Complete English as a Second Language for Cambridge IGCSE®
Writing and Grammar Practice Book

Authors
Lucy Bowley
Alan Jenkins
Dean Roberts

Complete English as a Second Language for Cambridge IGCSE directly matches the latest Cambridge IGCSE English as a Second Language syllabus, building global awareness and comprehensively supporting reading, writing, speaking and listening. A stretching, skills-based approach progressively strengthens student ability, enabling confident exam performance.

This Writing and Grammar Practice Book directly supports learners in practising essential skills.

- Fully prepare for exams – comprehensive coverage of the course
- Develop advanced skills – focused activities extend performance
- Progress to the next stage – differentiated extension material eases the transition to 16-18 study

Empowering every learner to succeed and progress

✓ Complete Cambridge syllabus match
✓ Comprehensive exam preparation
✓ Reviewed by subject specialists
✓ Embedded critical thinking skills
✓ Progression to the next educational stage

Also available: 978 0 19 839608 0

Complete English as a Second Language for Cambridge IGCSE®
Writing and Grammar Practice Book

Lucy Bowley
Alan Jenkins
Series editor: Dean Roberts

Oxford excellence for Cambridge IGCSE®
Contents

Introduction ................................................................. 3

1 Science and technology............................................. 4
   Linking words.......................................................... 6
   Comparatives ............................................................ 8
   Superlatives ............................................................... 9
   Present simple verb tense ........................................... 10
   Writing to persuade ................................................... 12
   Describing a museum visit .......................................... 14
   Checking your progress ............................................. 16

2 Food and fitness ......................................................... 18
   Collocations ............................................................ 20
   Adjectives ................................................................. 22
   Present simple verb tense ......................................... 24
   Writing to avoid redundancy ....................................... 26
   Writing a letter to a friend ......................................... 28
   Checking your progress ............................................. 30

3 Communities ............................................................. 32
   Collective nouns ....................................................... 34
   Active and passive verbs ........................................... 36
   Suffixes and superlative adjectives ............................. 38
   Writing a summary .................................................... 40
   Your summary .......................................................... 42
   Checking your progress ............................................. 44

4 Animals and us .......................................................... 46
   Similes and metaphors .............................................. 48
   The future tense ....................................................... 50
   Adverbs ................................................................. 52
   Writing in response to points of view ........................ 54
   Are zoos still necessary in the 21st century? ............... 56
   Checking your progress ............................................. 58

5 Working life ............................................................... 60
   Borrowed words ....................................................... 62
   Jargon ................................................................. 64
   Possessives ............................................................. 66
   Planning and writing a job application ........................ 68
   Your application for a job ......................................... 70
   Checking your progress ............................................. 72

6 Travel and transport ................................................... 74
   The past continuous .................................................. 76
   Relative pronouns ...................................................... 78
   Antecedents ............................................................. 79
   Modal verbs ............................................................ 80
   Writing a travelogue .................................................. 82
   Your travelogue ......................................................... 84
   Checking your progress ............................................. 86
7 Leisure and entertainment .................................. 88
Prefixes ............................................................................ 90
Homonyms ........................................................................... 92
Homophones ........................................................................ 93
Punctuation to slow down the reader ............................... 94
Writing a review of a play ................................................. 96
Your review ........................................................................... 98
Checking your progress .................................................... 100

8 Hobbies and interests ................................................. 102
Idioms ................................................................................. 104
Euphemisms ........................................................................ 105
Emphasis words ................................................................... 106
Weak and strong words .................................................... 107
Rhetorical devices ............................................................. 108
Writing a persuasive talk .................................................... 110
Crafting a persuasive talk ................................................... 112
Checking your progress .................................................... 114

9 Customs and cultures .................................................. 116
Implication or inference ..................................................... 118
Antonyms ............................................................................. 120
Choosing words in context ............................................... 122
Writing an article .............................................................. 124
Your article ........................................................................... 126
Checking your progress .................................................... 128

10 The past and the future ............................................... 130
Complex past tense ............................................................ 132
Determiners and demonstrative pronouns ................. 134
The apostrophe and speech marks .............................. 136
Writing a balanced article .................................................. 138
Your balanced article ......................................................... 140
Checking your progress .................................................... 142

11 Communication .......................................................... 144
Formal and informal vocabulary ...................................... 146
Language to achieve conciseness ..................................... 148
Using tenses for shades of meaning .............................. 150
Formal register ................................................................. 152
Writing a formal report ..................................................... 154
Checking your progress .................................................... 156

12 Global issues ............................................................... 158
Types of sentence ............................................................. 160
Relative clauses ................................................................. 162
Figurative meaning ........................................................... 164
Writing a blog ................................................................. 166
Your blog ........................................................................... 168
Checking your progress .................................................... 170

Index .................................................................................. 172
Introduction
This Practice Book builds on the skills introduced in the Student Book to help you develop and improve your grammar and writing skills in the key areas that will also help you achieve success in the Cambridge IGCSE English as a Second Language examination.

Developing your knowledge and building new vocabulary
Each chapter starts with a short, interesting article to introduce you to the chapter theme followed by questions to check your understanding and develop your ability to analyse and evaluate. We take this opportunity to help you learn some new words – all of these have been chosen carefully as they could easily feature in articles you might see in your IGCSE Reading examination questions.

Developing your grammar
Each of the twelve chapters in this book covers three elements of grammar, which are linked to the theme of the chapter. You will find three different boxes to support you in your understanding of the grammar points:

- Remember – short reminders of key grammar skills that you should already know.
- Looking closely – introduces new grammar teaching, and explains how it is used.
- Teacher tips – hints or tips that try to bring out the main learning point and help you move forward.

This book offers task-based practice: for each grammar skill, we will help you build up your knowledge and invite you to write responses to exercises in order to refine and improve your grammar. We do not expect you to achieve perfection by this stage, so please do not think of this as an end-point. Rather, we hope it encourages you to practise more!

Developing your writing
The second half of each chapter can be thought of as a writing workshop, which aims to show you how twelve different styles of writing are constructed. In each unit, you will be asked to generate one piece of extended writing (around 200 words), each of which has a particular style, tone and audience. These include informal, semi-formal and formal registers.

The book goes further than these styles of writing, however, and aims to help you develop a broader range of writing skills. Therefore, you will also practise writing reviews, writing blogs, technical writing, writing a speech and some other forms of writing which are useful for success at IGCSE level.

The key features of each writing skill are covered as we help you build up to your final, 200-word piece. A range of “write-in” methods are used to check your understanding of each writing style. Then it’s over to you to bring all of your new learning together into one piece of fluent and impressive writing!

Checking your progress
Each chapter ends with a short, fun quiz, focusing on the grammar skills you developed in the first part of the chapter and the writing skills you have been refining in the second part. The quiz also asks you to evaluate your own progress in a grammar and writing skills’ checkpoint.

Checking your answers
Once you have completed a chapter, you can check your answers online (see Contents on page 2). For the writing tasks, we have provided some guidance to help you think about what a good answer would look like. However, you may also decide to ask your teacher to check your writing and make suggestions for where you could improve. Whatever you decide, the most important thing is for you to keep practising!
1 Science and technology

You are going to spend the day at the Shanghai Science & Technology Museum, where you can see a wide range of scientific inventions and modern technology. Look at the list of attractions you might go and see. Which one would you go and see first and why?

I'd go and see ____________________________ because ____________________________

Visiting the museum
Shanghai Science & Technology Museum opened to the public on December 18, 2001. …
With the theme of “Nature · Mankind · Technology”, Shanghai Science & Technology Museum works for promoting scientific and cultural quality of the whole citizens … of Shanghai. Shanghai Science & Technology Museum serves for the purposes of education, research, leisure traveling, cooperation, communication, collection and production. We aim at providing visitors opportunities of gaining science technology knowledge and spirits.

Shanghai Science & Technology Museum currently has opened 14 thematic exhibition halls to the public. They are: World of Animals, Spectrum of Life, Spider Exhibition, Earth Exploration, Cradle of Designers, Children’s Science Land, Light of Wisdom, Home on Earth, Information Era, World of Robots, Light of Exploration, Human and Health, Space Navigation … Apart from the above-listed, there are Chinese Ancient Science & Technology Gallery showing off Chinese ancient inventions and creations, Explorers’ Gallery featuring Chinese and foreign distinguished explorers and Academicians Gallery showing off contemporary scientists of Shanghai.

Here are four special purpose theaters in Shanghai Science & Technology Museum. They are: IMAX 3D Theater, IMAX Dome Theater, IWERKS Theater and Space Theater, which constitute the largest science educational cinema in Asia with 10,000 annual filming times.

Building your vocabulary
promoting: supporting and actively encouraging
cooperation: working together
spectrum: wide range
navigation: planning and finding a route
ancient: belonging to the very distant past
distinguished: very successful and commanding great respect
constitute: to account for or to add up to
1. Without looking back, write down which year the museum was opened to the public.

2. Underline the reasons this museum exists. Hint – only two are correct.
   a. To promote China as an independent country.
   b. To exhibit ancient artefacts.
   c. To show the spectrum of creatures inhabiting the planet.
   d. To prioritise distinguished explorers from China.

3. If you were the tour guide of a group interested in modern technology, which two rooms would you take the group to?

4. What does this museum offer the cinema goer?

5. Do you think this facility has been successful since it opened? Why or why not?

6. If you were given a million dollars to set up a museum what would that museum look like?
Linking words

Remember

Linking words allow you to join two ideas together and they help you to organise your work more clearly. Therefore, linking words improve the flow of your writing and make your writing easier to read.

1. Write down four linking words you often use.
   a. 
   b. 
   c. 
   d. 

2. Now read this short passage and underline the linking words you find.

   That morning, Peter decided to go to work by bus rather than take his usual train because it was early so he wanted to go to the shop and buy his mother some flowers for her birthday and maybe see the owner again. He knew she was a musician as she always put her guitar in the corner of the shop during the day before her concerts in the evenings. He loved playing the guitar too and planned to talk about his favourite guitar music if she was there that day.

Looking closely

Linking words play different roles. For example, and, but, because link two ideas together. We use and when the ideas are similar, and but when the ideas are different, so we need to choose our words carefully. The word because is followed by a reason. Some linking words can appear at the start of a sentence and serve as connectors from the previous sentence: also, secondly, next are examples of linking words used for this purpose.

3. Fill in the gaps in the following paragraph with a linking word from the box. Note the particular purpose of each one as you do this.

   as well as which also then soon after

   Peter decided he wanted to go to a museum so he called his friend Zak who __________ enjoyed science.

   They __________ decided to go to the science centre, __________ had only opened the previous weekend.

   __________ Peter and Zak, there were several of their friends there and they all had a good look round together. __________ they had finished, they went for some lunch before going home.

4. Suggest a suitable linking word or words for each of these sentences. If you need to, you can change the sentences slightly.

   a. David enjoys going to museums. He goes with people he doesn’t even know.

   __________
b. Duncan and Mohammad go to the City Science Museum on Saturdays. They have lunch together.

c. Jan loves technology. Jan goes to the new Technology Centre. It is near her gym.

d. Sara has invented new things. Sara has technology lessons at her school.

5. In the following sentences, there are three ideas. You can link them using one or two linking words, into either one or two sentences. The first one is done as an example:

a. José and Javier like to go to school. They like science lessons. Their favourite subject is Physics.

José and Javier like to go to school. They like science lessons because their favourite subject is Physics.

b. James is studying space at school. A play about space is being performed in his local theatre. James decides to go and see the space play at the theatre.

c. Ika goes to see Max at the weekends. Max lives far away from Ika. Ika uses a modern computer to talk to Max during the week.

d. Hee Mok and Stephen want to learn how to drive a car. They like watching cars on television. They have been having lessons for three months.

e. Mandy and Karen go to a shop each week to buy items they can use in science experiments. Mandy likes mixing things. Karen takes the role of observing and writing down what happens.
Comparatives

Looking closely

When two or more things are linked, you may want to compare them. You can use a comparative when you want to compare two things. For example:

- James saw the newer, brighter star first.

With the adjectives above (new, bright), you can add the suffix -er to make the comparative. With other adjectives, you can use more and retain the adjective:

- The second book was more interesting than the first.

Of course, there are exceptions. These are called irregular forms. For example:

- His second version of his invention was better than the first version.

1. Change the adjectives in the brackets into the comparative:
   a. The student wanted the ____________ tablet. (robust)
   b. The man needed to hire a ____________ car. (efficient)
   c. Jake thought the photo of the planets was ____________ than the picture of the planets. (magnificent)

2. Write a paragraph of around 80 words that uses comparatives. Think of it as a blog entry where you describe a visit to a planetarium. Underline all the comparatives you use. We have started the blog for you.

After just two minutes, we experienced the birth of a star. It was more explosive than any fireworks display I had seen. Then
Superlatives

Looking closely

You can use superlatives to compare three or more things or three stages of a process. This is usually done by using the and adding the suffix -est. These are called regular forms. For example:

- James thought the newest star shone the brightest.

In some cases, you can use the and most before the adjective. For example:

- The most popular subject this year was Technology.

Again, there are irregular forms that are exceptions to the rule. For example:

- The dual-fuel car went the furthest of all the cars tested.

3. Change the adjectives in brackets to a superlative to complete each sentence.
   
   a. Sam decided to buy ____________ telescope in the shop. (small)
   b. Abdul liked Chemistry, but liked Physics lessons ____________. (good)
   c. Pablo wanted to be ____________ scientist in the world. (fame)

4. Draw lines to match the sentence halves below.

   a. The champion was
   b. Earth is
   c. The new planet will be
   d. Mercury is

   i. named after the most famous astronomer of all.
   ii. the fastest to complete all the maths questions correctly.
   iii. the densest planet in our solar system.
   iv. the closest planet to the sun.

5. Write a paragraph of around 80 words that uses superlatives. Create another blog entry where you describe a visit to a technology fair. Underline all the superlatives you use. We have started the blog for you.

   The first thing that caught my eye was the robot. It was the most impressive piece of artificial intelligence I have ever seen. It had

   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
Present simple verb tense

Remember
The present simple tense is the base form of the verb: I work as a scientist in New York.
The third person (she/he/it) adds an -s: she works as a scientist in New York.
The present continuous tense is formed from the present tense of the verb to be and the present participle (-ing) of a verb: she is now working as a scientist in New York.

1. Complete these sentences using the present simple tense of a suitable verb.
   a. I often ____________ by train up to the city.
   b. Juan ____________ to go to the design and technology museum after school.
   c. She ____________ to study more physics if she is going to pass the test.
   d. We ____________ maths lessons every Monday morning.
   e. Mars ____________ the closest planet to Earth.

Looking closely
You should use the present simple tense for things that happen all the time. For example:
   ● The planets orbit the sun.
   ● The sun sets in the west.
You should also use it for something that is done often.
For example:
   ● He visits the museum every Monday.
Also, you can use it to describe a timetable or a schedule, such as:
   ● We start with a talk, then we conduct a short meeting before we attend the exhibition.

2. Use the verbs given below. Using the present simple, add one verb to each sentence.
   go see check have make
   a. I ____________ my work every time I finish writing something.
   b. She ____________ beautiful cards and sells them on the Internet.
   c. You ____________ to science lessons every week.
   d. They ____________ the trains passing their house every day.
   e. We ____________ a meeting before school today in the chemistry lab.
3. Now complete these sentences using the present simple. Try to be adventurous with the verbs you choose. In these cases you also have to supply a noun or two. Remember to stay with the science and technology theme.

For example:
Every week, I use my telescope (noun) to gaze (verb) at the solar system.

a. Once a month, we (verb) ____________________________ a new (noun) ____________________________ in our science lessons.

b. Annually, there is a (noun) ____________________________ and I (verb) ____________________________ it.

c. My local (noun) ____________________________ has a technology park that seems (verb) ____________________________, all the time.

d. On a Wednesday, I (verb) ____________________________ with my friends and we (verb) ____________________________ our (noun) ____________________________.

4. Read the following paragraph which uses the future tense to describe technology in the future. Then imagine that it’s now the year 2020. Identify the verbs in the future tense and change them into the present simple.

In 2020 we will have a hover-board that will allow us to move over the pavements instead of walking on them. The hover-board will be made of carbon fibre and is going to use air to propel it upwards. It is also going to contain electromagnets to force it away from the gravitational pull of the earth. While the prototype board will hover over land, the second planned board is going to be able to function over water.

In 2020, we now have .......

Writing to persuade

Think about the best scientific or technological gadget you have bought.

- Why did you buy it?
- Did you buy it online? Where did you buy it from?
- How do you feel about your purchase?

I bought a

I bought it from

because

Since I have owned this gadget I feel

There are some occasions when

I intend to

1. We buy things sometimes because we need them and sometimes because we have been persuaded to, either by other people or by advertising. What words might persuade you to buy something? Look at these lines from adverts and underline all the language that is trying to persuade you to make the purchase.

   a. Now is the time to buy the number one microscope on the market. It's Clear Vision.  
   b. Have to know all about the latest gadgets? Then you need to buy Inventing Today!
   c. You won’t want to miss reading this month’s edition of The Night Sky – it tells you exactly where to see Jupiter, and at its brightest on June 23rd.
   d. Need to pass a maths exam soon? Go and buy The Easy Way to Maths before you go home tonight to ensure success.

2. Write down four things you feel persuaded you to buy your gadget.

   a.  
   b.  
   c.  
   d.  


3. Look at these five sentences. Put them in order of how persuasive they are where 1 is the most persuasive and 5 is the least persuasive.

   a. I wouldn’t buy that if I were you; I bought one and it broke the following week.
   b. It is the best gadget I have ever bought. I would definitely recommend it.
   c. While the product itself was very good I wouldn’t buy it from this shop again as the assistant was very unhelpful.
   d. I bought one last month and I like it. The price was reasonable and it does everything it claims to.
   e. This is a very good product. I bought it as a replacement but really it is an upgrade as it does far more than my old one. My only problem was the price as it was a bit high.

4. a. Start an email to a friend describing a gadget you don’t have but would really like to buy. Persuade your friend to buy one too. Write the opening two or three sentences.

b. Did you use any adjectives in your email? Underline any you used.

c. Think of three new or different adjectives you can add to make your opening lines even more persuasive. Say why you added these.

   i. 
   ii. 
   iii. 
Describing a museum visit

1. a. Your class has free tickets for the Science Museum of London. Look it up on the Internet. What can you see at this museum? Think about the general areas of interest as well as specific exhibits that attract people to the museum. If you wanted to see one thing in the museum, what would it be?

b. Museums are always updating their spaces and including new areas. Which of these might you see in a science museum in addition to the exhibits? Tick your choices.

- interactive maps
- classroom mini zoo
- souvenir shops
- Stephen Hawking
- escalator
- cinema
- Jupiter
- café
- lift
- restaurant
- crèche
- library
- gravity
- cloakroom

Guidance

Different registers are used for different writing genres.

Formal register We use formal language when writing to people we do not know and usually about something important, such as when writing a report.

Semi-formal register This is appropriate if you are writing to an audience you are aware of. You can use some idiomatic language, but not slang. For example, you could use semi-formal language in a school magazine.

Informal register Use this to write to close friends about things you want to share with them. As you know your audience very well, you can use some slang and perhaps abbreviations that only the two of you know.

Planning

2. You have been chosen to write about a science trip for your school newspaper and you are going to write a semi-formal account about it here, persuading your audience that it is a worthwhile and valid experience. Start by choosing your science museum. Write its name here:
3. What is it about the museum trip that you would like to focus on? Tick three things from the list below.

- How did you get there, and how was the journey?
- What was your initial reaction when you arrived at the museum?
- What was the highlight of the day?
- What has been learned from the trip?
- Is there anything about the visit that should be changed if it is done again?
- Would you recommend the visit? Why or why not?

4. You are writing an account, so you need to use semi-formal language. Which of the following writing styles do you think would fit best in your descriptive account? Tick your choice.

   a. “Wow. You should have seen the interactive dinosaur. It blew our minds.”
   b. “The stegosaurus had mechanical legs which utilised the principle of hydraulics to create the effect of movement. These were engineered using the Bowley-Roberts method of super-dynamics invented in pre-war Poland.”
   c. “Almost everyone enjoyed seeing the life-size dinosaur move using its mechanical legs. The effect was very realistic and made some of us a little nervous.”

Writing

5. You are now ready to write your own account to describe the day at the science museum. On a separate sheet of paper write your account of the day. Aim to write 150–200 words. Remember to only produce three paragraphs.

Skills checklist

When you have finished your account, complete the following checklist.

- Have you written three paragraphs?
- Have you described the day at the museum clearly?
- Have you used persuasive language?
Chapter 1

Science and technology

Checking your progress

1. When he walked on the moon, Neil Armstrong said: “This is one small step for a man, one giant leap for mankind.” Write a quote that summarises your learning about science or technology.

Grammar

2. Below are some statements. Use any of the linking words you have used in this chapter to create two sentences with different meanings.

- My favourite subject is science.
- I enjoy my computer lessons.
- I read about science in my free time.
- I have been to my local science museum recently.

a. ................................................................................................................................................

b. ................................................................................................................................................

3. Which of these is a comparative sentence? Tick the correct sentence.

a. My job as a research scientist pays me as much as when I was working in a shop! □

b. I am the old one here, not you. □

c. If you heat sulphuric acid it will create more havoc than you can handle. □

4. Draw lines to match the sentence halves to make three superlative sentences.

a. His maths test result
b. The stars
c. My idea

i. are the most interesting things in the sky.
ii. will be the most famous in the world.
iii. was the best in the class.

5. In the gaps below add five different verbs in the present tense.

I _____________ to school every day with Jake. He ______________ going to physics classes and ______________ a lot about inventing. Hannah ______________ for a brand new phone and ______________ to play games on it.
Writing

6. Which sentence would persuade you most to buy an item? Tick your choice.
   a. I am not sure about it, but a friend of a friend said it was pretty good.
   b. I would buy it as it sounds fantastic.
   c. The reviews gave it 4.5 stars out of 5 and that was based on nearly 200 reviews.

7. Put these words or phrases in order, from 1 to 8, where 1 persuades you most.
   just wonderful   quite average   first class   I’ve seen better
   not ideal but   isn’t it lovely?   definitely the best   I’ve seen worse

8. You are going to a museum. Which of these things would be most useful to have with you? Tick your choice.
   compass   map of the museum   sandwich   pencil

   Now write a persuasive sentence to explain your choice.

9. For each of these terms write two words you associate with the subject.
   - Science: ___________________________ Information: ________________________________
   - Technology: _______________________ Nuclear: _________________________________

10. Now it is time to make an evaluation of your progress through this chapter. Circle your response.
    a. How confident are you when:
       - Using comparatives? very quite sometimes not very I need help
       - Using superlatives? very quite sometimes not very I need help
       - Using persuasive writing? very quite sometimes not very I need help
    b. Write a phrase you have learned in this chapter that you can use to make your writing more persuasive.

    c. Write a question of your own for an area of grammar or writing discussed in this chapter, perhaps focusing on an area you struggle with. Choose any question format you like. Then have an answer ready and try the question out on someone you know.