – struck
- teach – taught
- think – thought
- win – won.

Some verbs take the same form in both the present tense and the past, for example: bet; cast; hit; let; put; read; set; sbut, split, spread, upset.

1. Write the past tense for these verbs.
   a meet ........................................
   b shine ......................................
   c tell ........................................

2. Write the correct form of the past tense. (Not all the answers are above.)
   a I (dig) ........................................ a large hole in the ground to hide the treasure.
   b In order to win, they (hold) ......................... onto their lead with strong defence.
   c We (stick) ..................................... it out despite the cold, so we earned a warm drink when we got back.
   d We (bring) .................................... lots of presents so that our hosts would feel appreciated.

3. Rewrite this paragraph, changing the verbs from the present tense to the past tense.

We keep the fishing rods in the shed and bring them out when we have a spare weekend. Many fish swim along this stretch of the river. We cast out our lines. The rods bend as the fish bite the bait. When we catch them, we slide them off the hook and place them back in the river. We leave when the sun goes down.
Active and passive voice

Active voice:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb</th>
<th>Object</th>
</tr>
</thead>
<tbody>
<tr>
<td>Both children</td>
<td>saw</td>
<td>a bright light in the sky</td>
</tr>
</tbody>
</table>

Passive voice:

<table>
<thead>
<tr>
<th>Object</th>
<th>Verb</th>
<th>Subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>A bright light in the sky</td>
<td>was</td>
<td>by both children</td>
</tr>
<tr>
<td></td>
<td>seen</td>
<td></td>
</tr>
</tbody>
</table>

In the example above, changing from the active to the passive puts the emphasis on the mysterious object (a bright light in the sky) and the fact that there were two witnesses (both children). Is the object or the subject more important?

1. Decide if each sentence below is active or passive, by writing ‘A’ or ‘P’ next to each one.
   a. The new film was released in many cinemas last night. .................................
   b. The car crashed into the barrier. .................................................................
   c. The class were congratulated on another fine set of essays. ..............................

2. Fill in the correct form of the verb, whether active or passive.
   a. The students (give) ........................................... the instruction to start their exam.
   b. Mo (play) ......................................................... centre forward in the team for many years.
   c. We walked slowly across the field where large cows (graze) .............................
   d. The window (broken) ........................................ by one of you.
   e. Meera (give) ................................................ the signal that she was ready to start the experiment.
3. Convert these sentences from the active to the passive voice.
   a  Carl received news of his university place this morning.

   b  His father mowed the lawn every Sunday.

   c  The burglars had forced the door open.

   d  The manager did not give a satisfactory reason for the team’s performance.

   e  The laboratory technician observed a white precipitate as the silver nitrate was added.

Adverbial and adjectival phrases

Clauses require verbs but phrases do not. Adverbial phrases do the same job as adverbs – they describe verbs – but they add some extra detail. Similarly, adjectival phrases describe nouns. Both give sentences modification. Think about what modification adds to your writing and consider which kinds of writing it is suitable for, and which it is not.

1. Decide if the phrase in the sentence is ‘Adverbial’ or ‘Adjectival’.
   a  Rather surprisingly, we went ahead with the plan. ..............................
   b  They found the answers extremely quickly. ..............................
   c  The teacher thought their excuses were simply unconvincing. ..............................
2. Add adverbial or adjectival phrases to make your description more interesting.
   a. He launched himself .............................................. into the midst of the combat.
   b. That answer is ..................................................... ridiculous!
   c. She said he was behaving ........................................ by putting them in danger.
   d. They moved ......................................................... from one routine to the next.
   e. Taking us by surprise, our opponents ................................ changed their positions.

3. Add interest to this account of a school trip by adding adverbial and adjectival phrases.
   They can add more of your emotions to your report. Fill the gaps with more than one word.

   Despite heavy rain and growing darkness, the minibus was driven (a) .............................................. towards our destination. Stepping out, we were struck by the (b) ......................................................... quiet of our distant destination. The farmhouse loomed (c) .............................................................. over us. However, once we were inside we (d) ................................................................. organised our sleeping arrangements while the teachers lit a (e) ................................................................. fire.

   We (f) ................................................................. turned the house into our home for the next four days, and gathered round the fire to tell each other different kinds of (g) ................................................................. stories. We felt (h) ............................................................. and appreciated this would be the ideal environment to develop our creative writing and work (i) ................................................................. together. If you get the chance, take this (j) ................................................................. opportunity to get away from school and learn to write in a very different environment from the classroom!

**Conditionals and modals**

**Conditionals** and **modals** allow you to explore a world of possibilities. They address things that have not happened yet, but could or should happen in the future. There are different levels of possibility.

1. For each option given below, choose the correct one and underline it.
   a. Something is going to happen if the condition is met:
      If they turn up, they will/might/should find us waiting to surprise them.
   b. Something will probably happen if the condition is met:
      If they turn up, they will/might/should find us waiting to surprise them.
   c. Something might possibly happen if the condition is met:
      If they turn up, they will/might/should find us waiting to surprise them.
In exercise 1, each sentence expresses a different likelihood that the meeting will happen. If you put the conditional in the past tense, it becomes a possibility that never happened. For example:

If they had turned up, we could have surprised them.

The most common modal auxiliary verbs in order of likelihood are:

will, would, shall, should, need, ought (to), can, could, may, might.

For past repeated actions we say ‘used to’.

2. Fill the gap with the correct auxiliary verb in each sentence.

a. ____________ you remember how we sorted out this problem last time?

b. There ____________ be problems up the line which made the train late.

c. It’s a waste of time going back over what ____________ have been.

d. Candidates ____________ put their name in the box provided.

e. Something really ____________ to be done about it!

3. In this report, the wrong auxiliaries have been used. Can you correct them?

Anil (a) ____________ be a good student of English but has done little work to show this. He (b) ____________ improve his writing by paying more attention to punctuation and grammar. I (c) ____________ give him some extra exercises for practice over the vacation. These (d) ____________ be completed before the next term. More systematic reading (e) ____________ develop his lively imagination in a more disciplined way, and (f) ____________ improve his creative writing. If he (g) ____________ work harder on basic skills, and if he develops a more sophisticated vocabulary, he (h) ____________ be capable of higher grades as he (i) ____________ give intelligent responses in class discussion. It (j) ____________ give us all pleasure to see him succeed.

a. __________________________________________________________________________________

b. __________________________________________________________________________________

c. __________________________________________________________________________________

d. __________________________________________________________________________________

e. __________________________________________________________________________________

f. __________________________________________________________________________________

g. __________________________________________________________________________________

h. __________________________________________________________________________________

i. __________________________________________________________________________________

j. __________________________________________________________________________________
Prefixes and suffixes

Using prefixes and suffixes is a good way of building more complex nouns. Once you recognise frequent prefixes and suffixes, it becomes easier to spell longer words correctly. Prefixes and suffixes are added to the stem of a word.

1. Complete the gaps below with a prefix or suffix to make a correct word.

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Stem</th>
<th>Suffix</th>
</tr>
</thead>
<tbody>
<tr>
<td>dis</td>
<td>appear</td>
<td>-ance</td>
</tr>
<tr>
<td>un</td>
<td>happi (y) modified</td>
<td>-ly</td>
</tr>
<tr>
<td>in</td>
<td>sincer (e) removed</td>
<td>-ity</td>
</tr>
<tr>
<td>in</td>
<td>complete</td>
<td></td>
</tr>
<tr>
<td>a</td>
<td>necessary</td>
<td></td>
</tr>
<tr>
<td>dis</td>
<td>agree</td>
<td>c</td>
</tr>
<tr>
<td>b</td>
<td>eligible</td>
<td></td>
</tr>
</tbody>
</table>

Negative prefixes, such as the ones in exercise 1, are especially common ways of modifying the meaning of nouns. Other negative prefixes are \(im-, ir-, il-\) and \(mis-\). The suffixes \(-ed\) and \(-ing\) modify verbs.

2. Add the correct negative prefix to each stem.
   - a) _______ literate
   - b) _______ reparable
   - c) _______ mortal
   - d) _______ spelt
   - e) _______ natural

There are many more prefixes, such as: \(sub-, under-, over-, re-, pre-, super-, fore-, ex-, extra-, with-\).

There are also many suffixes other than \(-ed\) and \(-ing\), such as: \(-ion\), \(-ation\), \(-ful\), \(-ment\), \(-ance\), \(-ive\), \(-less\), \(-ly\), \(-ally\), \(-ous\), \(-eious\), \(-able\).

Recognising the prefix in a word can help you to remember that you must double the consonants.

3. Use the correct prefixes and suffixes to fill the gaps in the sentences.
   - a) Women have been outrag _______ ly represented at executive level.
   - b) He had _______ conscious intuit _______ that this situation would be danger _______.
   - c) She travelled as a _______ numerary passenger on the impress _______ tanker.
   - d) The disappear _______ of the Marie Celeste's crew was _______ ordinary.
   - e) The disgrace _______ coward _______ shown by the guards made them _______ trusted.
Synonyms and antonyms

Using synonyms and antonyms is one way of varying your vocabulary by finding more unusual words. A dictionary of synonyms and antonyms, such as a thesaurus, will develop your vocabulary. However, be careful to ensure that the word you choose as a synonym or antonym means what you think it means.

1. Write ‘S’ or ‘A’ alongside these pairs of words to indicate whether they are synonyms or antonyms.
   a bulletin report .......... 
   b prudent reckless .......... 
   c shop emporium .......... 

2. Underline the word that means the same or nearly the same as the word in bold.
   a courageous fortunate supine bold wild 
   b mislead deceive deceitful deceptive disingenuous 
   c melody harmony music discord tune 
   d forage forward promote hit hunt 
   e consolation prize condolence pity conference 

3. Underline the word or words which mean the opposite, or nearly the opposite, of the word in bold.
   a content unhappy delighted tragic uncontent 
   b disparage talk down talk up discount page 
   c intuitive instinctive tuition tutor taught 
   d impassive fortunate exciting active emotional 
   e exceptional frequent ordinary friendly outstanding 
   f inexpressive happy competent fashionable indignant 
   g ecstatic high static miserable understandable 
   h prominent hollow empty important unobtrusive 
   i vain lazy kind humble careless 
   j excessive too strong too little too successful too much
Prepositions and prepositional phrases

Phrases don’t need verbs. They are parts of sentences, but lack a verb. Phrases can be adverbial phrases, adjectival phrases, noun phrases or prepositional phrases, depending on whether they do the work of adverbs, adjectives, nouns or prepositions.

First, here’s a quick reminder of the function of a preposition: the prefix *pre-* reminds you that the word comes before a noun or pronoun. The stem *position* reminds you that the word is concerned with position, place or time.

Prepositions make links and relations between different parts of a sentence. They help you to extend sentences.

1. Here are some descriptive, complex and compound sentences based on journeys. Fill the gap with a suitable preposition.
   
   a. They carefully made their way ........................................ the quick-flowing river.
   b. Hu climbed .................................... the top of the rock, so that he could see how far he had travelled.
   c. It had been a long and tiring ascent .................................. lunch, and they still had had further to go before reaching their goal.

   A *prepositional phrase* uses part of a sentence as a preposition in order to tell you more about a noun. There is a preposition in front of a noun phrase. If a prepositional phrase appears at the beginning of a sentence, it is always followed by a comma. Use prepositional phrases in writing to extend your use of descriptions.

2. Underline the prepositional phrase in these sentences.
   
   a. You will find the castle behind that hill and across the valley.
   b. On the other side of the narrow bridge over the highway, you will find the old town.
   c. Under such circumstances, their slow progress was not surprising.
   d. Sheng trudged through the rain-soaked marshes, well-protected by waterproof boots.
   e. The railway wound its way slowly over the steep incline of the mountainous region.

3. Add a suitable preposition to introduce the prepositional phrase.
   
   a. ........................................ ominously gathering rainclouds, they prepared a warm breakfast before setting off.
   b. We need to get back ........................................ the gates are locked or we won’t be able to get out.
   c. Their way lay ........................................ broad and rolling plains which would be a comfortable ride.
   d. ........................................ the breaking waves lay a long and inviting beach, ideal to spend a rest day.
Phrasing in sentences (in parenthesis)

Look at this simple sentence: Jai crossed the stream.

Now answer these questions, which are based on expanded versions of the sentence.

1. Underline the following in the sentence below.
   a  Underline the prepositional phrase.  
      In the cool shade of the woodland, Jai tentatively crossed the gurgling stream.
   b  Underline the adverb.
   c  Now underline the adjectival phrase that has been added:
      In the cool shade of the woodland, Jai, an instinctively cautious boy, tentatively crossed the gurgling stream.

We could also call this adjectival phrase a parenthetical phrase. It is closely linked to the main clause, but the sentence would make sense without it. You could put brackets around the phrase – or dashes for emphasis – while commas draw less attention to it. This is an example of how punctuation can keep long sentences under control.

Word order helps you with phrasing. Just as you keep adjectives close to the noun they describe, keep adverbs near the verbs or adjectives they describe. Word order can also affect a sentence’s meaning.

2. Punctuate and order these sentences correctly.
   a  Quickly my business-like but confident that he knew what he was looking for father through the various channels his way zapped.

   b  Animatedly waving their arms in the air marching across old battlefields explained the history behind them dully-dressed experts.

   c  Seizing the controller asked my mother briskly walking across the living room “Can’t we watch something else”.
d. Vacuous celebrities the screen suddenly was filled with exchanging movie stars gossip about.

e. Going upstairs I said I was where waiting for me my laptop was from my friends full of messages and pictures glowing.

3. Change the word order of the extract below so that it reads correctly. Your answer should have three clauses.

The victorious powers ensured peace treaties were signed, despite their humiliating terms of surrender, by forcing defeated nations to the conference.

4. How does changing the order of words in exercise 3 change the meaning?

Sentence variation
You have learnt ways of constructing longer sentences, but it is also important to remember to end them. Short, simple sentences have a powerful effect. They highlight what is most important. Students often make the mistake of not stopping a sentence, and using commas instead of full stops. This is sometimes called the ‘comma splice’.

1. Correct sentence separation is essential. For each sentence below, place a tick if the punctuation is correct, or a cross if it is wrong.

   a. They passed through the portal, it was a gateway to an entirely different world. 

   b. They passed through the portal. It was a gateway to an entirely different world.

   c. They passed through the portal, as it was a gateway to an entirely different world.
2. Correct the following incorrect sentences by adding a full stop in the right place. Some sentences will need a comma too.
   a. I always find writing stories difficult I tend to leave the task to the last minute.
   b. Ben preferred to have a light on when he went to bed he was afraid of the dark.
   c. He woke up to find his body distending and his arms and legs shrunken he had become a giant beetle.
   d. As the Lilliputians thought about the huge size of the giant they realized how they could make him useful he could help them win their war against the Blefuscans their old enemies.
   e. Digging further beneath the surface they discovered the traces of a much older city there were ancient bricks and curious fragments of pottery and metal.

3. Which form of punctuation could also divide these main clauses while still showing that they are linked?

**Formal and informal register**
As you get closer to IGCSE, you will find you are asked to write in a greater variety of styles. You will spend more time writing arguments, supported by evidence, as well as stories (narratives) and descriptions. Your language will need to be appropriate for your audience. You will need to decide whether the register (both vocabulary and grammatical style) should be formal or informal.

1. Look at the list below. Rank these pieces of writing in order of formality, where 1 is the most formal.
   a. A speech to your classmates .......... 
   b. A letter to a friend .......... 
   c. A report to a committee of teachers and other adults. ..........
2. Decide if the register used in each example below is formal (F) or informal (I).
   a. I regret to inform you that this account is now overdrawn and I must request that this receive your serious attention. 
   b. It was an amazing day! Thanks so much and let’s do it again. 
   c. “I dinna ken,” said the Scotsman, and if he didn’t know the way, we certainly didn’t. 
   d. Our perambulation concluded with a detailed inspection of the works. 
   e. You’ll want to be on the winning side of this argument, won’t you? 

3. Decide if these elements of grammar and vocabulary are most likely to appear in a formal (F) or informal (I) piece of writing.
   a. abbreviation 
   b. slang or dialect 
   c. synonyms with many syllables 
   d. the passive voice 
   e. exclamations and rhetorical questions 
   f. dialogue 
   g. complex sentences 
   h. parenthetical phrases 
   i. modal verbs 
   j. indirect or reported speech 

Looking back, you will see that many of the grammar skills you have been practising are especially important for formal writing. However, informal writing also requires correct punctuation and grammatical structure, even though the vocabulary and sentence structures will probably be less complex.

Abbreviation
You will want to use abbreviations in dialogue and less formal writing so that your language fits your audience and purpose. It’s important to use abbreviation correctly. We usually signal abbreviation through full stops: e.g., i.e., M.A., Prof. Nevertheless, some common abbreviations do not need full stops: Mr, Mrs, Dr, for example. We signal missing letters in a word by using an apostrophe, but the apostrophe is also used to indicate possession and the plurals of letters and numbers. For further guidance, turn to Chapter 2 on punctuation, but knowledge of grammar can help to avoid common errors.
1. Correct the following sentences.
   a  In two years’ time it's going to be a leap year.

   b  It should’ve been Lohit’s turn next.

   c  I didn’t think you’d call me.

Words that sound similar can indicate abbreviation or possession. Abbreviation takes precedence (it comes first in the alphabet).

2. Think about where a verb has been left out and underline the correct option to start these sentences.
   a  Who’s/Whose going to take the chance?
   b  Who’s/Whose coat is this?
   c  Their/There’s plenty to do this evening.
   d  They’re/Their/There place is on the right-hand table.
   e  Your/You’re going to be my teacher next term.

Another common confusion arises over modal verbs. They can be abbreviated: could have – could’ve, would have – would’ve, should have – should’ve. Again, a verb has been left out, and this must not be confused with possession (could of, should of, would of are incorrect).

3. Make sure the apostrophes correctly signal abbreviation in the following sentences. There are some possessive apostrophes and deliberate mistakes too, in order to test your skills further. Underline the mistakes, then write the corrected words beside each sentence.
   a  They’ve gone to see the leopards and tigers in the big cats enclosure.
   b  Don’t say you’ve got into trouble again. You’re such an embarrassment!
   c  Let’s see what they’re going to say about our arguments now.
   d  You could’ve told me you weren’t going to show up.
   e  I’m not going to say any more because it’s not my responsibility.
Possessives and relatives

We have seen that you can avoid mistakes by not confusing abbreviation with pronouns. This is a good moment to revise possessive pronouns. This table shows what you need to remember.

<table>
<thead>
<tr>
<th></th>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>First person</td>
<td>mine</td>
<td>ours</td>
</tr>
<tr>
<td>Second person</td>
<td>yours</td>
<td>yours</td>
</tr>
<tr>
<td>Third person</td>
<td>his/hers/its</td>
<td>theirs</td>
</tr>
</tbody>
</table>

1. In the following sentences, replace the text in brackets with a pronoun to avoid unnecessary repetition.

   b. It’s time for us to have our turn. You’ve had (your turn).
   c. Our train still hasn’t arrived. (Their train) is already waiting at its platform.

Other forms of pronoun are relative pronouns and demonstrative pronouns. Like possessive pronouns, these are used a lot in informal writing but they mustn’t be muddled with abbreviations.

Relative pronouns are: who, whom, whose, that, which.

Demonstrative pronouns are: that, this, those, these.

2. Choose the correct relative or demonstrative pronoun to complete these sentences.

   a. Tife asked to ___________ the tickets belonged.
   b. The nurses, ___________ bravery had been obvious in dealing with the epidemic, were given awards.
   c. ___________ are sad-looking flowers!
   d. He made a discovery ___________ has made a difference by saving many lives.
   e. ___________ is the best time we’ve had for ages!

Pronouns can be used in questioning (who, whose, which and to/for whom) and reflexive statements (myself, yourself, his, her, itself and ourselves, yourselves, themselves).

3. Underline the pronouns in this sentence, and then explain the use of each.

   Which of you will prove yourselves women by standing up for those who aren’t allowed to speak out?
**Pronouns and antecedents**

We have seen how pronouns, like abbreviations, are powerful ways of linking your argumentative writing more directly to speech, which can work well in informal contexts. However, you always need to make sure that pronouns are linked closely to their *antecedents*. Keep the grammar of the sentence securely in mind.

1. **Add the correct pronoun to each gap. The first one is done for you.**

<table>
<thead>
<tr>
<th>Antecedent</th>
<th>Pronoun</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nelson Mandela</td>
<td>pardoned those who imprisoned him, which showed his commitment to peace and reconciliation.</td>
</tr>
<tr>
<td>Thousands of people</td>
<td>have benefited from the discovery of antibiotics that have cured (a) of infection.</td>
</tr>
<tr>
<td>As opponents to change</td>
<td>who want to protect your own income and security, (b) are not going to convince me we shouldn’t do something to help refugees.</td>
</tr>
<tr>
<td>I am telling you</td>
<td>many others feel as passionate about our planet as I do, and that should make you want to join (c) campaign for all our futures.</td>
</tr>
</tbody>
</table>

2. **Sometimes the antecedent to a pronoun is another pronoun. Cross out the incorrect pronoun in these sentences and write the correct one alongside.**

a. Bo told us to say that the work had been done by I and you. .................

b. Whenever I tried to tell them off, them wouldn’t listen to me. .................

c. We wanted to play outside but it rained all day so their games had to be indoor ones. .................

d. Between you and me, them don’t have any chance of winning it. .................

e. I’m not going to tell you what to do, that’s for us to decide. .................

3. **Make sure you don’t confuse the reader by using too many pronouns. There are six errors in the following paragraph. Can you find them?**

Juan and Angela were playing outside. Their father Adolfo was indoors reading a book. He put it down and asked him if he would like some sandwiches. He said that was just what he needed, so he made some sandwiches. When he came back, he and Angela were using badminton rackets. When they finished, they packed them up and he gave them them.
Expanding vocabulary: compound nouns and homonyms

Words can be combined to form compound nouns. Compound nouns can be made up of two nouns, or combinations of verb and noun, adjective and noun, preposition and noun, and verb and preposition.

Some need a hyphen: We are going to visit our mother-in-law.

Some do not: It's time I had a haircut.

In others the words are kept separate: I recorded it on a compact disc.

There’s no rule: look out for common practice when you are reading, and learn!

Pronunciation (or stress) needs to be different to distinguish these words from adjectives and nouns. Compound adjectives always need a hyphen: swimming-pool attendant, a nineteenth-century poem.

1. Using the clues given, add the compound nouns needed in these sentences.
   a. We need to collect the …………………… (term that describes a way of cleaning delicate fabrics).
   b. It's time I stopped having to share a ……………… (room to sleep in).
   c. We should make sure the hotel has a ……………… (place to swim).

Another problem is words that sound the same (homonyms) or nearly the same, but have different meanings. You must think about the meaning when spelling the word, not just the sound. Learn from your reading!

2. Underline the correct word in each sentence.
   a. The audience were strongly affected/effectected by the performance.
   b. It was the best compliment/complement she had ever been paid.
   c. The poem made complex allusions/illusions to past events.
   d. An elicit/illicit trade in ivory causes the death of many elephants.

3. Again, underline the correct word in each sentence.
   a. He gave her clear and implicit/explicit instructions.
   b. Many think that bullfighting is an inhuman/inhumane sport.
   c. The judge was entirely disinterested/uninterested in her task.
   d. There are a number of points of principal/principle here.

Sometimes, it's best to use a dictionary to avoid confusing words that seem similar.
Paragraphing: connectives and topic sentences

In longer pieces of argued writing, you need to pay attention to paragraphing. You should change paragraph when you change subject. If a paragraph is very long, split it by introducing a new point. If it is too short, try to develop your point with a piece of evidence, an anecdote or an example. Indent or leave a line to signal the change of paragraph.

Connectives help you to shape your paragraphs.

1. Write these three words in the correct column in the table.
   - a nevertheless
   - b therefore
   - c additionally

<table>
<thead>
<tr>
<th>Develop</th>
<th>Contrast</th>
<th>Conclude</th>
</tr>
</thead>
<tbody>
<tr>
<td>moreover, consequently, equally</td>
<td>however, yet, despite this</td>
<td>finally, lastly, as a result</td>
</tr>
</tbody>
</table>

2. Underline the correct connective in each topic sentence.
   - a The death penalty satisfies our feelings of natural justice, nevertheless/moreover it is the strongest possible deterrent.
   - b We have seen the catastrophic failure of banks and markets to withstand crisis, consequently/subsequently there is a strong case for the state to take more control of the economy.
   - c School uniforms prevent distracting fashion competitions, equally/however they also avoid unpleasant distinctions between richer and poorer families.
   - d Finally/by contrast, even my opponents must agree that homework, in whatever form, is a support to learning.

3. Topic sentences establish your subject, the genre you have chosen and the content of what follows. Decide if the following are topic sentences, by writing ‘Yes’ or ‘No’ next to each one.
   - a His characters were popular because of their larger-than-life qualities. .................
   - b Dickens was an enormously successful writer in his lifetime. .................
   - c It was a dark, gloomy night and wind whistled down the chimney. .................
   - d Out of the darkness glimmered a pale light, and they heard a sound. .................
   - e We can, alternatively, consider some of the benefits of wind turbines. .................
Grammar

More on linking sentences: phrasal connectives

Let’s explore some more ways in which we link and connect ideas, in order to sequence sentences and paragraphs. Phrasal connectives make links through phrases rather than words. These also have different functions.

1. Write the following words in the correct box.
   a even though    b all things considered    c exclusive of

<table>
<thead>
<tr>
<th>Time / sequence</th>
<th>Repetition</th>
<th>Exception</th>
<th>Reason / purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>by the time that</td>
<td>above all</td>
<td>With the exception of</td>
<td>in order that/to</td>
</tr>
<tr>
<td>at last</td>
<td>in other words</td>
<td>other than</td>
<td>for this purpose/reason</td>
</tr>
<tr>
<td>in the past/future</td>
<td>as a matter of fact</td>
<td>except for the fact that</td>
<td>to this end</td>
</tr>
<tr>
<td>last but not least</td>
<td>as was said earlier</td>
<td>outside of</td>
<td>that being the case</td>
</tr>
</tbody>
</table>

2. Underline the correct phrasal connective in each sentence below.
   a Despite/Except for the fact that many think hunting cruel, it is an important part of rural life.
   b Above all/To this end, I ask you to support the proposition.
   c Granted that/to this end there are good arguments on either side.
   d We all agree with the exception of/in the same way as a small minority.
   e And yet/That being the case, let’s look at a further reason for action.

3. You are preparing a debating speech to your class, presenting your own reasons and evidence for supporting or opposing a proposition (a ‘motion’). Choose your motion, and then (in your notebook) organise your ideas into short paragraphs, using phrasal connectives. If you can, work with a partner who can present the counter argument, using the same techniques.
**Ordering sentences for effect**

First, we need to avoid ambiguity and confusion. For example:

*The man was talking to a companion. He was about thirty.*

This could be rewritten as:

*The man, who was about thirty, was talking to a companion.*

Or it could be written as:

*The man was talking to a companion, who was about thirty.*

1. **What is the most likely way to sort out these confusing sentences? Write your version beneath each one.**
   - a. The football players were talking to the fans. They were overawed.
   
   b. The old man sat next to the boy. He was smoking a pipe.
   
   c. The police questioned the youths about the incidents the previous evening. They were very embarrassed.

Longer sentences, punctuation and relative clauses help to avoid ambiguity. Word order can also be used for emphasis, or to make your meaning more clear and elegant.

2. **Reorganise these sentences for maximum impact. Write your version beneath each one.**
   - a. Tigers can be seen in their natural habit in this country.
   
   b. The best time to see animals gathering around the waterhole is sunrise.
   
   c. All around them was wilderness as they waited for rescue.
3. Analyse each of the ten different kinds of sentence in this extract and explain their effect.

Safari is unique. We all enjoy the opportunity to see wild and dangerous animals close up. Wouldn’t you appreciate this more, if they were on their native soil, rather than a zoo? Lions, leopards and cheetahs are just some of the animals you can find in Nairobi safari park, even though it is only just outside the busy city. There are rhinoceros and elephants too. Nearby you will find an elephant sanctuary, where orphaned elephants are cared for. Other abandoned and orphaned animals, who can therefore never return to the wild, are looked after in a part of the park dedicated to them. They live in their natural habit, but can be supervised – and you can visit them easily. More adventurous and exciting is the chance to see animals truly wild. For this, however, you will need to be up early and it is best to have a guide who will find the locations which will be safe, yet give you a good chance to spot the big beasts.
Rhetorical strategies

Rhetorical strategies that influence word order and the organisation of ideas and sentences include **alliteration**, **inversion**, **parallelism** and **tricolon**.

1. Each of the sentences below includes one of the rhetorical strategies mentioned. Underline it and write ‘alliteration’, ‘inversion’, ‘parallelism’ or ‘tricolon’ next to the sentence.
   a. Sometimes it was easy, sometimes it was tough. ..............................
   b. We will fight on with our hands, with our minds and with our hearts. ..............................
   c. Never was so much owed to so many people working together. ..............................
   d. Keep playing with speed, superiority and spirit! ..............................

Notice how each of the sentences in exercise 1 sounds like a conclusion: that is the place where you most need rhetorical strategies.

2. Identify the rhetorical strategies used in the following famous advertising slogans. Write the correct term alongside each example.
   a. Power, beauty and soul. (Aston Martin) ..............................
   b. Save Money. Live Better. (Walmart) ..............................
   c. Impossible is Nothing. (Adidas) ..............................
   d. Solutions for a smart planet. (IBM) ..............................
   e. Keeps going and going and going. (Energizer) ..............................

It is also important, finally, to vary your sentences and style. Expand your vocabulary by reading a variety of fiction and non-fiction texts. Never, lose sight of the importance of writing concisely, with clarity. Attention to grammar helps you to avoid error, yet also makes your writing more interesting.

Words to avoid are: **nice**, **well**, **boring**, **OK**, **good**, **bad**, **positive**, **negative**. These are so overused that they have become meaningless.

Also avoid the common error of **pleonasm**, which is unnecessary repetition and padding.

3. Cross through the unnecessary words in this extract, to make it more clear and interesting.

   We were totally and utterly unanimous in agreeing that this was outrageous. We had seen it with our own eyes and knew her self-defence of herself was over-exaggerated and her excuse was not sufficient enough to justify what she did.