Complete English as a Second Language for Cambridge Lower Secondary Stage 7-9
Lucy Bowley
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This write-in workbook offers extra writing and grammar practice to students studying English as a Second Language for Cambridge Lower Secondary. It has been designed for use alongside Complete English as a Second Language for Cambridge Lower Secondary, but can also be used as a standalone resource for students needing additional writing and grammar practice.

Unit 1 concentrates on grammar and language, with a particular focus on tricky areas such as reported speech and relative pronouns. Each section offers a range of question types to provide additional practice and reinforce learning.

Unit 2 covers the writing skills that students will encounter during the three levels of the lower secondary course. A framework is provided for a number of key text types (including letters, biographies, and stories), before students are given the opportunity to apply their skills in their own writing.

Answers for all questions are provided at the end of the book.

At the end of the book, you will also find a useful glossary which defines key grammar vocabulary.
Abstract nouns

Language focus

A concrete noun is an object that is real and can be seen, for example: a football, a piano, a house. An abstract noun is an idea, feeling or emotion that is not a physical object, for example: happiness, fear, amazement. Although these cannot be seen, they can be described clearly in actions, thoughts and qualities.

A. The box contains concrete nouns and abstract nouns. Put the concrete nouns into the ‘Concrete nouns’ box, and the abstract nouns into the ‘Abstract nouns’ box.

<table>
<thead>
<tr>
<th>chair</th>
<th>box</th>
<th>heat</th>
<th>paper</th>
<th>confusion</th>
</tr>
</thead>
<tbody>
<tr>
<td>shirt</td>
<td>understanding</td>
<td>bag</td>
<td>lunch</td>
<td>laughter</td>
</tr>
<tr>
<td>love</td>
<td>phone</td>
<td>panic</td>
<td>essay</td>
<td>success</td>
</tr>
</tbody>
</table>

Concrete nouns

Abstract nouns

B. Choose one abstract noun from the box to complete each sentence.

| shock | nerves | joy | heat | generosity | talent |

1. Just before she got her results, Hannah’s ................................ made her feel cold.
2. Fortunately, Hannah’s good results filled her with ..................................
3. Jack was on the train when he saw his favourite singer, which was a big ..................................
4. My grandma loves baking cakes for her neighbours and is well known for her ..................................
5 Football training was cancelled because of the ..............................................

6 She won the singing competition because of her ........................................... 

C. Complete the following sentences. In each one, use the abstract noun given in brackets and add your own words. For example:

*Wei saw the medal and ................................................................. (pride)*

*Wei saw the medal and felt a lot of pride.*

1 Sam woke up on his birthday and ................................................................. (delight)

2 When Max won the top prize ................................................................. (luck)

3 In the class debate we ................................................................. (opinion)

4 Now that school was over for the summer the children ........................................ (freedom)

5 The successful team ................................................................. (skill)

D. Complete the following sentences with an abstract noun of your choice.

1 When Mum told us we were going to the seaside, my little brother was filled with ..............................................

2 The door opened silently and she shivered with ..............................................

3 Tia was in considerable ................................................................. when she fell over and hurt her knee.

4 You need ................................................................. if you are going to run a marathon.

5 The Antarctic explorers displayed great ..............................................
**Compound nouns**

A compound noun is a word made up from two other words that are combined to make a new word, for example: *bedroom* (bed + room), *haircut* (hair + cut), *greenhouse* (green + house), *teenage* (teen + age), *earthquake* (earth + quake).

Compound nouns can also be linked with a hyphen (a short line). Examples include: *mother-in-law*, *merry-go-round*, *editor-in-chief*, *runner-up*.

Some compound nouns are not joined together at all but remain separate. Examples include: *ice cream*, *full moon*, *coffee cup*, *car park*, *life jacket*.

**A. Choose a word from each choice of three to make a compound noun.**

1. jelly .......................... (A: cake, B: star, C: fish)
2. pass ............................ (A: letter, B: word, C: phrase)
3. clock ............................ (A: fun, B: time, C: work)
4. eye ............................... (A: ball, B: bat, C: goal)
5. market ........................... (A: palace, B: place, C: plan)

**B. Match up the words in the boxes below to make up ten compound nouns.**

```
house  brush
tooth  cake
week   board
after  read
white  noon
water  work
dl lip  days
class  mother
pan    proof
grand  room
```
C. Fill in the gaps in these definitions with five of the compound nouns you made in exercise B.

1. What you do to tidy your home is called .................................................................

2. Monday and Thursday are ............................................................................................

3. In a classroom a teacher and sometimes students use a ......................................................

4. Small flat food items sometimes eaten for breakfast are called .................................

5. Someone who is deaf may have to learn how to .............................................................

D. Write five sentences, using one of the compound nouns from activity B in each sentence.

1. .......................................................................................................................... ..........................................................

2. .......................................................................................................................... ..........................................................

3. .......................................................................................................................... ..........................................................

4. .......................................................................................................................... ..........................................................

5. .......................................................................................................................... ..........................................................

Remember
If you don’t know what a word means and it seems to be a compound word, use the two parts to help you work out the meaning. For example, a blackbird is a black bird. In other examples this method may not give a precise meaning. For example, a greenhouse is not green although it is usually house-shaped. However, you can always check your idea about the compound word’s meaning once you have thought about the word’s two parts. You will probably be right quite often and knowing that is a great confidence booster!
Countable and uncountable nouns

Language focus
Nouns that can be counted, for example, *cars* and *shoes*, are called countable nouns. Some nouns, for example, *sugar* and *water*, cannot be counted and these are called uncountable nouns. When asking a question about countable nouns, we use *How many*…? When asking a question about uncountable nouns, we use *How much*…?

A. Put these words into the correct box – ‘Countable’ or ‘Uncountable’.

book  wind  carpet  ball  rice  rubbish  magazine  box

Countable

Uncountable

B. Add *many* to the questions about countable nouns and *much* to the questions about uncountable nouns.

For example:

*How ......................... pens do you have on your desk?*

*How many pens do you have on your desk?*

1  *How ......................... matches has he played this season?*

2  *How ......................... currency were you given?*

3  *How ......................... films did you watch at the cinema last year?*

4  *How ......................... spoonfuls of sugar did you put in your coffee?*

5  *How ......................... paint did you need to decorate your bedroom?*

6  *How ......................... time does it take to make a cake?*

Remember
If you want to be more exact when describing uncountable nouns, use a countable noun to help, for example: *a bottle of water, two glasses of orange juice, three pieces of bread, a tube of toothpaste.*
C. Make each of these uncountable nouns more exact by choosing a countable noun from the box. Draw a line to connect the two nouns in each case. The first one has been done for you.

1. sugar bowl
2. soup litre
3. bread pot
4. water teaspoon
5. glue loaf
6. grass field

D. Make the uncountable nouns in these sentences into countable nouns.

1. I need some more wallpaper to finish decorating the living room.
   ..........................................................................................................................

2. Makul filled the balloons with helium.
   ..........................................................................................................................

3. Dad bought wood to make shelves for my bedroom.
   ..........................................................................................................................

4. Grandma needs red wool for her knitting.
   ..........................................................................................................................

5. Mum asked Ali to go to the shop for milk.
   ..........................................................................................................................

Remember
Some nouns can be both countable and uncountable. For example:
When she opened the window, all the papers blew off the desk/My printer has run out of paper.
He ordered two coffees and three hot chocolates/I need to buy some more coffee.
Determiners

Language focus
A determiner is a word that comes before a noun. Some common determiners are *a, an, the*. We use *a* before an indefinite noun, and *an* if the indefinite noun begins with a vowel; we use *the* before a definite noun. Determiners also include *this, that; my, hers, his; many, all and too.*

A. Add *a, an* or *the* to complete each sentence.

1. There is ................. guitar in the corner but I don’t know whose it is.
2. Jonny plays ................. piano.
3. I need ................. new umbrella.
4. Thank you for ................. present, it is lovely.
5. I will give her ................. big bunch of flowers.
6. I always eat ................. apple at lunchtime.

B. Add *a, an* or *the* to complete the paragraph.

I saw ................. cat on ................. pavement so I picked ................. cat up and put it in my basket. When I got home, I took ................. cat out of ................. basket and gave it some milk and ................. little fish dinner.

C. Complete the sentences. Look at the determiner and select an appropriate noun to complete each sentence.

1. I saw the ...........................................
2. Once I ate a ...........................................
3. We went to the ...........................................
4. I gave Harry a ...........................................
5. After the ...........................................
Describing countable and uncountable nouns

Language focus
Nouns can be described in different ways. Some examples are:

- a *spoonful* of sugar (quantity – how much)
- *fizzy* drinks (adjective – type)
- *old* house (adjective – age)
- *today’s* newspaper (possessive)
- *fresh-baked* bread (compound adjective)
- *every* student in the class (quantity)
- *these* books (demonstrative)

A. Choose the correct phrase to qualify each uncountable noun in these sentences.

<table>
<thead>
<tr>
<th>a pane</th>
<th>a metre</th>
<th>a canister</th>
<th>a beam</th>
<th>a bag</th>
<th>a pile</th>
<th>a heap</th>
<th>a puddle</th>
<th>a sack</th>
<th>a packet</th>
</tr>
</thead>
</table>

1. ......................................................... of chips
2. ......................................................... of cotton fabric
3. ......................................................... of sunlight
4. ......................................................... of glass
5. ......................................................... of air
6. ......................................................... of biscuits
7. ......................................................... of rubbish
8. ......................................................... of books
9. ......................................................... of earth
10. ......................................................... of water
B. Add a word or short phrase to describe the uncountable noun in each sentence.

1. I went to the zoo where I walked through some ...................... grass.

2. We needed to add several ..................... of fuel to the car.

3. Jan drank far too much ....................... lemonade at lunch-time.

4. The children came running into the kitchen bringing ...................... of mud with them.

5. The artist liked the studio because there was ...................... of light coming into it.

C. Complete this paragraph by adding words to describe the nouns.

I went to the swimming pool today to book ...................... lessons for next term. There are ...................... new changing rooms now and ...................... popular new café where you can buy ...................... cup of coffee after your swim. All I need now is ...................... swimming costume and goggles and maybe ...................... colourful new towel.

Remember
Describing nouns adds interest to nouns and maintains the attention of the target reader. However, if you use a lot of nouns, don’t use qualifiers with every one as this will slow down the pace of the writing and may even make the reader stop reading.
Complex noun phrases

Language focus
A phrase is a group of words that forms part of a sentence. A group of words that centres around a noun is called a noun phrase. Noun phrases are longer than a single-word noun (or single-word pronoun) and give the reader more detail about the noun. Sometimes extra words in a noun phrase come before the noun, for example: the four Labrador dogs; an excellent bunch of roses.

Alternatively, the additional detail in the noun phrase comes after the noun, for example: the man in the blue shirt; the woman who went to school here.

These phrases after the noun are common and you can even use more than one, for example: the man in the brown coat who is carrying a leather briefcase.

A. Choose a word from the box to complete each noun phrase.

<table>
<thead>
<tr>
<th>bowl</th>
<th>three</th>
<th>latest</th>
</tr>
</thead>
<tbody>
<tr>
<td>leather</td>
<td>priceless</td>
<td>easy</td>
</tr>
</tbody>
</table>

1. the ......................... gold rings
2. a fresh ......................... of soup
3. a new ......................... handbag
4. some of the ......................... computer games
5. the ......................... antique vase.
6. a surprisingly ......................... maze.

Remember
If you use a noun phrase in your writing you will give a clearer picture for the reader, which will also make your writing more memorable. However, don’t use noun phrases too often; if you do, your writing may become confusing.
Grammar

B. Choose one noun phrase from the box to complete each sentence.

the chair in the corner the salad in the box the 11 o’clock lesson
the paper that was on the floor the game your mum bought me
the clock that chimes every hour

For example:

I had to tidy up .................................................................
I had to tidy up the paper that was on the floor.

1  I put the teddy on ...........................................................

2  The present I like most is ...................................................

3  For lunch I had ..............................................................

4  On the wall there is ........................................................

5  ................................................................................... today is Maths.

C. Add your own noun phrase to complete each sentence.

For example:

I saw a film at the cinema ..........................................
I saw a film at the cinema that I really enjoyed.

1  Harry played the violin for the whole class ..........................................

2  Nasim put the pencils away ..............................................

3  Mia decided to buy the photo ...........................................

4  Charlotte really liked her new coat ........................................

5  Frankie decided to meet her friends at the shops ..............................
Compound adjectives

**Language focus**
An adjective is a word that describes a noun. A compound adjective is an adjective made up of more than one word, for example: *high-tech computer, two-year-old child.*

The adjectives can be combined with:
- a number: *three-metre fence*
- another adjective: *good-looking man*
- a noun: *high-profile story*
- an adverb: *well-educated teenager.*

Some nouns change when they are used with a compound adjective. For example, you might have *two pages* but you would have a *two-page essay,* so the ‘s’ is dropped when the word is used with a compound adjective. Here are two more examples:
- a three-day week (the week is three days long)
- a five-minute journey (the journey lasts five minutes).

**A. Complete the sentences with a compound adjective from the box.**

<table>
<thead>
<tr>
<th>50-metre</th>
<th>part-time</th>
<th>old-fashioned</th>
<th>six-page</th>
<th>freshly-cut</th>
</tr>
</thead>
<tbody>
<tr>
<td>day-old</td>
<td>100-year-old</td>
<td>fair-haired</td>
<td>brand-new</td>
<td>well-known</td>
</tr>
</tbody>
</table>

1. Jaime liked to swim in the ........................................... pool.
2. Tamara thought her grandmother’s clothes looked ..........................................
3. Kwame bought a ........................................................ tablet, and he gave his old one to his younger brother.
4. They played tennis on the .................................................. grass.
5. Rosie and Lucy watched as the .............................................. steam train rolled past.
6. My sister is the ............................................................... girl in the corner.
7. Sujitesh wrote a .............................................................. essay for homework.
8. J K Rowling is a ............................................................. writer.
9. The mother hen looked after her .......................................... chicks.
10. We have a ................................................................. chemistry teacher.
B. Add a compound adjective to each of these nouns on a café menu.

1. ............................................ bread
2. ............................................ soup
3. ............................................ stew
4. ............................................ curry
5. ............................................ chicken

C. Add a compound adjective to each of these items.

1. ............................................ laptop
2. ............................................ flight
3. ............................................ building
4. ............................................ broadband
5. ............................................ author
Adjectives ending in –ing and –ed

Adjectives ending in –ing

Language focus

Adjectives ending in -ing are used to describe a feeling something causes, for example:

That book is interesting.
The film was a little boring.
The end of the lesson was surprising.

A. Complete each sentence using one -ing adjective from the box.

exciting  boring  annoying  embarrassing  fascinating
confusing  satisfying  inspiring  amusing  tiring

1. The lesson today was …………………………
2. My little brother can sometimes be …………………………
3. I would like to fly in a balloon because it sounds …………………………
4. The comedian told some jokes that were …………………………
5. I read the whole book, which was …………………………
6. I found the recipe …………………………
7. The long journey was very …………………………
8. Nelson Mandela was a really ………………………… person.
9. Falling over in front of everyone was very …………………………
10. Watching television every evening is …………………………
Grammar

Adjectives ending in -ed

Language focus
Adjectives ending in -ed are used to describe how someone feels about something. For example:
I am interested in that programme.
I am bored.
I was surprised by what he told me.

B. Match each sentence half on the left with the half on the right that completes it using an -ed adjective.

Ylena is going to Disneyland next week
Parshan is taking a yoga class
Suki went into the dark forest
Matt decided to buy a chair
Jasmin had wanted to win first prize

which makes him feel relaxed.
and is excited about it.
but she was disappointed.
even though she was frightened.
which he was very pleased with.

C. Choose an adjective from the box to complete each sentence.

surprised    relaxing    rewarding
encouraging    inspired    tired

For example:
I think listening to music at the end of the day is ..............................................
I think listening to music at the end of the day is relaxing.

1 Magda was ..................................................... to see Padma in the library.

2 Our teacher is helpful and .................................................................

3 Nurses often say their work is ..............................................................

4 I made the family dinner today because my parents are ...................................

5 Dom went to the art gallery and felt ...................................................... to paint a picture himself.
Comparative adjectives to indicate degree

Language focus
When you want to compare two nouns, you can use comparative adjectives. For example: *Sam's bag does not weigh as much as Michael's bag.* When you use this type of comparative adjective, you are showing the degree to which the two nouns are different, looking only at the two things you are comparing rather than the nouns in absolute terms. You need to decide which noun to put first as this will determine which comparative adjective you will choose.

A. Choose a comparative adjective from the box to complete each sentence.

not as tasty as  longer than  brighter than
not as fast as  newer than

1. Suzy’s hair is ………………………………………….. Magda’s hair.
2. The colours in that rainbow are ………………………………………….. the colours in yesterday’s rainbow.
3. Unfortunately, the food in this restaurant is ………………………………………….. the food in Ahmed’s restaurant.
4. Jordan’s football is ………………………………………….. Jasir’s football.
5. Vavita’s new car is ………………………………………….. her old one but it is bigger.
B. Match the two sentence halves so that the sentences are completed with comparative adjectives.

1. Sean’s garden is more confident now than he was last year.
2. Mohammed is more tennis lessons than Matt.
3. Tom has had fewer than she did last year.
4. It rained on Wei’s holiday less beautiful now.
5. Camilla has done more homework than it did on Zak’s holiday.

C. Complete these sentences using your own comparative adjectives.

1. In my opinion, fish is more ...........................................................................
2. Jasmin’s homework is usually ........................................................................
3. Salma’s new book has sold ...............................................................................
4. Eating apples every day is ..............................................................................
5. Ling’s old flat was ............................................................................................
6. Mohsin found chemistry ..................................................................................
7. Rupa says that dancing ..................................................................................
8. My grandfather considers that trousers ..........................................................
9. Red seems to me ...............................................................................................
**Intensifying adverbs**

**Language focus**
An intensifying adverb makes an adjective stronger, or more intense. An intensifying adverb with an adjective makes the following noun stronger. For example:

*The Sagrada Familia is beautiful.*

By adding an intensifying adverb to make the adjective stronger, the sentence becomes more interesting and precise. For example:

*The Sagrada Familia is incredibly beautiful.*

Intensifying adverbs are also used to describe feelings. You can tell your friends you are feeling happy, or you can include an intensifying adverb and tell them you are feeling particularly happy.

A. Match the intensifying adverb to the appropriate adjective and noun.

1. an enormously wrong direction
2. a completely fantastic evening
3. a totally exciting day
4. a rather important decision
5. an awfully profound statement
6. an impressively ugly statue
7. an extremely talented footballer
8. a remarkably fast run

B. The only intensifier used in this paragraph is very. Every time very appears, cross it through and replace it with a different intensifier.

It was a very important day for Livia. She had been working very hard and now she had to pass a very difficult exam at the end of the school year. She was very nervous before the exam but two weeks later the result came and she discovered she had done very well.

**Remember**
It can be tempting to use really or very a lot in writing, especially in an exam when you don’t have much time. Try to allow time to reread your work and if you come across very or really, see if you can replace it with another intensifier.
c. Add your own intensifying adverbs, one in each gap, to complete the paragraph.

One ................................ hot day, Jacob was at school sitting in a .................................. interesting lesson when something caught his eye. He looked outside and saw an .................................. beautiful butterfly sitting very close to the window ledge. The pattern on its wings was .................................. clear. Jacob was .................................. fascinated and pointed it out to his friend. He knew this would be an .................................. memorable day in his life. He was .................................. sad when the butterfly eventually flew away.
Pre-verbal, post-verbal and end-position adverbs

Pre-verbal adverbs

Language focus
Adverbs describe the action of a verb. Pre-verbal adverbs appear before the verb and are often adverbs of frequency, how often the action is done. For example:

*Once a month, I travel to my aunt’s house with my parents.*

A. Choose a pre-verbal adverb to complete each sentence.

<table>
<thead>
<tr>
<th>under the station clock</th>
<th>sleepily</th>
<th>kindly</th>
<th>before breakfast</th>
<th>on Saturdays</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. ........................................................., Jason plays basketball with his friends.
2. ........................................................., Ade went for a 5-kilometre run.
3. ........................................................., Paula waited for her mother.
4. ........................................................., my aunt made us all some dinner.
5. ........................................................., the children listened to the bedtime story.

Post-verbal adverbs

Language focus
Adverbs that come after the verb tell you how the verb has been done. For example:

*Jake wrote a song quickly and then sang it to his classmates.*

B. Add an adverb to describe each verb and complete the sentence.

1. Ore sings ............................................. and I enjoy listening to him.
2. Sophie did ............................................. in the race by coming third.
3. The twins worked ..................................... and passed their exams.
4. Chris painted ........................................ around the new kitchen tiles.
5. Wing spoke .......................................... and .......................................... so was given the job.
End-position adverbs

Language focus
End-position adverbs can highlight how a preceding event has occurred. In informal writing they can also give the opinion of the writer about the event.

C. Put the words into the correct order to form a sentence.
For example:
bus suddenly the stopped
the bus stopped suddenly.

1 staying not am I sadly long very

2 quickly monkey ate the nuts the

3 test passed I amazingly my

4 ended beautifully display firework the

5 Rafael leg his unfortunately broke

6 me for outside waiting is my mother

7 party sadly come can’t to we the

8 Wei phone yesterday new bought a

Remember
The position of an adverb can change the meaning of a sentence. For example:
The teacher quietly told the students to work on their own.
The teacher told the students to work on their own quietly.
In the first sentence, the teacher is the quiet one; in the second, it is the students who are quiet.
Sentence adverbs

Language focus
Adverbs describe a verb. Sentence adverbs usually come before an explanatory phrase in a sentence. For example:

_I like to drink coffee in the morning, especially on the days I have to go to work._

The sentence adverb introduces the clause and you can use it to describe your attitude to something. For example:

_Some people think that eating meat is a good thing but frankly I do not agree._

Including sentence adverbs in your writing can help to strengthen it and make your views clear to your reader.

A. Choose a sentence adverb from the box to complete each sentence.

<table>
<thead>
<tr>
<th>briefly</th>
<th>certainly</th>
<th>thankfully</th>
<th>anxiously</th>
<th>ideally</th>
</tr>
</thead>
</table>

1. He may get an A grade in his exam but if not he will __________________________ get a B.

2. Magnus chose a scary theme park ride but __________________________ everyone enjoyed it.

3. She was __________________________ waiting to hear whether she could go to university.

4. We have two minutes left so I want to talk only __________________________

5. __________________________, by 2025, air pollution will have reduced by 35%.
B. Add a sentence adverb to add detail to each sentence.

1. One room had no windows and the other had a balcony so …………………………………… we chose the room with the balcony.

2. Peter didn’t want to study but if he wanted to please his teacher he …………………………………… had to work a lot harder.

3. The professor had thought the dinosaur was 70 million years old but …………………………………… it was 85 million years old.

4. Some people don’t like the colour yellow but ……………………………………… it is the most popular choice of paint for our homes.

5. The government would like to continue to use fossil fuels but …………………………………… they will have to choose more sustainable forms of energy.

C. Write a sentence using the adverb given.

For example: immediately

*Please come to my office immediately.*

1. suddenly …………………………………………………………………………………………………………

2. loudly ……………………………………………………………………………………………………………

3. carefully ………………………………………………………………………………………………………

4. quietly …………………………………………………………………………………………………………

5. politely ……………………………………………………………………………………………………………
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