



OXFORD  
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CAMBRIDGE  
CHECKPOINT  
AND BEYOND

# Complete **English** for Cambridge Secondary 1

Series editor: Dean Roberts  
Alan Jenkins  
Tony Parkinson



# 7

# WORKBOOK









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Great Clarendon Street, Oxford, OX2 6DP, United Kingdom

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First published in 2015

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British Library Cataloguing in Publication Data  
Data available

978-0-19-836468-9

1 3 5 7 9 10 8 6 4 2

Paper used in the production of this book is a natural, recyclable product made from wood grown in sustainable forests. The manufacturing process conforms to the environmental regulations of the country of origin.

Printed by Bell and Bain Ltd, Glasgow.

## Acknowledgements

The publishers would like to thank the following for permissions to use their photographs:

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## Table of contents

<b>1</b>	Spine-chilling suspense .....	2
<b>2</b>	Manic media .....	10
<b>3</b>	Hazardous hobbies .....	18
<b>4</b>	Food for thought .....	26
<b>5</b>	Joyous journeys .....	34
<b>6</b>	Dating the drama .....	42
<b>7</b>	Sizzling science .....	50
<b>8</b>	Hairy history .....	58
<b>9</b>	Nurturing nature .....	66
	Glossary of literary and language terms .....	74
	Word cloud dictionary .....	78



## The power of suggestion

Writers of suspense deliberately keep their readers guessing for most of the storyline. This is because the power of suggestion is a very useful tool for authors.

Example:

I stood by the barred gate of the ramshackle house. Should I go in? Should I run? What would become of me if I entered? Finding the courage, I approached the door. As I did, it opened slowly. . .

This extract sets the scene for a sinister mood, with the narrator facing a dilemma because ideas are suggested, not explained.

1. What questions does the reader ask because details are missing?

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2. How does the lack of details make this extract full of suspense?

---

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3. Write a paragraph where a character is faced by a serious dilemma. Build suspense by suggestion, and by omitting details.

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## Using effective verbs

Using the most suitable verbs can create a vivid image in a reader's mind and help to build atmosphere.

- Depending on the image the writer wanted to create, the way the yeti walked could make it seem threatening, friendly, or humorous.

Place these walk-related verbs in the most suitable box.

pranced	exploded	flew	trundled
danced	strolled	loped	lolloped
shuffled	lurked	shambled	hulked
waddled	strode		



**threatening**

**friendly**

**humorous**

- Choose one yeti and use verbs to describe its first meeting with humans.



**Happy yeti**



**Angry yeti**



**Hurt yeti**



**Shy yeti**

---



---



---



## Simple and compound sentences

- Put an 'S' or a 'C' next to each of the following to show whether it is a simple or compound sentence.
  - Sara grew up watching horror films.
  - All of the movies at the festival were good but *Frankenstein* was Tariq's favourite.
  - Simple sentences have one main clause but compound sentences have two or more main clauses.
- Change these simple sentences into compound sentences.
  - The movie was really good. I am glad I went to see it.

.....

- I really like suspense in stories. I don't like horror.

.....

- I am pleased to have bought tickets for the concert. I was afraid they would sell out before I reached the venue.

.....

.....

- Using a conjunction, pair these main clauses into five compound sentences, making a paragraph about a scary theme park ride.

It is taller than the Statue of Liberty.

Verruckt stands at over 50 metres high.

There are no safety restraints to hold you in.

There are 264 stairs to climb to enter the ride.

Verruckt is a water slide.



You sit in a plastic tube shaped like a boat.

Tests showed riders were not secure.

It isn't a rollercoaster at all.

The opening of the ride was delayed.

Accessing Verruckt is far from easy.



### Remember

A simple sentence has one main clause and can stand alone.

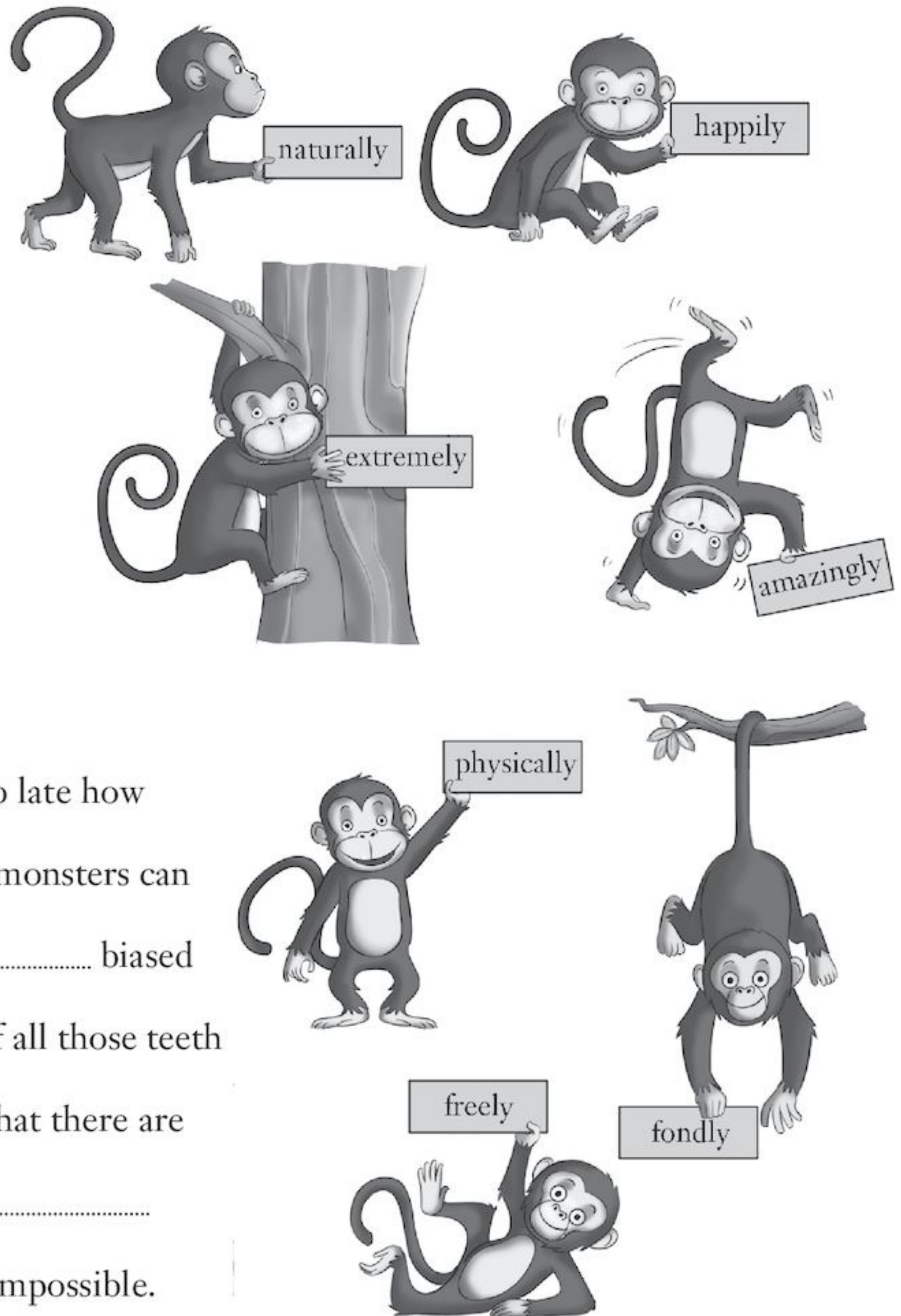
A compound sentence has two main clauses, normally separated by the use of a conjunction. A conjunction is a joining word.



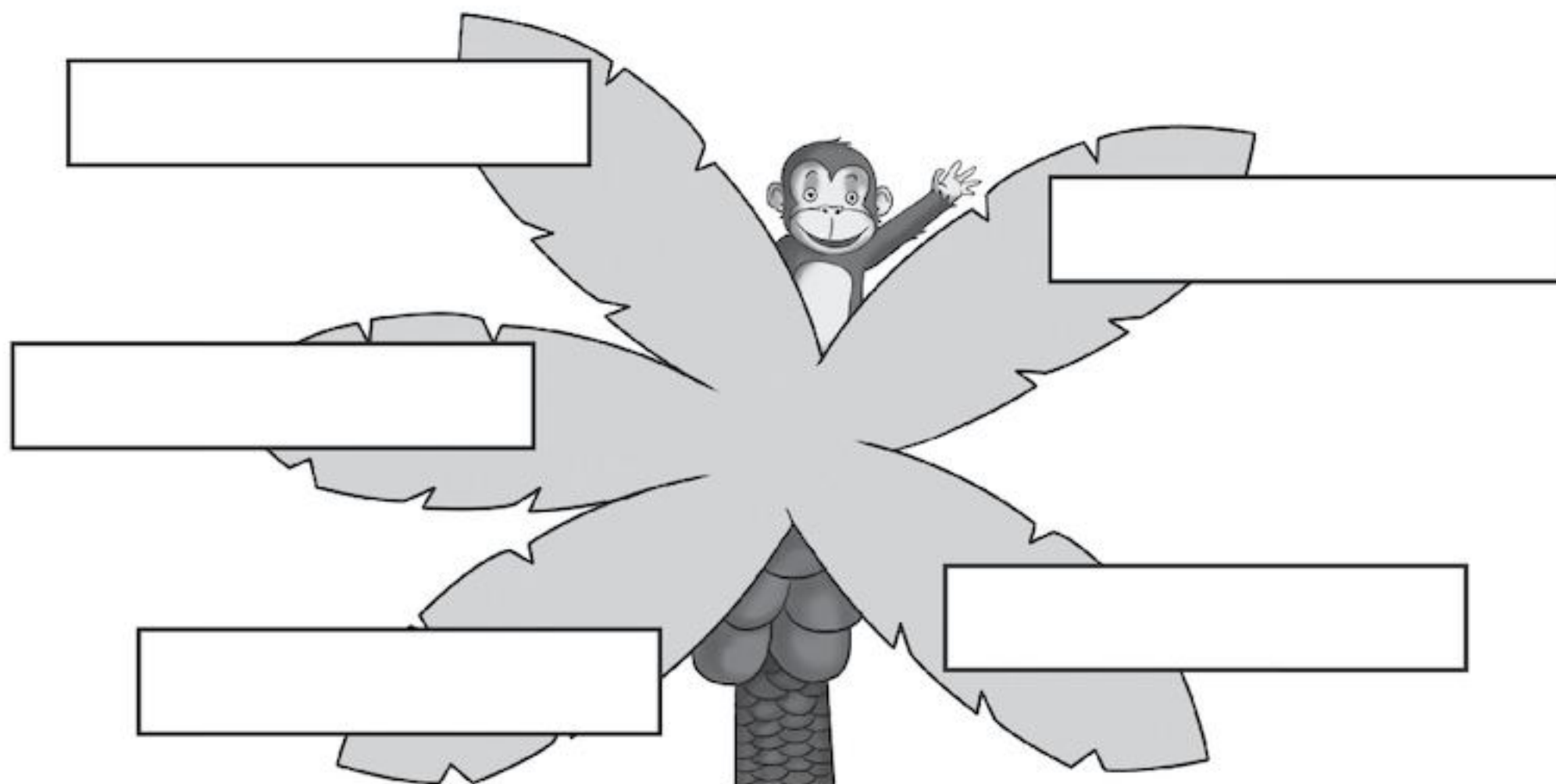
## Adventurous adverbs

1. Complete the following paragraph using the monkey's adverbs.

The monkeys are .....  
 curious creatures. These cheeky  
 characters are supposed to live in  
 a nature reserve but they roam  
 ..... all over the Rock,  
 much to the delight of the gullible  
 tourists who gaze .....  
 at them. They don't realise until it is too late how  
 ..... aggressive these little monsters can  
 be. Yes, you've guessed, I am ..... biased  
 but I am also ..... scared of all those teeth  
 and sharp claws. The latest estimate is that there are  
 over 300 of these silent assassins .....  
 living on the Rock so avoiding them is impossible.



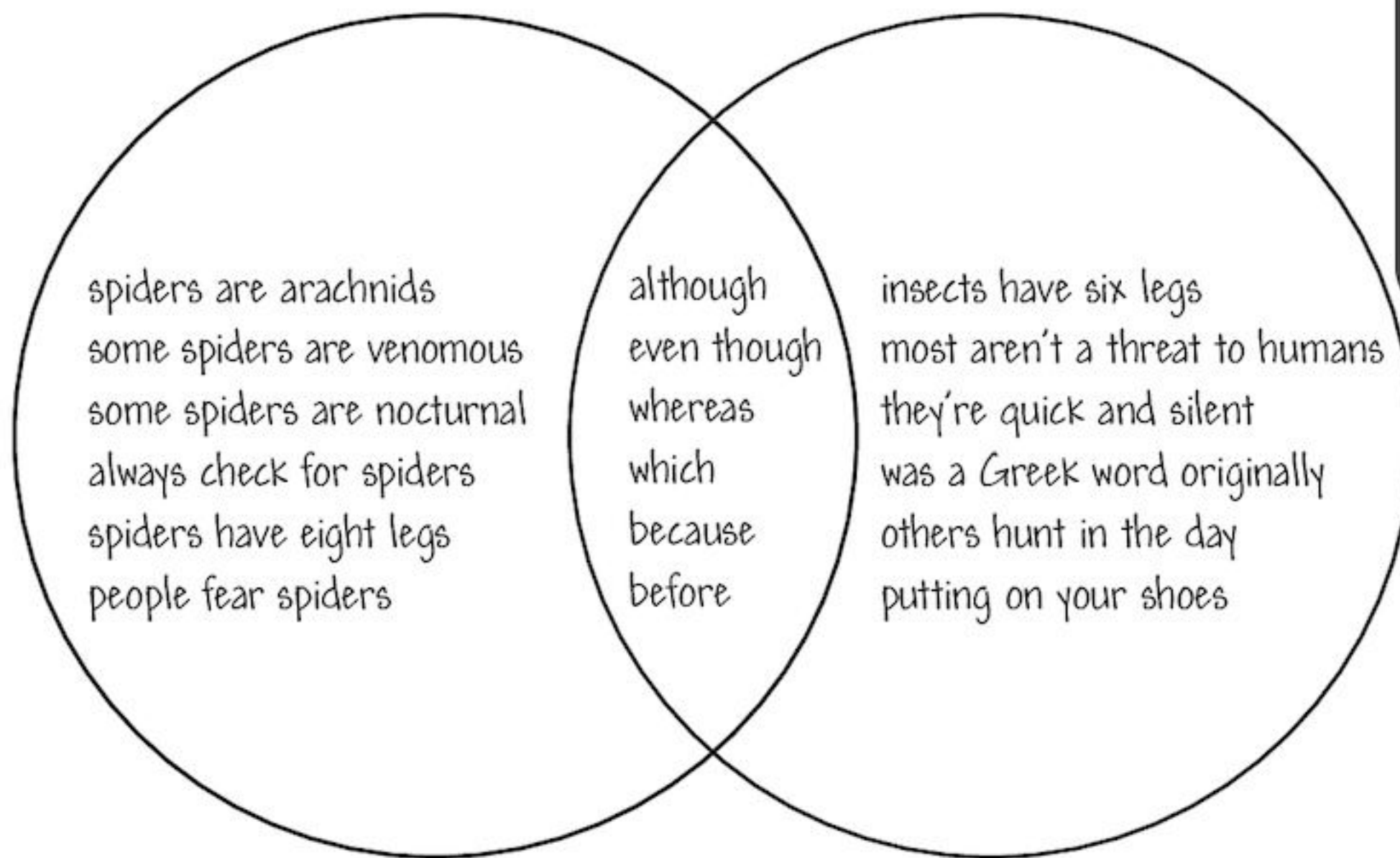
2. Fill in the tree below with five other adverbs.





## Complex sentences

1. Use the Venn diagram to match up the six complex sentences. Write the new sentences in the space below.



### Remember

A complex sentence contains one main (independent) clause and one or more subordinate (dependent) clauses, linked by a subordinating conjunction.

---

---

---

---

---

---

---

---

2. Use these subordinating conjunctions to make five complex sentences: *after* *whenever* *if* *as* *until*

---

---

---

---

---

---

---

---



## Hyphenated compounds

1. Put hyphens in the right places in the following words.

a longsighted .....

d shortlived .....

b shortterm .....

e substandard .....

c reelect .....

2. All of the words below begin with a single capital letter, followed by a hyphen and then the rest of the word, as in *S-bend* (a pipe used in plumbing).

Draw lines to match each letter to its word. Some letters can be matched to more than one word.

T-

neck

X-

boat

V-

turn

U-

shirt

junction

ray

3. What happens to the meaning of the following phrases if the hyphens are removed?

a *short-story* writer

.....

.....

.....

b the old book was *re-bound*

.....

.....

.....

c *re-cover* that damaged book please

.....

.....

.....

### Remember

Hyphens connect two or more words to form one idea. These become hyphenated compounds. Hyphens can also be used where there is ambiguity.





**Writing suspense**

Creating suspense involves keeping the reader guessing about what is going to happen next.

1. Write what will happen next in these scenarios.

- a** 'She couldn't hold on much longer. She could feel the numbness in her fingers gradually spreading...'

.....

.....

- b** Just a few more metres. At last he felt safe. But then...'

.....

.....

- c** 'Why, oh why hadn't they followed their friend's advice? Now it was too late. In the shadows something stirred.'

.....

.....

2. Creating suspense also involves time pressure. Write an ending for each scenario.

- a** With the monster stirring, he only had a few minutes to .....

- b** Once the detonator was triggered, Aysha knew she .....

- c** Just four minutes was all she had to .....

3. Creating suspense is about the main character facing a challenging dilemma. Think of a dilemma for each of these characters to solve.

- a** Simone standing on a platform waiting for a train to arrive.

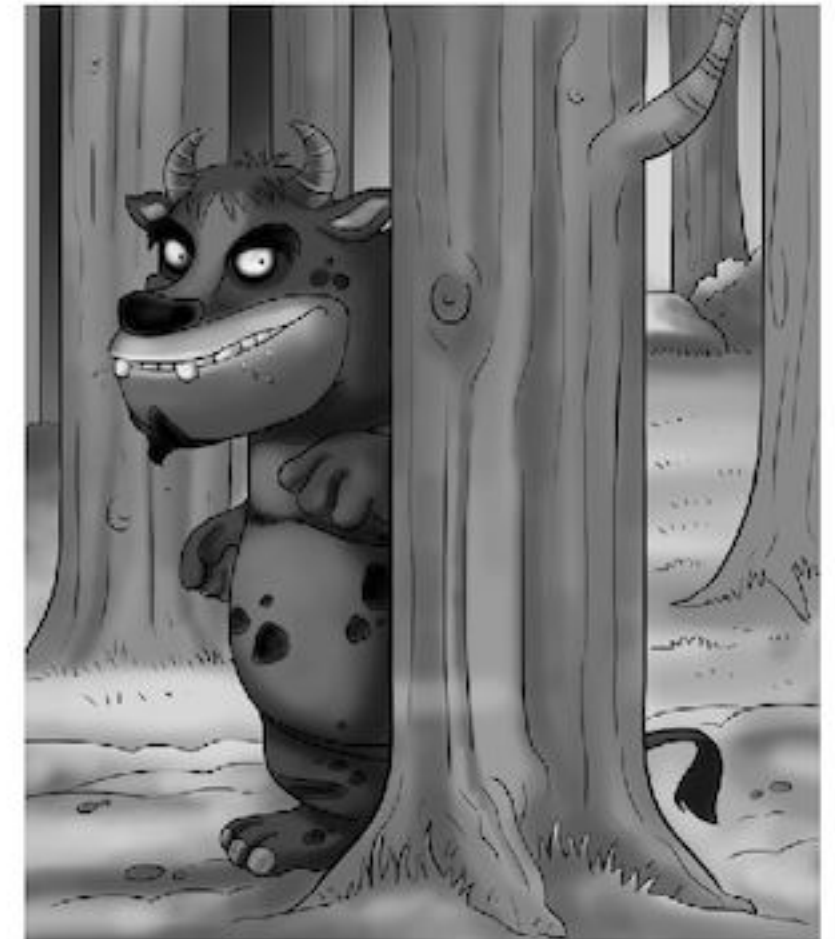
.....

.....

- b** The scientist trying to decide whether to let his creature loose.

.....

.....





## Suspense unit quiz

1. Write two effective verbs to describe how a sea monster might move.

.....

2. What is the main difference between a simple and compound sentence?

.....

3. Underline the four adverbs in this passage:

Sitting quietly watching the lazily setting sun, I couldn't believe how I'd escaped so amazingly unscathed from my trip to see the monkeys. I breathed calmly for the first time in hours.

4. What kind of sentence is this? Explain your answer.

*She had to help her friend because she knew snakes frightened him.*



.....

5. What are subordinating conjunctions? Identify the conjunction here.

Whenever I travel, I take at least two suspense novels to read.

.....

6. Why is this good beginning to a horror suspense story?

I had been hiding for hours. Too scared to move; too confused to know where to go next. Just wishing it would stop chasing me.

.....

.....

.....



## Turn off the news! It's trouble, trouble, trouble!



Some people say there's too much bad news in the newspapers. They say that, although we need to know some things that are bad, it would be better if we were also told about some good things, to provide a balance.

Imagine you are an editor-in-chief and you have told your staff to produce tomorrow's newspaper with nothing but good news in it.

1. Choose four stories you would publish and write a headline for each of them.

a .....

b .....

c .....

d .....

2. Choose one of the headlines in 1 and write your report to go with this.

.....

.....

.....

.....

.....

.....



## A strange occurrence

### Midnight Mystery at New Theme Park

Residents were awakened in the early hours of yesterday by a low rumbling noise that grew into creaks and groans, before ear-splitting fairground music started up. Five minutes later the sky was lit up by multi-coloured flashing lights and some dark figures were seen running about.

“It was madness,” said one sleepless lady. “Everyone was up at their windows or out in the street. We feared there was some sort of disturbance or riot.”

The noise came from a new theme park and fairground, due to be opened next month. Residents said that if they had known about

this level of deafening cacophony they would have campaigned against it. The owner was not available for comment, and the police have launched an investigation into what happened.



1. The headline says ‘Midnight Mystery’. Do you think the noise started exactly at midnight? Explain your answer.  
.....  
.....
2. Explain in your own words how the disturbance increased.  
.....  
.....
3. Use the context given in the article to suggest what *cacophony* means.  
.....
4. Why do you think the police were called?  
.....  
.....
5. Write down a possible explanation for what happened.  
.....  
.....
6. Write the beginning of the newspaper article that followed up this story, published the next day.



**Correct this passage of direct speech by putting in all the punctuation and capital letters.**

A cartoon illustration of two grey mice sitting on a white background, facing each other with their noses touching. They have large ears and long tails. Small motion lines around their heads suggest they are looking at each other intently.

ugh i dont like mice said maria because they wriggle

ive heard that you can eat mice said fred

you can smiled señora Elvira but not many people do

they look cute she went on they have pointed

noses and small rounded ears rather like you fredo

Now change the direct speech into indirect speech. Start like this:

Señora Elvira said that the class was going to learn about mice. Maria made a disgusted noise and said that. . .

[illegible]



## Make your case!

Think of three things that you really don't like and would like to complain about. You might complain about things you have to wear, rules you have to obey, or TV programmes you don't like.

1. ....  
.....
2. ....  
.....
3. ....  
.....



Choose one of these three topics, and write down three points you could use to make your case. Write two or three sentences on each. You will have to think about how to begin and how to end your speech. Write down your ideas in the space below.

Begin: .....

Point 1: .....

.....

.....

Point 2: .....

.....

.....

Point 3: .....

.....

.....

End: .....

.....

Read your notes through, then put them down and start your speech.



## Spelling adverbs – exceptions to the rule

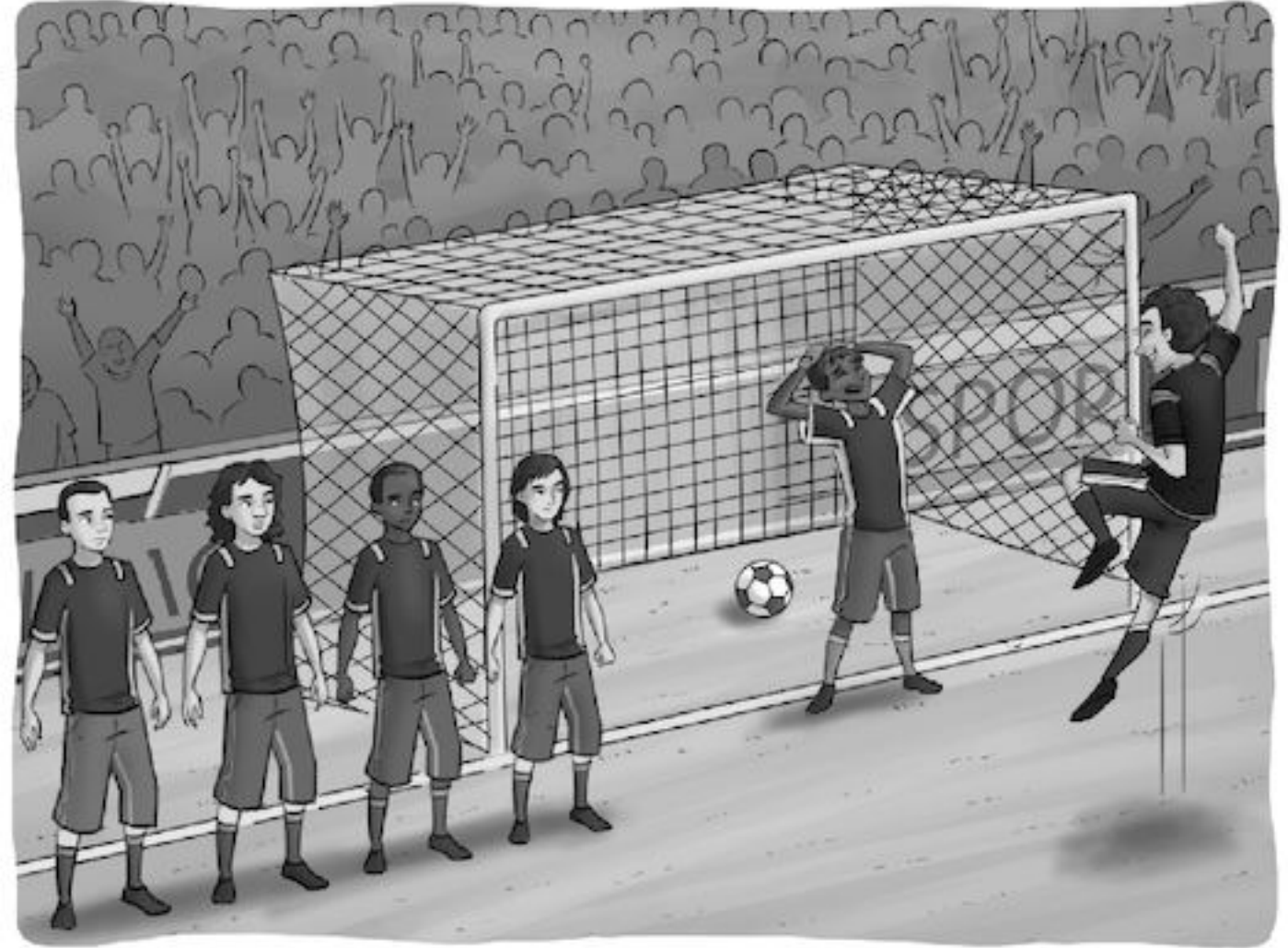
Most adjectives can be changed into adverbs by adding *-ly*, but there are some exceptions, for example, the adjective *good*.

1. Correct the sentences below by deleting the incorrect adverbs.

a She revised good/goodly/well for her weekly test.

b He played more good/better/more well for Atletico Bueno.

c Sergio plays the drums worse/more badly/more rubbishly than Monica.



2. Complete these sentences.

a Anya can play the harp ..... than Beatrice and performs in concerts.

b The team played ..... after the interval and the goalkeeper let in five goals.

3. Write three new sentences using *well*, *better*, and *worse*.

.....

.....

.....

.....

.....

.....

.....

.....



## Strange spellings of a simple sound!

Say this verse aloud:

‘What a strange thing about this word *sign*

When you say it, the rhyme is with *shine*.’

In the newscast about the fire, the reporter said, “The fire shows no signs of dying down yet.”

You can make several words by adding prefixes and suffixes to *sign*. *Sign* is a word that used to mean a mark.

- The following words are hidden in the word search: assign, consign, design, ensign, resign, signpost.

Find the six words and use a dictionary to check the meaning of any you do not know.

S	E	A	F	E	D	A	R
E	N	S	I	G	N	R	E
S	P	R	D	H	T	E	S
A	I	F	E	O	S	M	I
A	S	G	S	S	I	G	G
S	L	E	N	N	I	L	N
S	A	G	Y	P	A	D	G
I	W	K	E	Y	O	E	W
G	I	V	A	R	B	S	E
N	P	T	H	V	R	I	T
C	O	N	S	I	G	N	H

- Match each of the six words to one of the clues below.

- I point the way for you. ....
- I am a flag. ....
- I am a piece of artwork or a plan for a building. ....
- I don't want to work here anymore; I shall. ....
- You hand it over or even get rid of it. ....
- You give someone a task or appoint someone. ....



### Remember

Prefixes are groups of letters added to the beginning of words, and suffixes at the end, to change the meaning of the original word.



## Expressing opinions in writing

You wrote a newspaper report on page 10. Imagine that it was published.

Now imagine that you are someone else who has read your report. You decide to write an email or letter to the newspaper. In your letter you say what you think about the events reported in the newspaper story.

You could:

- say how you agree with the report, and why
- use the report to set out your complaints and concerns
- add some of your own ideas and views to what was in the report – perhaps ideas for the future.

Remember include an introduction, details of your ideas, and an ending to your email or letter.

Dear Editor,

[illegible]

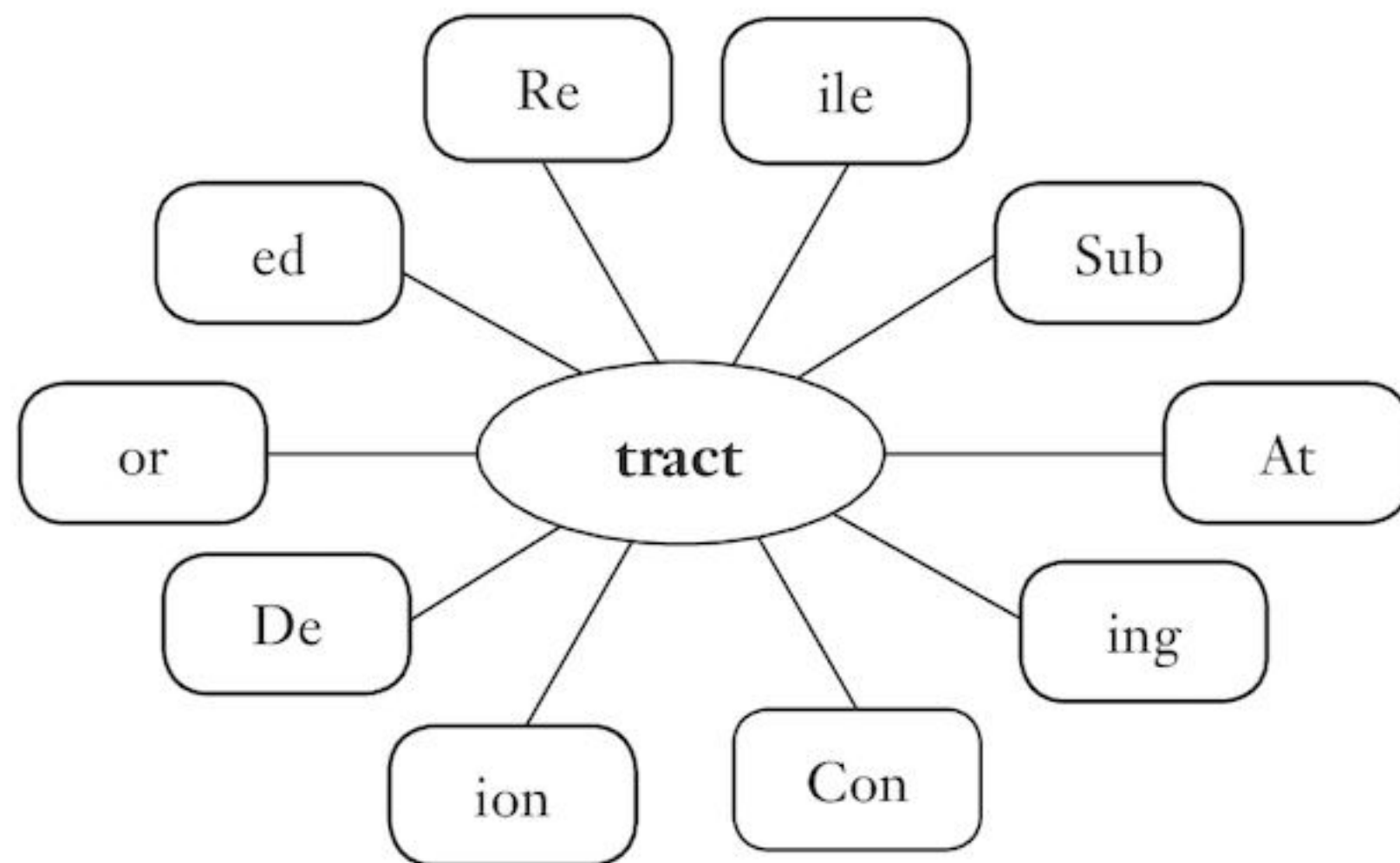
Yours faithfully,





## Media unit quiz

1. **a** Using the prefixes and suffixes in the diagram, write down as many words as you can with the stem *tract*.



.....

.....

.....

.....

.....

.....

.....

.....

- b** Check the meanings of the words you have made using a dictionary.
2. Rewrite these headlines using alliteration.
- a** Luisa winning lots of money

.....

.....

- b** A sudden rush of water in the town of Fernandez

.....

.....

3. Turn this indirect speech into direct speech with the correct punctuation.

He told his father that he had decided to leave home.  
He needed to be independent.

.....

.....

.....

.....

.....



## Non-narrative poetry

1. Which of these statements best describe the qualities of non-narrative poem? Tick the correct statements.

Non-narrative poems:

- a always tell a story
- b don't have to rhyme
- c have one central idea
- d are always written in archaic language
- e can sometimes be funny
- f include kennings

☐  
☐  
☐  
☐  
☐  
☐


2. Using your responses to 1, write a definition for non-narrative poetry.

---



---

3. Decide which of these are non-narrative poems by placing a tick next to the title. Put a question mark by any that could be non-narrative poems, but you need more information to be sure.

<div style="border: 1px solid black; border-radius: 50%; padding: 10px; width: fit-content; margin: 0 auto;"> <p>'How Brazil won the World Cup'</p> </div>	<div style="border: 1px solid black; border-radius: 50%; padding: 10px; width: fit-content; margin: 0 auto;"> <p>'The Art of Flying a Kite'</p> </div>	<div style="border: 1px solid black; border-radius: 50%; padding: 10px; width: fit-content; margin: 0 auto;"> <p>'My Team is Better than Yours'</p> </div>
<div style="border: 1px solid black; border-radius: 50%; padding: 10px; width: fit-content; margin: 0 auto;"> <p>'The Ballad of a Famous Cricketer'</p> </div>	<div style="border: 1px solid black; border-radius: 50%; padding: 10px; width: fit-content; margin: 0 auto;"> <p>'Slam Dunk'</p> </div>	
<div style="border: 1px solid black; border-radius: 50%; padding: 10px; width: fit-content; margin: 0 auto;"> <p>'Javelin'</p> </div>	<div style="border: 1px solid black; border-radius: 50%; padding: 10px; width: fit-content; margin: 0 auto;"> <p>'The Day We Lost the Cup'</p> </div>	

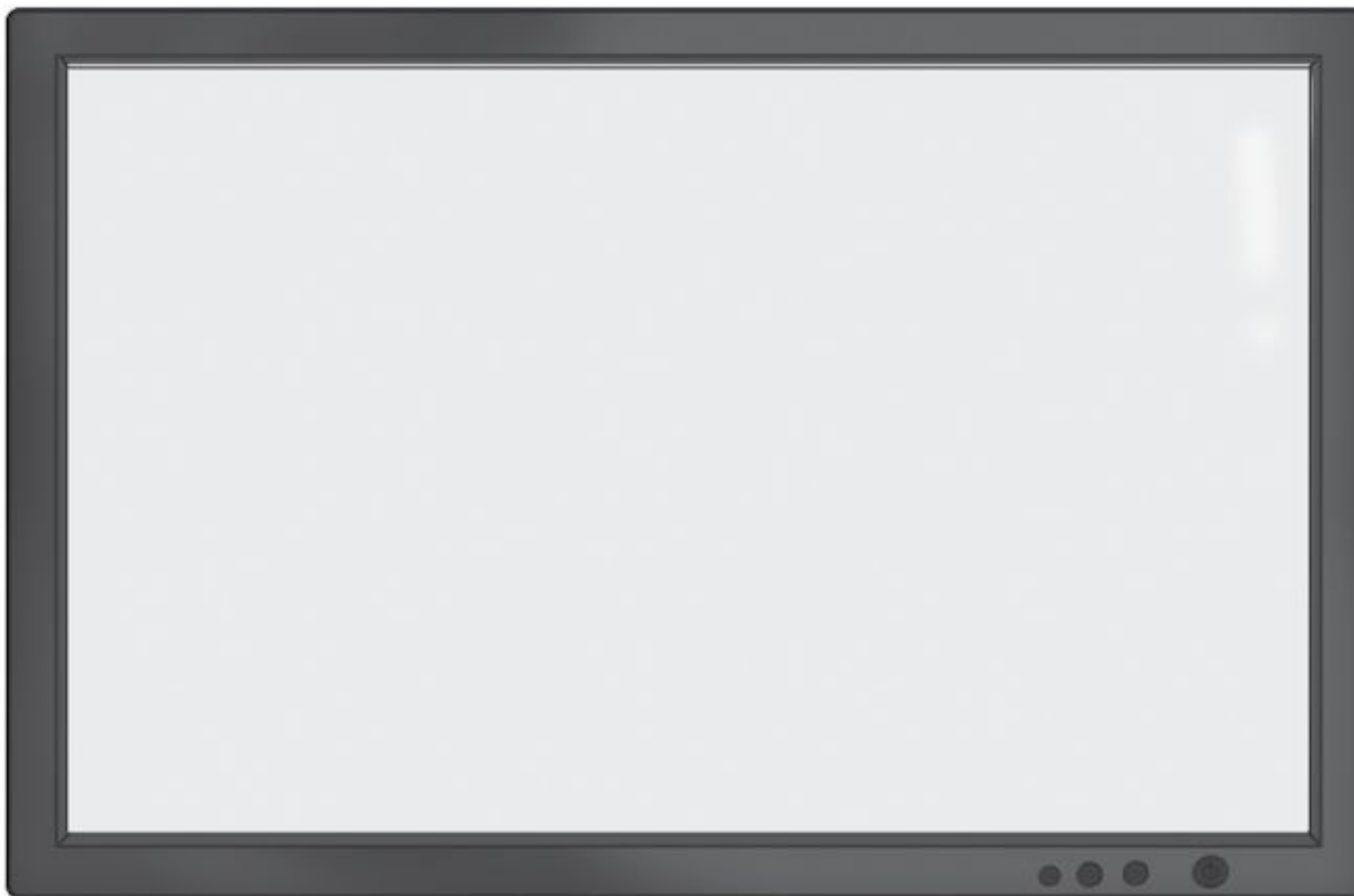


## Understanding the context

The account of the chariot race by Virgil has been translated into English. The English version is over 300 years old and the use of language has changed dramatically since then.

Today we use many words in everyday speech that even a relatively short time ago would have meant very little to the reader. **Example:** *mouse*. Until a few decades ago *mouse* was only ever used to name a furry little mammal – today it is more likely to be used in computing.

1. Fill the computer screen with as many computer-related terms as you can think of.



2. Making up your own words can be fun. Create three new words that you think should be added to an English dictionary. Give a short definition and an example sentence for each word. One has been completed as an example.

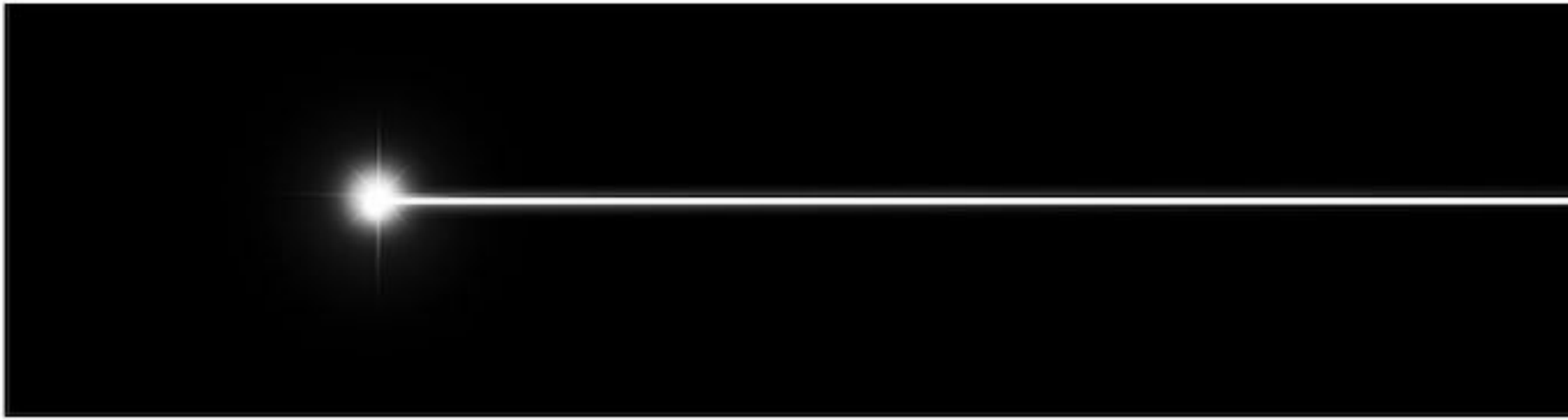
Word	Definition	Example
<i>Mangerula</i>	<i>a small citrus fruit</i>	<i>The fruit bowl was full of grapes, bananas and mangerulas.</i>



## Imagery – similes and metaphors

Poets often use imagery to convey their message to readers. Creating a picture in the mind of the reader helps because the human brain processes visual images more easily than written words.

Similes and metaphors are excellent tools to use when forming images. For example, if a poet wants to describe the power and precision of a tennis player's shot it could be likened to a laser beam speeding towards its destination.



### Remember

A simile is a way of comparing a person or a thing to something else.

A metaphor describes a person or a thing directly as something else.



1. Complete the following phrases to create a suitable image.

a The angler caught a fish as big as a .....

.....

b The two boxers stood like ..... facing each other in the ring.

.....

c The mountaineer climbed the peak like a ..... climbing a .....

.....

2. Create some similes or metaphors to describe:

a a gymnast's athletic grace. ....

b a sprinter's power. ....

c an angry referee. ....

d a speedboat. ....



## Homonyms

1. Write two sentences for each pair of homonyms to show their different meanings. (Hint: At least one word in each pair is related to sports and hobbies.)

a wind/wind

.....

b cricket/cricket

.....

c foul/fowl.

.....

2. The words on the cricket pitch have multiple meanings. For each word, write a sentence to demonstrate its non-cricket meaning. One has been given as an example. Continue on a separate sheet of paper if necessary.

**Example:** Use the scissors to cut out the shape.

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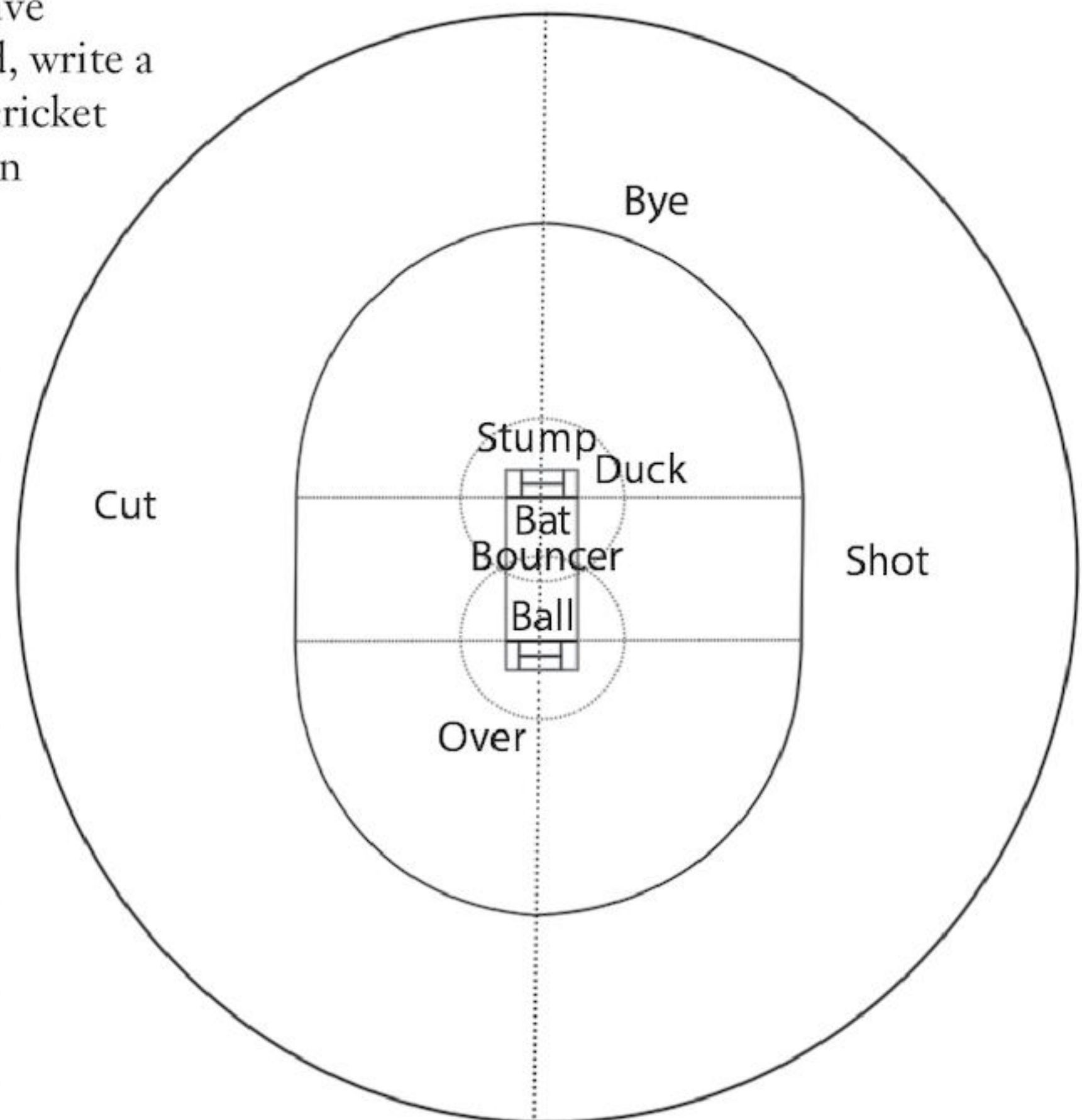
.....



### Remember

Homographs are words that are spelled the same, but with different meanings.

Homophones are words that sound the same but with different meanings.





## Alliteration

1. Underline examples of alliteration in this paragraph.

Tennis players tend to be mentally tough and terrifically fit. Tortuous hours of practising tournament technique enable successful players to remain resolute even in the most taxing of situations. Ask any player what is the hardest part of their pre-tournament preparation and they will tell you it is the horrendously long hours of mind-bendingly boring, repetitive racket drills. They will also agree, however, that without this preparation they would not be the players they are.

2. One type of verse that uses alliteration is the tongue twister. This is a fun form of poetry that is meant to be spoken not read.
  - a Try saying this phrase aloud very slowly and carefully.  
The souvenir shop sells soccer supporters' shirts, shorts and socks.
  - b Now repeat this tongue twister five times as fast as you can. What happens? Suggest a reason for this.

.....

.....

.....

3. Write your own tongue twister based on a sporting theme.

.....

.....

.....



### Remember

Alliteration occurs when two or more words close to each other start with the same letter or sound.





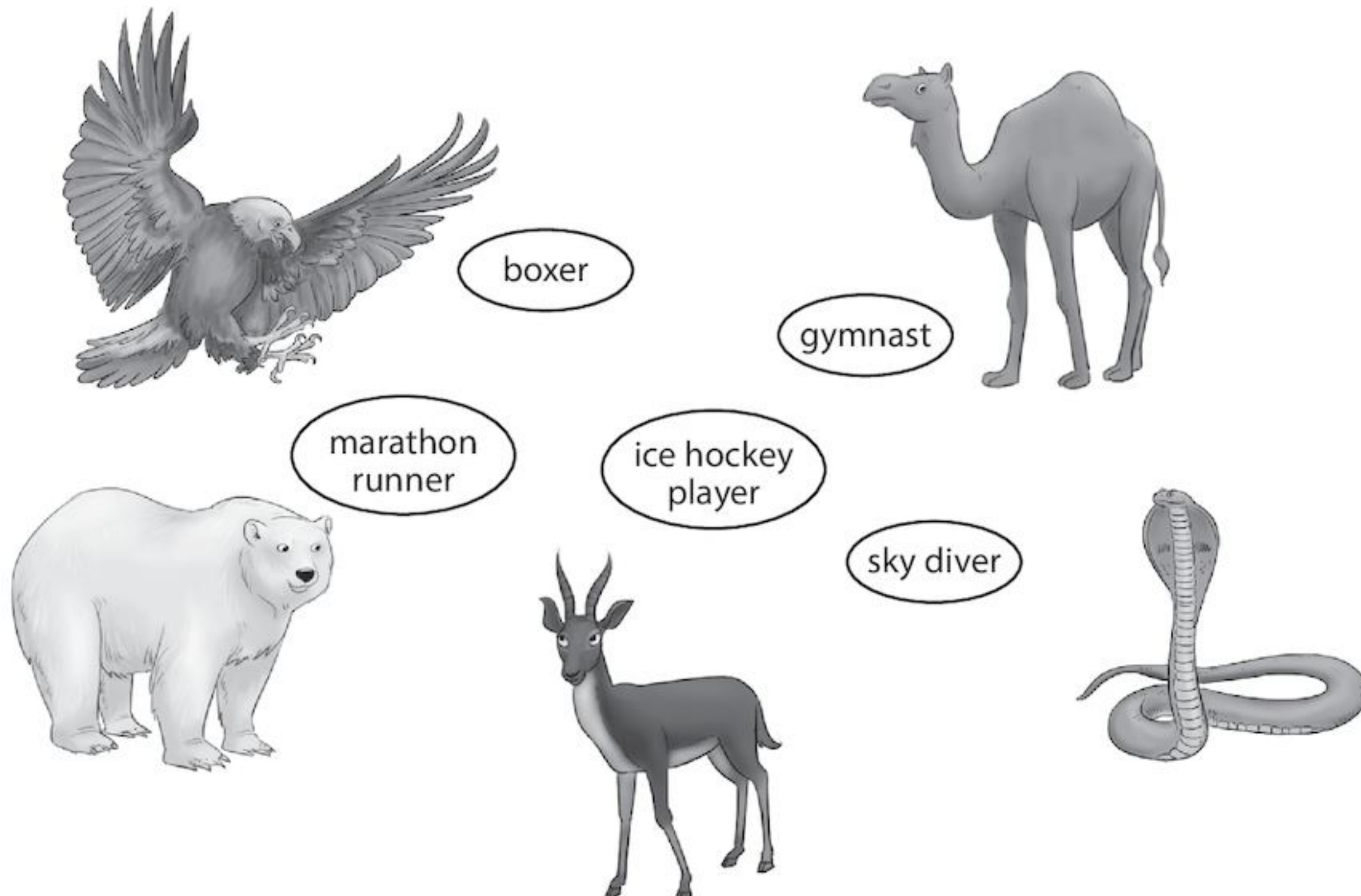
## Analogies

1. Match the animal to the sportsperson. To match each pair think about the qualities each sportsperson must possess to be good at his or her sport. There is no right answer to this question, but you must be able to give a reason for the connections you make.



### Remember

An analogy is a comparison between two ideas that are alike.



2. Write an analogy for each of the pairs in 1.

- a .....  
 b .....  
 c .....  
 d .....  
 e .....

3. a Which analogy was the easiest to write? Explain your answer.

.....  
 .....

- b Which was the most difficult? Explain your answer.

.....  
 .....



**Spelling it out**

An acrostic poem works by spelling out the subject of the poem vertically, using the first letter of the first word in each line. On the right is an acrostic poem about rugby.

1. Fill in the spaces to write an acrostic poem about football.

**F** .....

**O** .....

**O** .....

**T** .....

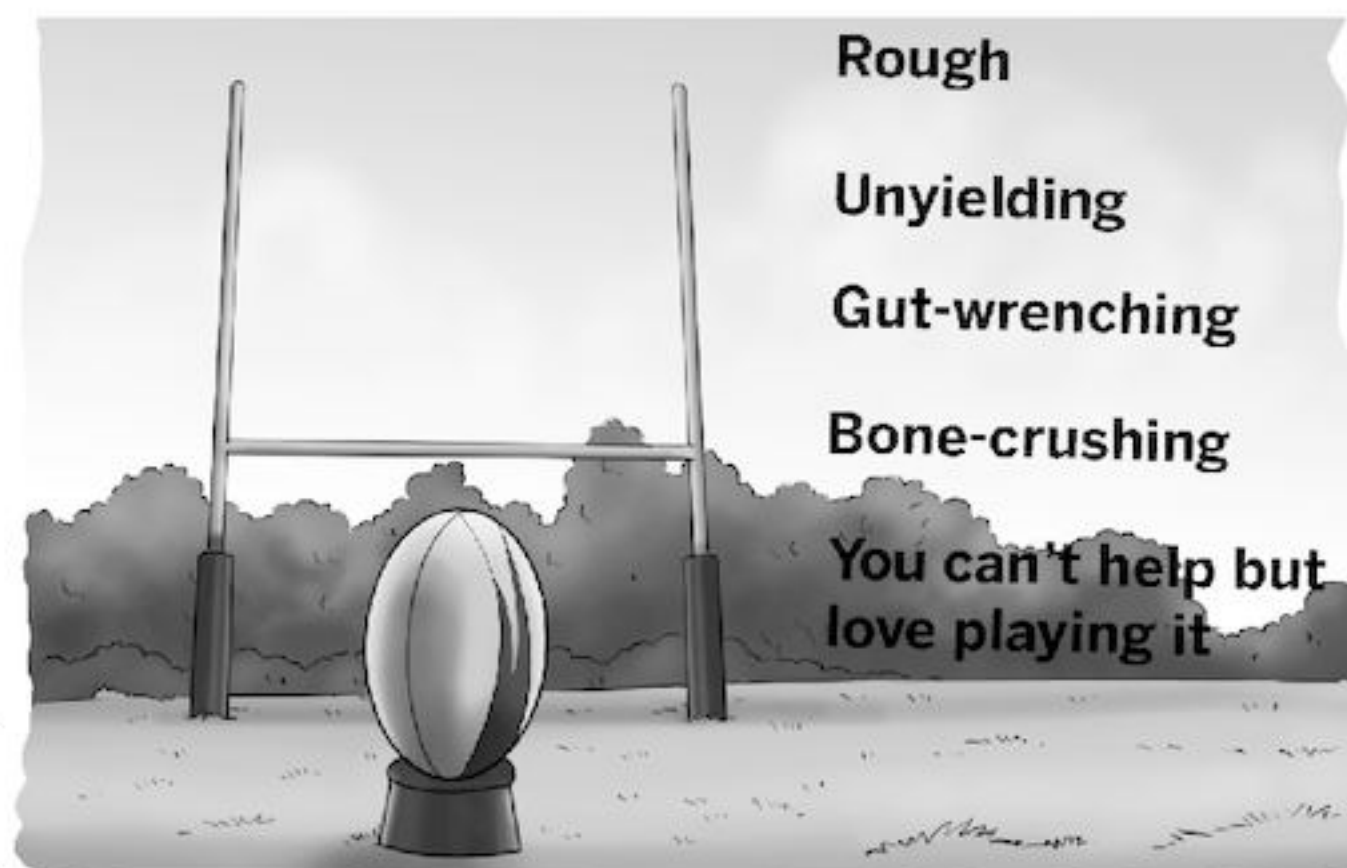
**B** .....

**A** .....

**L** .....

**L** .....

2. Write your own acrostic about a sport or hobby that interests you.





## Hazardous hobbies quiz

1. Too many faces in the crowd, too many voices shouting out loud,  
Willing me to miss, begging me to miss.  
I score.

This is a complete poem about a footballer taking a penalty.  
Is this a narrative or non-narrative poem? Give a reason for your answer.

.....

.....

2. *Thou* and *a-loft* are examples of what kind of language?
- .....

3. Write a metaphor.
- .....

4. The following paragraph contains eight homonyms (words with the same spelling or pronunciation but different meanings). Underline as many as you can find, using a dictionary to help if you are unsure.

A cricket umpire (referee) wears an amazing coat with pockets that seem bottomless. Into them go sticky tape, a pair of scissors, a plaster, hats, handkerchiefs, and many other items. The space in there is mind-boggling.

5. What is the following an example of? Explain your answer.  
The rugby player was surprisingly supple and stupendously strong.
- .....
- .....

6. What kind of literary technique is demonstrated here?  
Write another example of this.  
As strong as a water buffalo, he was a successful weightlifter.
- .....
- .....

7. List the key features of a kenning.
- .....
- .....





## Facts and opinions

- Which one of these statements is a fact and which is an opinion? Write 'F' by the fact and 'O' by the opinion.
  - I think vegetables are really tasty.
  - Regular exercise and a healthy diet lessen the chance of heart disease.
- Read this extract to decide which statements are facts and which are opinions.

List the facts and opinions in the table below.



I eat lots of chocolate. Maybe too much, but it's so yummy and melts on your tongue. I prefer solid blocks of chocolate as they taste better. Chocolates with fillings inside are too sickly sweet. Two important ingredients in chocolate are milk and sugar. Sugar is used to sweeten the taste but is bad for your teeth and eating too much can cause tooth decay. I hate going to the dentist. The drill scares me even though my dentist is a really kind man. The next time I am tempted to eat a wonderful chocolate bar I'm going to think of going to the dentist to stop me!



### Remember

Facts are statements that can be proven with evidence.

Opinions are views or beliefs. They are not necessarily based on facts.

	 <p><b>OPINION</b></p>
<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>



## Imperatives

1. Find a suitable imperative for each of these statements. There are several possible answers.

- a .....! Road closed.
- b “..... and you will hear what I am saying.”
- c ..... elephants crossing.
- d ..... the ingredients well before pouring into the pan.
- e “.....! My oven is on fire!”

2. Write three imperatives for each scenario.

At school

.....

.....

.....

.....

.....

By the roadside

.....

.....

.....

.....

.....

Near water

.....

.....

.....

.....

.....

3. Sara has to give a presentation to younger students about health and safety in the home. However, she is shy and doesn't know how to make her comments forceful enough. Write down five sentences using imperatives that will make Sara's presentation more effective.

.....

.....

.....

.....

.....

.....

.....

.....



### Remember

Imperatives are commands. They are often used in writing to instruct or persuade the reader.



Do not eat the cake!



## Using the rule of three

- Write a sentence using the rule of three to describe each food below. The first has been done for you.

Your emphasis can either be positive or negative.

**Cabbage:** *Badly cooked cabbage is limp, slimy and disgusting.*

**Banana:** .....

**Chilli pepper:** .....

**Rice:** .....

**Sweet potato:** .....

- Write a short paragraph to describe the best features of your favourite food. Use as many examples of the rule of three as you can.

.....

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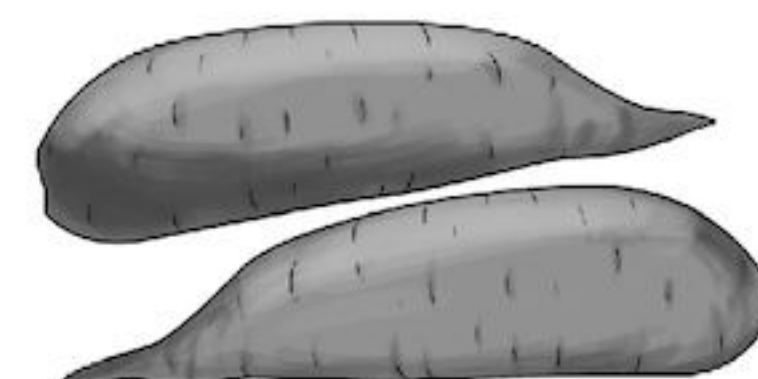
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### Remember

The rule of three is a technique used to stress the importance of certain points. Example:

Chill out! Stay calm! Relax!





## Being persuasive

When you are writing to persuade the reader to agree with your ideas you will show bias and use persuasive features.

Not everything you read in health magazines will make you feel better. Not every new health craze will guarantee a healthier you. But this one will!

Smoothies are not just a craze; they're nutritious, yummiy tasty, and amazingly easy to prepare. They're a fantastic way of adding your recommended daily portions of fruit and vegetables to your diet.

It doesn't matter whether you drink them for breakfast, as a quick option at lunchtime, or for that secret midnight supper snack – smoothies are wonderfully versatile and filling. All you need is a selection of your favourite fruits and vegetables and a blender to whisk up that magic potion that will satisfy your hunger and make you feel good about your dietary choices.

Nutritious, full of antioxidants, and easy on your digestive system, smoothies are the perfect answer to a hectic modern lifestyle. Forget those unhealthy, unsatisfying, fat-laden quick alternatives. Choose the healthy option and join the smoothie crowd now. You won't regret it!



1. You may not find *smoothie* in a dictionary. Suggest why.

.....

.....

2. Identify the made-up word the author uses to describe how tasty smoothies are. ....

3. Underline an example of the rule of three used in this extract.

4. In the third paragraph, what effect is created by using *wonderfully* and *magic* to describe smoothies?

.....

.....

5. In the final paragraph which phrases persuade you that smoothies are good?

.....

.....

.....



## Using antithesis

Find the seven hidden words in the grid by solving the clues below.

All the missing words create antithesis when matched against the clues.

1. The opposite of healthy is ..... (9 letters)

2. If you're not prey you are a ..... (8 letters)

3. The opposite of early is ..... (4 letters)

4. Yoga is hard work but ..... (9 letters)

(Clue: It's worth the effort.)

5. Chocolate is delicious but ..... (9 letters)

(Clue: What effect does it have?)

6. Some dinosaurs were carnivores, others were

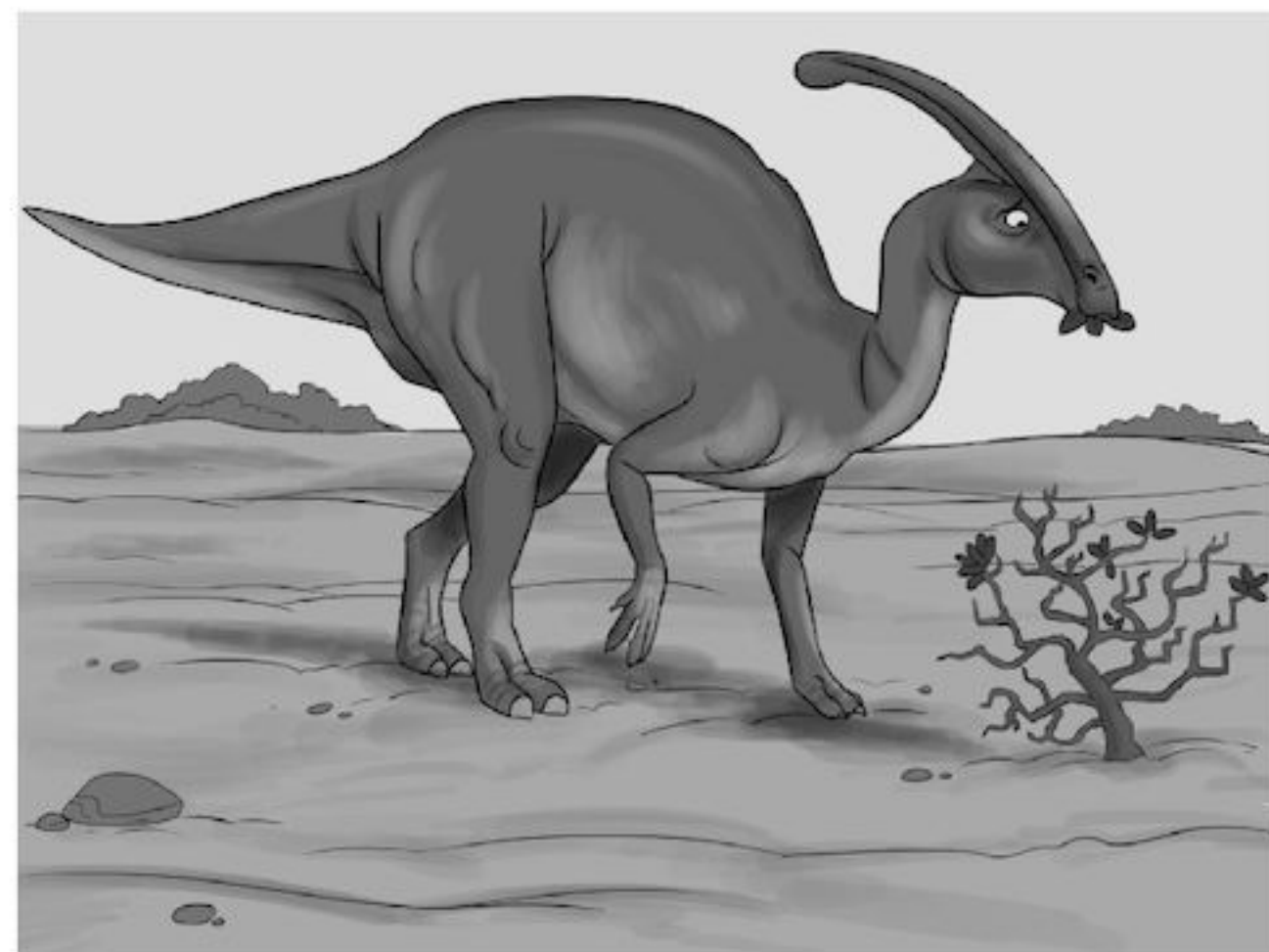
..... (10 letters)

U	N	H	E	A	L	T	H	Y	H
C	R	T	A	L	P	I	N	E	F
S	S	E	R	U	T	C	R	T	A
T	P	R	W	H	W	B	H	A	T
O	L	R	C	A	I	L	J	L	T
L	A	M	E	V	R	Q	V	E	E
H	T	K	O	D	N	D	R	N	N
Q	G	R	L	P	A	Y	I	D	I
A	E	S	L	P	H	T	S	N	N
S	R	O	T	A	D	E	R	P	G



### Remember

Antithesis occurs when two contrasting or opposite ideas are used together. It usually emphasises the second idea in a pair.





## Practising emotive language

"The river is dry. The fish have died. There is no water to irrigate the precious crops. The very sources that sustain this village have been ruthlessly stolen by the unrelenting malevolence of the burning sun. The sun brings life but too much sun brings drought and death. Without water, crops cannot grow, forcing people into malnutrition and starvation."



### Remember

The purpose of using emotive language is to create an emotional response in the audience.

1. Fill in the grid below. In the relevant columns, list the reasons readers empathise with the villagers, then the emotive words used to create this effect. One example has been listed for you.

Reasons	Emotive words used
There is no water	dry

2. Read the paragraph below

"We are Hopeful Springs. With your help, we can bring hope to hundreds of people. With your help, villagers will survive. With your generous giving you can give fresh water. Villagers *can* flourish even in drought."

- a Why does the writer directly address the reader using 'you' and 'your'?

.....

.....

.....

- b What is the effect of repeating the phrase 'with your help'?

.....

.....

.....



## Lunch is served

Hassan is a blogger and a big fan of cooking but he's a little confused about how to write recipes.

- 1 I really like the bittersweet taste of garlic and lime. Using red and green peppers also gives it colour. Don't add the sauce until the vegetables are cooked properly. It makes 4 servings and takes about 20 minutes to prepare and 10 minutes to cook. You need 250 grams of noodles. To make the sauce
- 5 you need a tsp of grated lime zest, 2 tbsp of lime juice, 3 of dark soy sauce, and 1 of brown sugar. You also need 2 cloves of crushed garlic, 3 shitake mushrooms, 1 red and 1 yellow pepper, and 6 cups of thinly sliced green cabbage. You need 2 tsp of cooking oil. Boil the noodles for 2 minutes and drain them. Combine the lime juice, soy sauce, lime zest, brown sugar, and
- 10 garlic in a small bowl. Put to one side. Heat your wok and add 1 tsp of oil. When it's hot add the mushrooms and peppers. Stir-fry for 2 minutes then add 1 tsp of oil and the cabbage. Stir-fry for about another 2 minutes. Add the sauce and the noodles, toss and serve in bowls.



### Remember

tsp = teaspoon

tbsp = tablespoon



Organize his recipe by completing the boxes below.

### Servings and preparation time

---

---

---

### Ingredients (*What's in it?*)

---

---

---

---

---

---

---

---

---

---

### Method (*How to prepare it*)

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## Food for thought quiz

1. What is the main difference between a fact and an opinion?

.....

.....

2. What is this an example of?

‘There is nothing difficult about cooking as long as you buy the correct ingredients, measure them accurately, and follow the instructions.’

.....

3. Underline the imperatives in this paragraph:

Jogging isn't for everyone. Visit your doctor before you start and listen to the advice. Buy the correct kind of running shoes and don't sacrifice comfort for fashion. Walk first to warm up then start jogging slowly at a comfortable pace. Make a schedule and keep to it.

4. Complete these sentences using antithesis.

Fizzy drinks can lead to tooth decay but .....

.....

..... but too much is dangerous.

5. What is a rhetorical question? Give an example.

.....

.....

.....

.....

6. Why is bias important in a piece of persuasive writing?

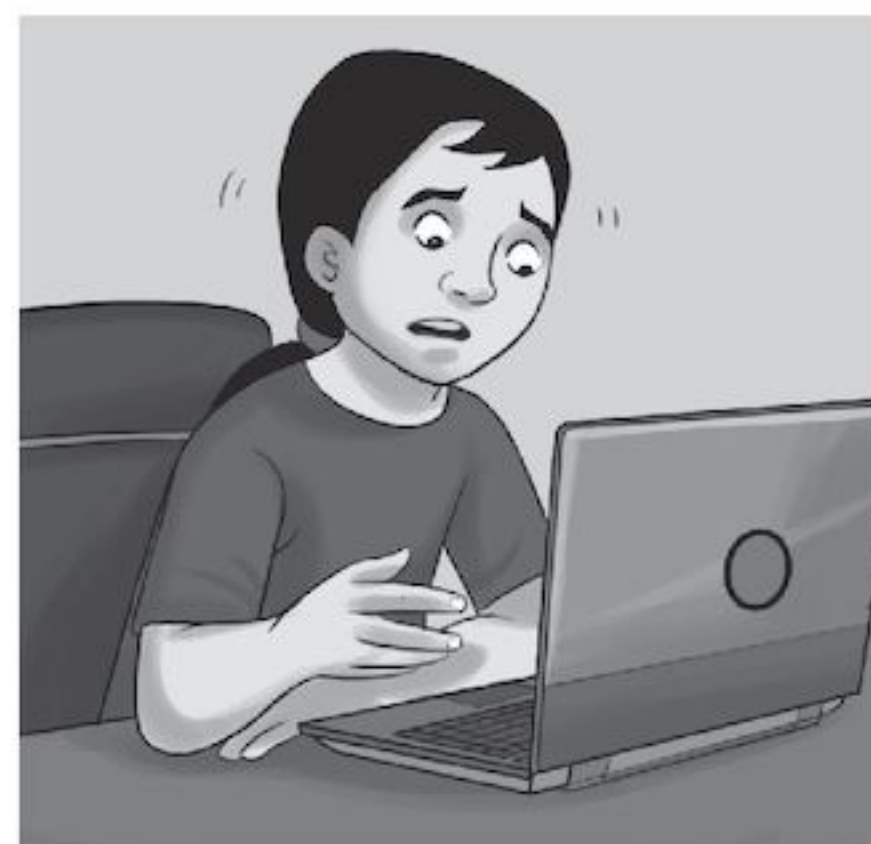
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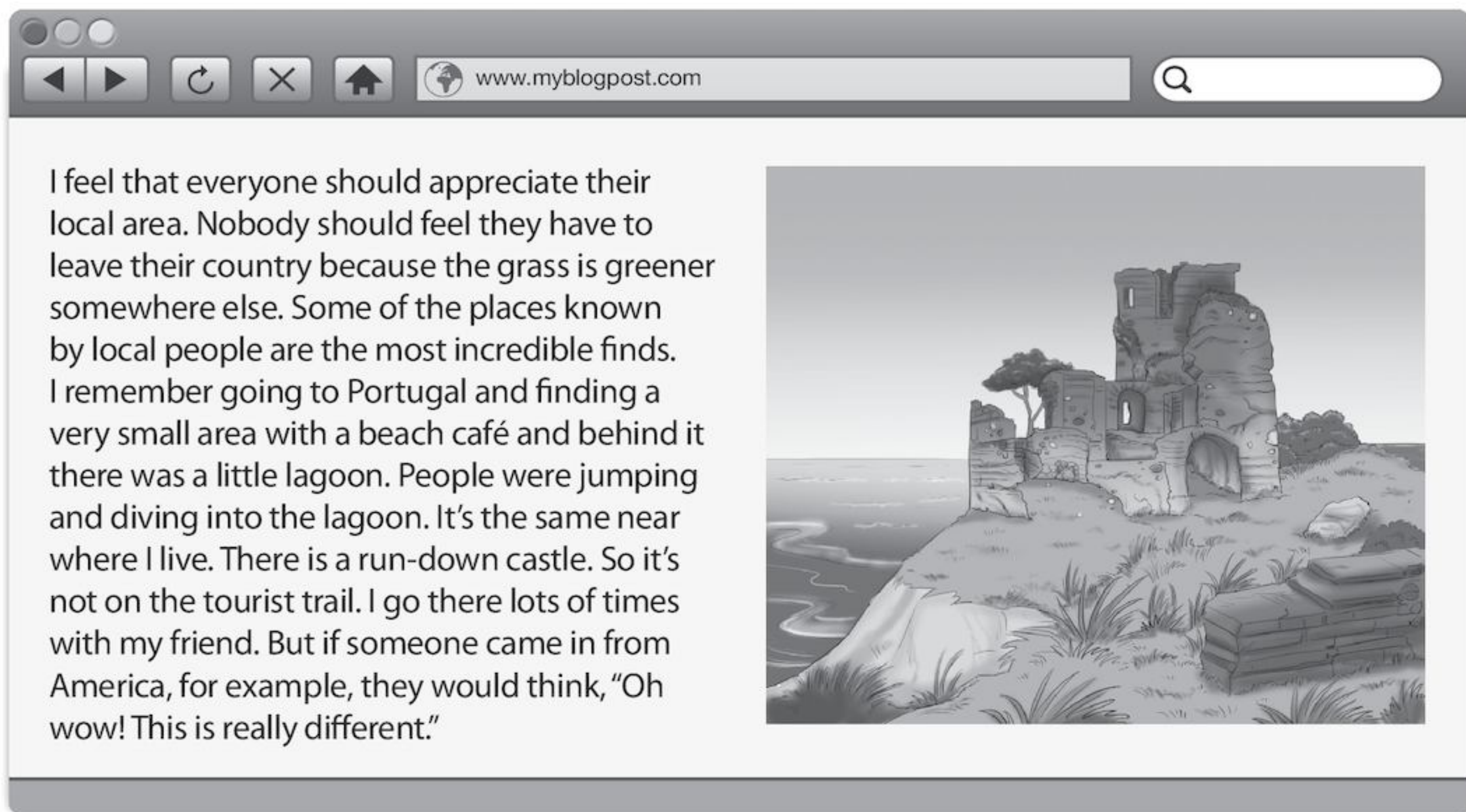
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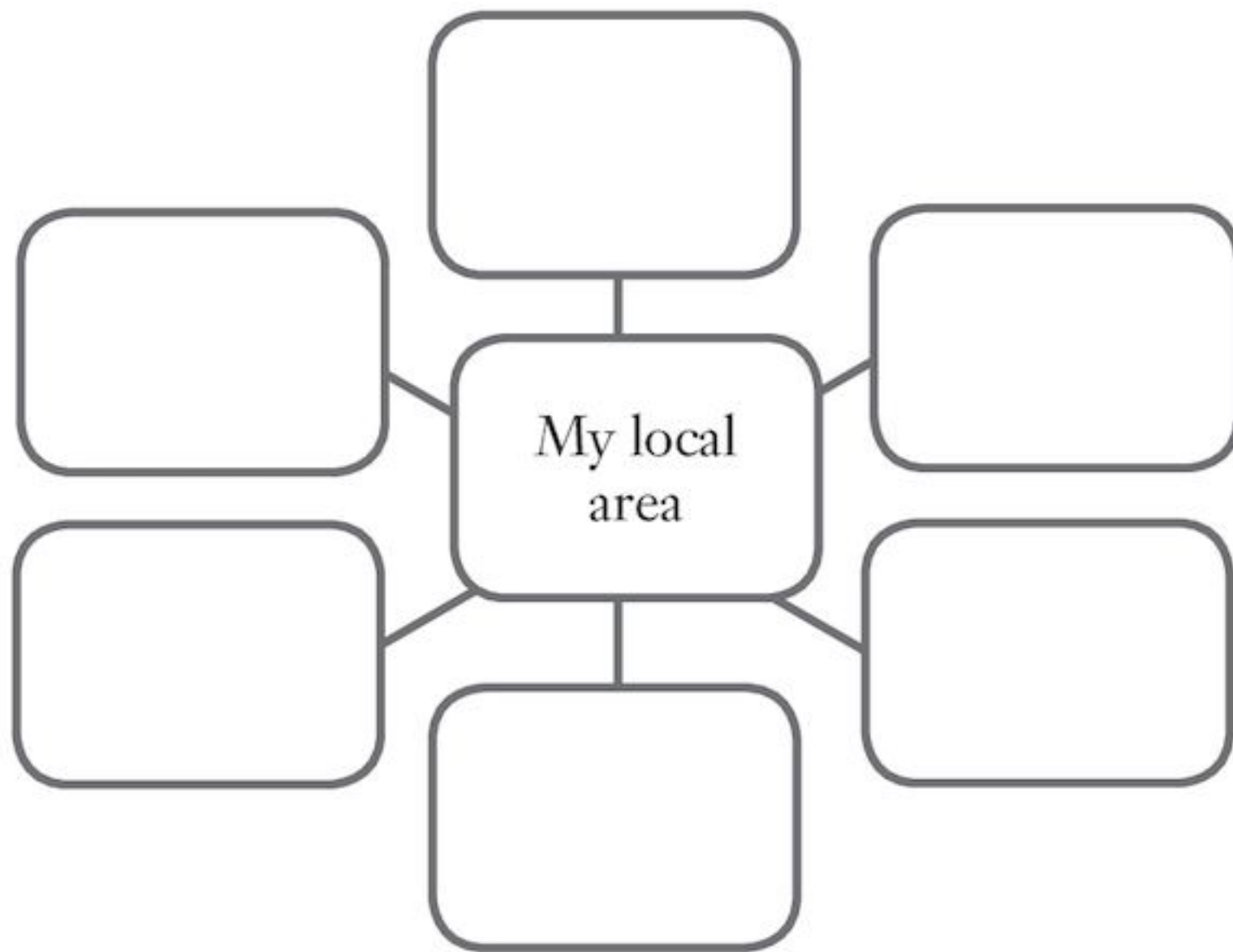


## Local holidays



Think about **your** local area and areas of interest that a tourist might want to see. Write in the diagram six aspects that make it appealing.

Write your own blog post to convince tourists why they should visit your local area.





## Practising with context clues

Another aspect of context clues is that sometimes there is information around a word that we do not need to work out its meaning. Example:

In 1848, there was not a single kilometre of railway line in India that was functioning.

We do not need the words *kilometre of* as they add nothing to the context.

1. Identify and delete any information not needed for someone to work out what the underlined words mean in the sentences below.

Use a dictionary to find definitions for the underlined words.

- a The country's first railway, built by the Great Indian Peninsula Railway (GIPR), was inaugurated in 1853, between Bombay and Thane.
  - b The Allahabad-Jabalpur branch line of the East Indian Railway had been opened in June 1867 and was part of a growing network of railway lines.
  - c A man called Brereton was responsible for linking a new shorter line of 600 kilometres which had to divert around a mountain, resulting in a combined network of 6400 kilometres which he oversaw.
  - d It became possible to travel on an express train from Bombay to Calcutta. This route was officially opened on 7 March 1870, and the service did not require the train to stop at any of the stations along the way.
2. Complete the following sentences by adding context clues that would help someone to understand the underlined words. Use a dictionary to find definitions for the underlined words if you need to. The first one has been done for you.
- a The high-speed bullet train from Tokyo ..... arrived at the station with the sunlight gleaming on its silvery sides.
  - b The antique steam train had been restored to its original form by .....
  - c When I set off on a long, arduous journey, I .....





## Vowel combinations

Vowels sometimes appear in pairs. When they do we often hear longer vowel sounds.

1. Find the words listed on the right in the word search.

B	E	L	I	E	V	E	F	D	I	N	G	Y
O	Q	O	L	D	S	X	L	A	K	E	E	P
H	A	L	O	A	T	P	E	U	Z	A	L	L
D	E	W	O	U	A	L	A	G	X	Y	I	U
C	L	A	K	G	I	A	G	H	O	O	R	M
L	H	T	R	H	R	I	U	T	B	U	S	E
E	R	A	E	T	S	N	E	E	A	N	T	E
A	S	T	I	E	V	O	W	R	T	G	W	E
R	U	I	S	R	E	C	E	I	V	E	C	Q
P	I	G	E	O	N	B	M	E	X	N	K	U
G	O	E	S	R	U	M	O	Y	U	P	H	A
O	K	F	R	U	I	T	Z	O	B	I	Z	L
S	O	L	D	I	E	R	B	U	L	N	O	T

BOIL

HEART

KEEP

EXPLAIN

YOUNG

BELIEVE

GOES

SOLDIER

RECEIVE

EQUAL

LOOK

DAUGHTER

CLEAR

FRUIT

PIGEON

BOUNCE

LEAGUE

STAIRS

2. Read the words in the word search aloud. Write down words that do not contain the longer vowel sound, despite containing pairs of vowels.

.....

.....

3. Identify the words with the following vowel combinations using the definitions provided. Some of the pairs of vowels are at the beginning of the word, some are in the middle.

**a** aa An anteater found in Africa is an .....

**b** ae A vehicle that flies in the sky is an .....

**c** ao The main artery of the body is the .....

**d** ii A winter sport that requires snow is .....

**e** uu A space that is entirely without matter is a .....



## Writing a news report

Imagine that your journey to school has been disrupted. This could be for any reason you choose. You are a reporter on the scene. Write a report on a separate piece of paper about what you have seen, what has happened, and how the situation was resolved.

Examples of how to begin your report:

Whilst standing waiting in line for the school bus to arrive...

Imagine the scene when suddenly a herd of wildebeest...

Aim to write about 150 words. Use the guidelines below.

### News reports

When writing a news report, it is important to include the following key features:

#### 1. Headline

Your headline should be a short, eye-catching phrase to grab the reader's attention.

#### 2. Introduction

The introduction should give some information about the story, using facts to state what the news report is about.

#### 3. Main story

You should use the past tense and write in the third person. Include the names of people in the story and refer to them using *he*, *she*, or *they*.

#### 4. Facts and opinions

You should state exactly what happens within your news report, but include opinions from witnesses and people affected by the incident to make your story easier to relate to.

#### 5. Quotations

Quotes expressing the opinions of the people you interview can be presented as a feature in your article. This will make these opinions stand out.

#### 6. Photographs with captions

Include photographs with captions to make your news report more interesting.

#### 7. Conclusion

Conclude the news report, giving your own opinion if you wish.





1. Add commas and full stops to the passage below, taken from *Around the World in 80 Days*, by Jules Verne.



Remember to use the  
'Language Reference'  
section at the back of your  
Student Book to help you.

2. Read the passage above, pausing at the newly added punctuation.
3. Add to the following user guide for using commas and full stops.

[illegible]



## The birth of the Michelin tyre

The earliest pneumatic tyres had to be glued on with rubber solution. At the end of the 1880s in France, the young owner of a struggling rubber factory, Edouard Michelin, was astounded to learn from a cyclist with a puncture that he had had to wait an entire night for the glue to dry, after he'd repaired the inner tube and re-stuck the casing. Soon after, Edouard introduced a detachable tyre – the 'changeable'. Any cyclist could now repair a puncture, without glue, in fifteen minutes.

From *It's All About the Bike* by Robert Penn



Use the information in the extract to help you answer the following questions.

1. Which word describes how the owner of the factory felt? What does this word mean? (Use a dictionary to help you.)

.....

.....

2. Use the context clues in the extract to suggest what the word *detachable* means.

.....

.....

.....

3. In 1880, what did you have to do to fix a puncture?

.....

.....

.....

4. What is different about repairing a puncture now?

.....

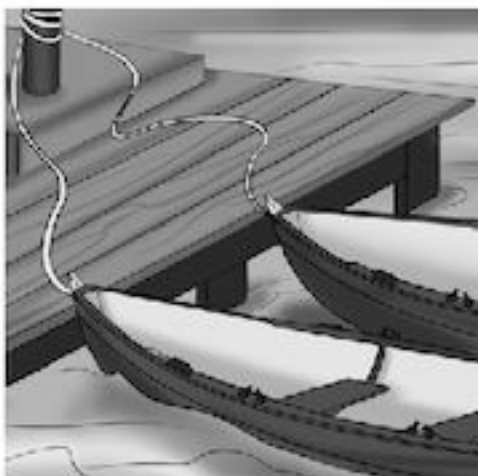
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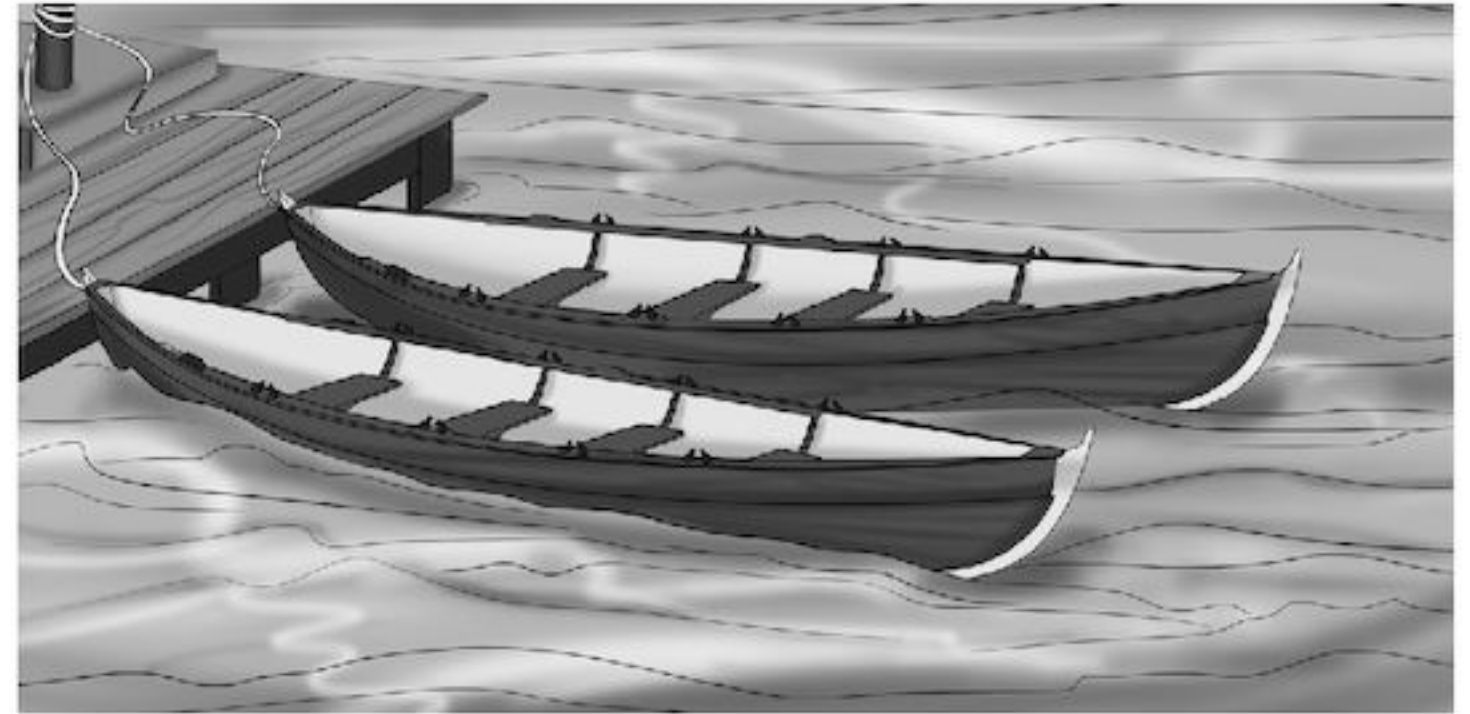
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## Writing challenge

Good descriptive writing uses several features. These include:

- language that sets the scene
  - adjectives to give more detail to the objects (nouns)
  - adverbs to describe actions but also to give a sense of place, time, and circumstances
  - use of the senses
  - descriptions of the people involved
  - descriptions of how main characters felt
  - an explanation of how it all ends.
- 



Rewrite the extract below using features of descriptive writing.

We arrived at the boat yard and we found our boat. It was early morning and very windy. The man said we shouldn't risk taking the boat out. We did and we regretted it. The people on the other boat were not too happy at all. The day ended well though.

[illegible]



## Joyous journeys quiz

1. Convert the following into a blog entry, writing in the first person.

The 4.15 p.m. train arrived an hour late. They missed their connecting service.

.....

.....

2. Write down six words to describe buildings in which people across the world live.
- .....
- .....

3. Use context clues to suggest the meanings of the following underlined words.

a The conditions in the train were sultry so I needed a towel to keep me dry.

.....

b This was uncharted territory for me. It was so exciting to go there.

.....

c I never knew you were aerophobic. Does that mean you're not going to fly to Cairo with us?

.....

4. Identify the words from the following descriptions. Each one has a vowel sound. Underline the letters that create the sound.

a A horse rider puts this on a horse then sits on it. ....

b It's the rate at which something moves. ....

c On an active holiday people do this on mountains using ropes. ....

5. Add the punctuation you would use in each of these sentences.

I was frozen it came towards me I panicked I did not enter I wished I'd not ignored that

How could it go that fast it was amazing I wondered where it came from

6. Underline the action verbs in the list below.

mountain	run	stop	carriage
explode	shop	jack-knife	stand





## This is your life



Drama's about  
doing and moving, not  
just reading words  
on a page.

In your group, decide on a director.

The director tells a story from their own life to the others.

The others then act out the scene, supervised by the director.

Afterwards, discuss how good the improvisation was, choose a different director and act out another story.

Keep a list of the stories you act out.

### Story 1

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### Story 2

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---

### Story 3

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---

---

### Story 4

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## Shakespeare's language

This conversation comes from Shakespeare's play *A Midsummer Night's Dream*. Puck, the servant of Oberon, king of the fairies, has met a fairy who serves Titania, queen of the fairies.

PUCK: How now, spirit! whither wander you?

FAIRY: Over hill, over dale,  
 Thorough bush, thorough brier,  
 Over park, over pale,  
 Thorough flood, thorough fire,  
 I do wander everywhere,  
 Swifter than the moon's sphere;  
 And I serve the fairy queen,  
 To dew her orbs upon the green.  
 The cowslips tall her pensioners be:  
 In their gold coats spots you see;  
 Those be rubies, fairy favours,  
 In those freckles live their savours:  
 I must go seek some dewdrops here  
 And hang a pearl in every cowslip's ear.  
 Farewell... I'll be gone:  
 Our queen and all our elves come here anon.

From *A Midsummer Night's Dream* by William Shakespeare



1. What is different about Shakespeare's language, compared to modern-day English?

---

---

---

2. The fairy tells Puck about where she goes. Name three of the places.

---

---

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## Working with pronouns

You and a friend are the last people to leave a room after meeting two other people. You find a large sum of money on the floor. You have to work out whose money it might be.

Write what you would say to your friend. Include your opinion of whether you should keep the money for yourselves or not. See how many possessive and reflexive pronouns you can include in your writing.



### Remember

There are four types of pronouns: personal, possessive, reflexive, and relative.

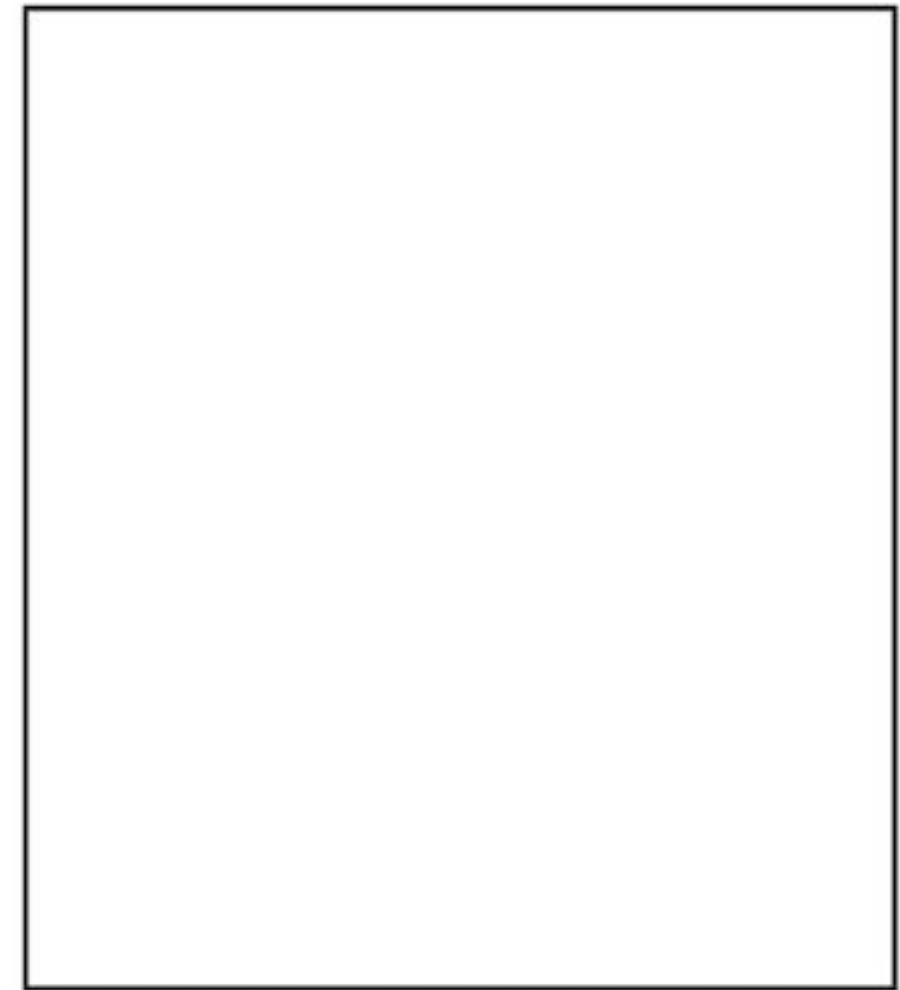


## Creating characters

How can a character be formed by using suitable adjectives?

1. Read the following extract, and draw the person you imagine in the box.

When we were kids we were afraid of the man who lived next door. He always seemed angry, with a surly sneer on his face. He was the sort of person who was always waiting for you to do something wrong. He was spiteful, so when our football went into his garden he confiscated it and locked it up in his garden shed. "You stupid children!" he'd say.



2. Write a description of the two people below to describe their characters and personalities.



.....

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## A plurality of plurals

The plurals of the ten words on the right are hidden in this word search. Some of them will be unfamiliar to you, so use a dictionary to help you.

Find the plurals and write them **below**. Next to each one write its singular form. The first one has been done for you.

Q	R	K	R	W	H	D	I	V	U	T	Z	G	W	E	W	H	F	T	B
B	Z	H	T	S	K	O	R	M	S	E	I	T	L	E	V	O	N	G	K
D	K	K	Z	U	G	T	Q	M	N	C	J	L	J	J	T	V	L	V	Y
E	N	T	B	O	V	L	K	I	M	N	B	P	O	L	C	S	D	C	M
S	C	A	R	G	O	E	S	A	N	E	M	O	N	E	H	P	H	N	M
I	E	P	M	F	Z	N	G	P	X	D	V	B	V	M	S	R	E	L	U
D	L	I	O	X	O	D	D	U	P	S	Y	S	A	Z	Z	I	P	O	O
S	O	V	H	S	E	H	S	A	L	F	S	W	E	N	E	J	H	H	H
H	I	Q	N	P	L	I	Z	G	(S	E	N	T	R	I	E	S)	A	M	S
G	R	N	I	J	A	W	Q	K	C	K	D	O	S	X	Q	E	T	G	C
L	N	D	N	V	P	R	G	Y	F	E	N	D	R	B	N	O	F	Z	L
W	M	T	Q	J	I	S	G	W	C	M	T	H	Q	N	Y	K	J	K	L
Y	U	P	T	P	D	C	K	O	Z	E	N	I	S	L	J	U	B	V	I
S	Z	M	Q	U	J	O	Y	B	I	K	Q	P	E	G	G	B	V	H	H
G	E	G	T	P	V	S	N	K	P	B	A	T	L	U	Q	S	Z	R	Q
B	A	I	L	X	F	R	N	V	V	I	P	M	I	V	O	Q	V	J	V
A	L	Z	V	H	L	J	W	N	X	F	C	A	R	I	B	O	U	K	S
H	A	E	C	A	U	W	H	E	Y	U	H	Z	W	V	T	W	W	B	E
K	D	H	A	I	N	J	T	D	O	D	V	D	M	P	Y	P	M	P	E
H	R	L	X	S	D	S	B	E	B	U	O	T	X	H	M	I	C	R	H

BIOGRAPHY  
CARIBOU  
CARGO  
DECOY  
NAVY  
NEWSFLASH  
NOVELTY  
PHENOMENON  
PIZZA  
SENTRY

### Singular

### Plural

- |           |          |
|-----------|----------|
| 1. sentry | sentries |
| 2. ....   | .....    |
| 3. ....   | .....    |
| 4. ....   | .....    |
| 5. ....   | .....    |
| 6. ....   | .....    |
| 7. ....   | .....    |
| 8. ....   | .....    |
| 9. ....   | .....    |
| 10. ....  | .....    |







## Stage directions

1. Read the following extract from a play.
2. Add the missing stage directions in the spaces provided.

Your stage directions should say at the beginning what the setting of the scene is, how the characters speak, when they come in and go out, and any important movements they make.

Rafa: Where's Sakura?

Laura: [.....] How do you expect me to know? Really Rafa, you do annoy me sometimes.

Rafa: [.....] All right, all right, I only asked. Don't snap at me!

Sakura: [.....] Hello everybody. What a lovely day! I stopped as I was coming along just to look at the flowers and listen to the birds.  
[.....] What's the matter? You two look a bit grim. Cheer up!

Rafa: It's Laura. She's snapping everybody's head off. I can't say anything right.

Laura: [.....] You're horrible! You'll have Sakura ganging up on me next. I hate you, you are an idiot, Rafa! [.....]

Rafa: [.....] For goodness sake, Laura, control yourself. That hurt!

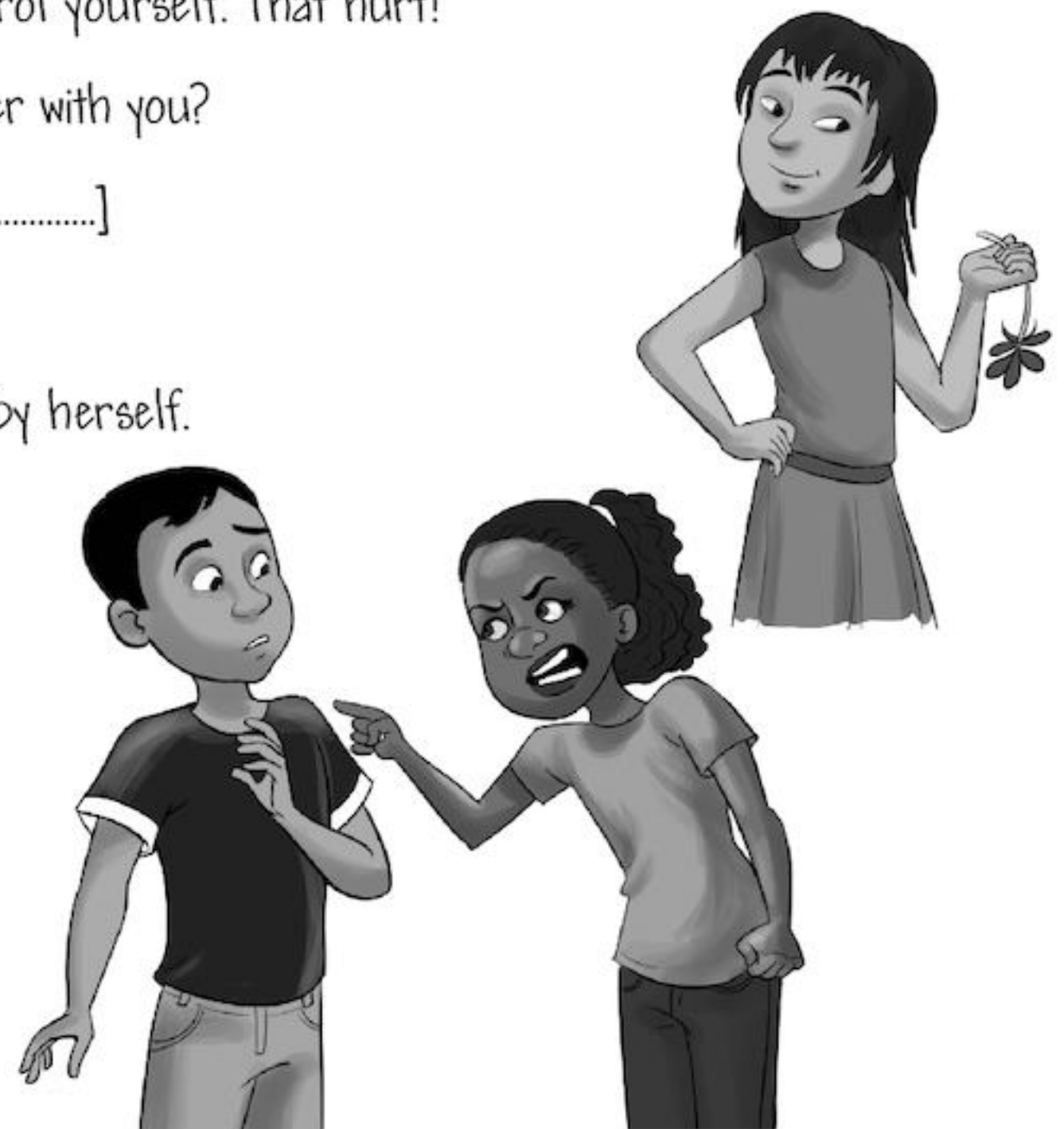
Sakura: There's no need to attack the poor boy. What is the matter with you?

Laura: [.....] I hate you all! [.....]

Sakura: Do you think I should go after her?

Rafa: No, give her time to think things out. She's better off by herself.  
Let's go and listen to those birds of yours.  
[.....]

3. Act out your play using stage directions. Be careful not to make your play physically violent.





## Dating the drama quiz

1. Where in the theatre are you if you are:

**a** in the wings

.....

**b** upstage

.....

**c** downstage

.....

**d** in the auditorium?

.....

2. **a** Explain how you can be a 'bag of nerves'.

.....

**b** What do actors mean by the phrase 'break a leg'?

.....

3. Pretend you have to go for an interview. Which one of these words describes the way you would speak?

*miserably*      *confidently*      *pompously*

Explain your answer.

.....

.....

4. Suggest what Sonya means when she says "boredom and idleness are infectious" in *Uncle Vanya*. Do you agree with this statement?

.....

.....

5. In a play what is meant by:

**a** the setting

.....

.....

**b** the characters?

.....

.....





## Exploring genre

Genres are different kinds of literature that have features specific to the themes and ideas included.

So a story that belongs to the science fiction genre may include:

aliens                      faraway planets                      time travel  
spaceships              advanced technology

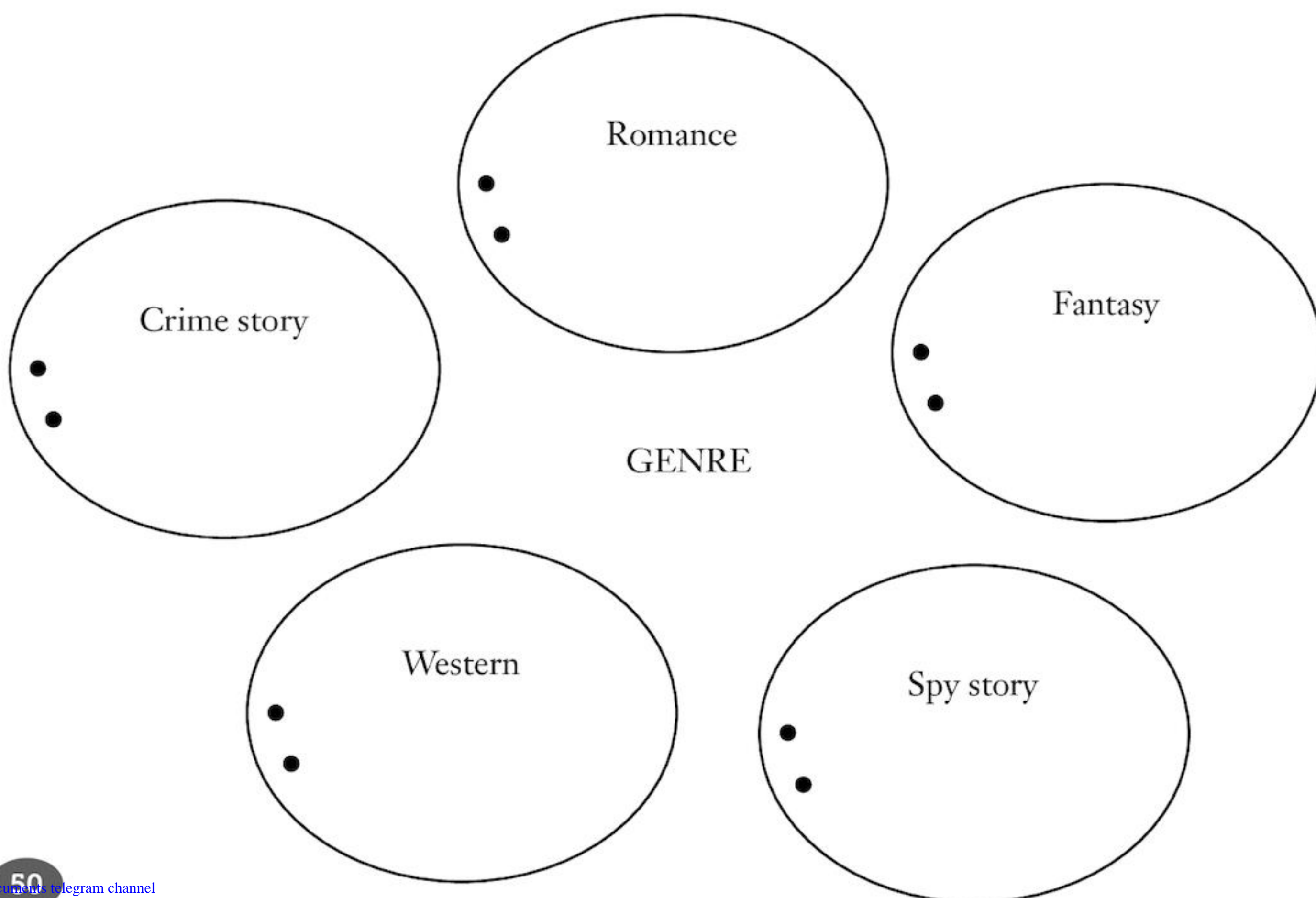
Fit these plots from different genres into the most appropriate bubbles:

- a** Boy and girl meet and fall in love
- b** Cowboy hero saves town
- c** Master criminal steals jewels
- d** Spies chase scientific formula
- e** Dragon threatens kingdom
- f** Princess saves elves from troll
- g** Secret agent exposes spy network
- h** Girl breaks up with boyfriend
- i** Police inspector chases thieves
- j** Gunfighters meet in duel



### Remember

Sometimes themes and ideas overlap between genres so a story about a man and a woman falling in love can belong to both romance and fantasy if, for example, it is set in a magical kingdom threatened by dragons and other mythical creatures.





## Engaging your imagination

Read this extract from the discussion between Amin, Deepak, and Hikari.

Hikari: In the future you won't have to travel anywhere. All your school lessons will be transmitted to you over a super-fast hypernet that will mean you can study from home with a teacher who is thousands of miles away. You'll feel like you're in a classroom with other students from all over the world but it will all be virtual reality created by your computer at home.

Deepak: That'd be my kind of school but I wouldn't be sitting in a virtual reality classroom. I'd be learning about other planets in Science whilst pretending to stand on the surface of Mars or sitting at the bottom of the ocean with my pet dolphin and learning about marine biology.

Amin: That would be cruel, Deepak. You can't turn wild animals into pets!

Deepak: Hold that thought, my friend. I'm only joking about the dolphin.

1. What do you think of Hikari's ideas? Do you think they are possible in the future? Give two reasons for your answer.

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2. If you had the choice, where would you most like to study in a virtual reality world? Explain your answer.

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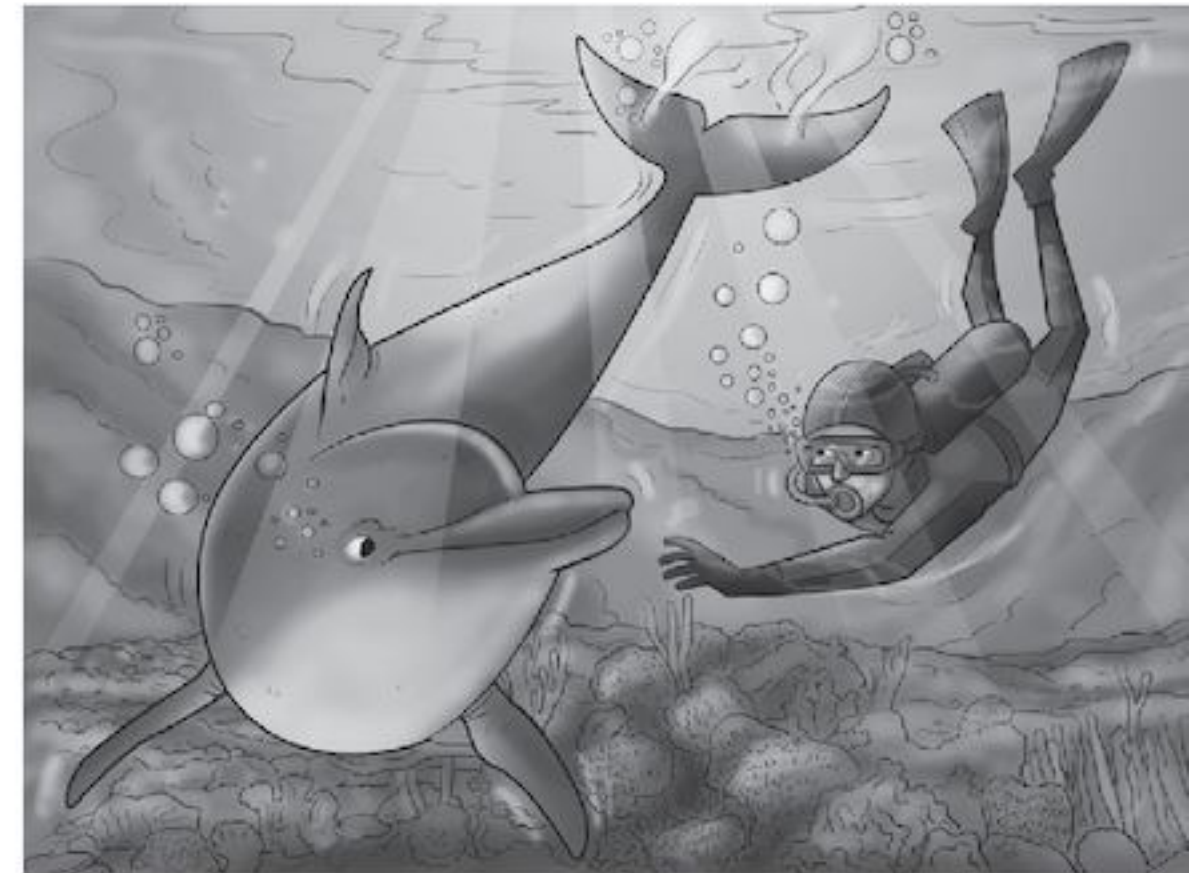
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3. What would be your choice of pet if you could have anything you wanted, real or imaginary? Why?

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## Using contractions

Contractions shorten words to make them quicker and easier to say. They use apostrophes to show where the letters have been missed out.

1. Change these words into their contracted forms:

- a Cannot .....
- b It is .....
- c I am .....
- d Shall not .....
- e You will .....

2. Change these contracted words into their more formal forms:

- a I've .....
- b That'd .....
- c We're .....
- d I'll .....
- e Won't .....

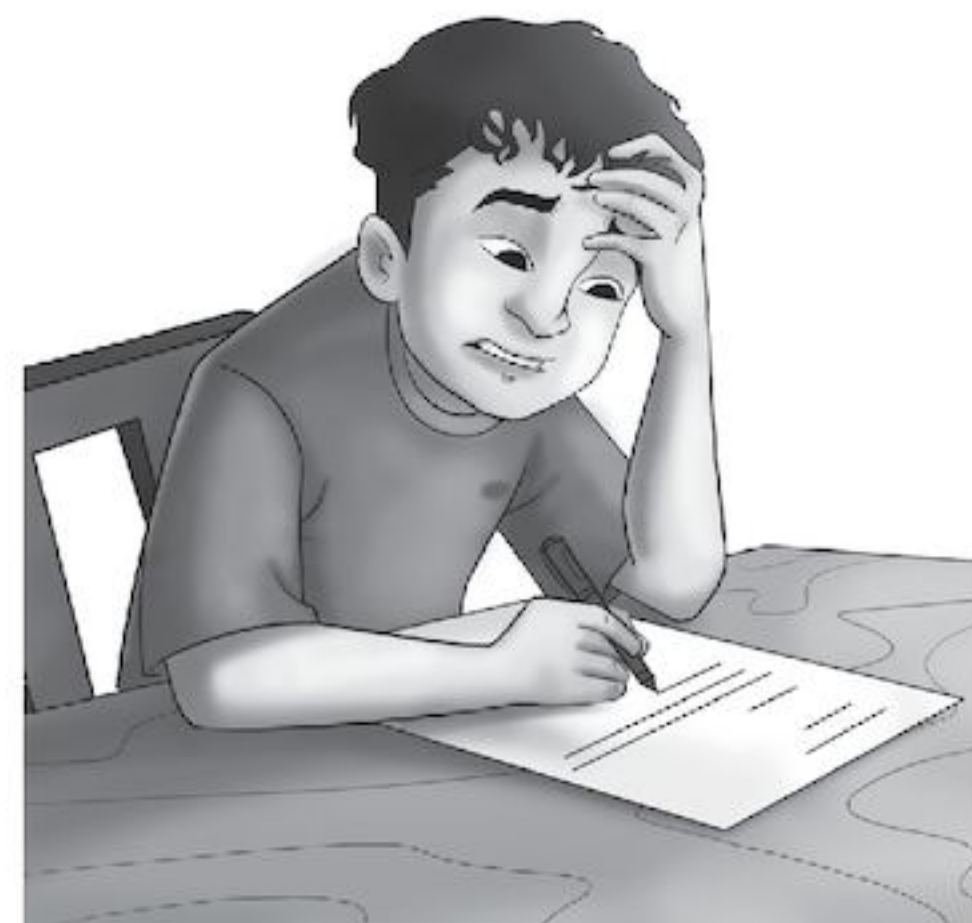
3. Deepak is writing an important letter. He wants to study Marine Biology at university, but he has used too many contractions. Underline his 12 mistakes. Then write his letter out again more formally on a separate piece of paper.

I'm so happy I can't wait to study Marine Biology at your university. I've loved dolphins all my life. They're so cute and friendly. It's my dream to work with them. I couldn't imagine a better career. I shan't sleep until I've received your reply so I hope you'll accept me. Please don't say you've no places left on the course as that'll be a big disappointment for me.



### Remember

Contractions are used in informal situations and not formal writing.





## Understanding ideas

Charlotte, the main character in *In the Nick of Time*, has travelled in time back to 1952. Instead of being excited by her adventure, she is frightened and wants to return to the present day.

1. Imagine you have travelled back to 1952. Would you be excited? Would you want to go home? Would you feel a mixture of feelings? List reasons for and against your journey on the watches below.



2. If you travelled in time, when and where would you most like to go? Who would you most like to meet?

When? .....

Where? .....

Who? .....

Why? .....

.....

3. On a large sheet of paper, design your own machine to travel through time. Label it to describe the most important parts.



## Using prefixes

1. Write each word beside the prefix that changes its meaning.

*correct legal worn sense spelling agree tie*  
*possible polite lock understanding precise capable*  
*logical interested fiction stop appropriate literate*  
*adventure contented perfect deed fair*



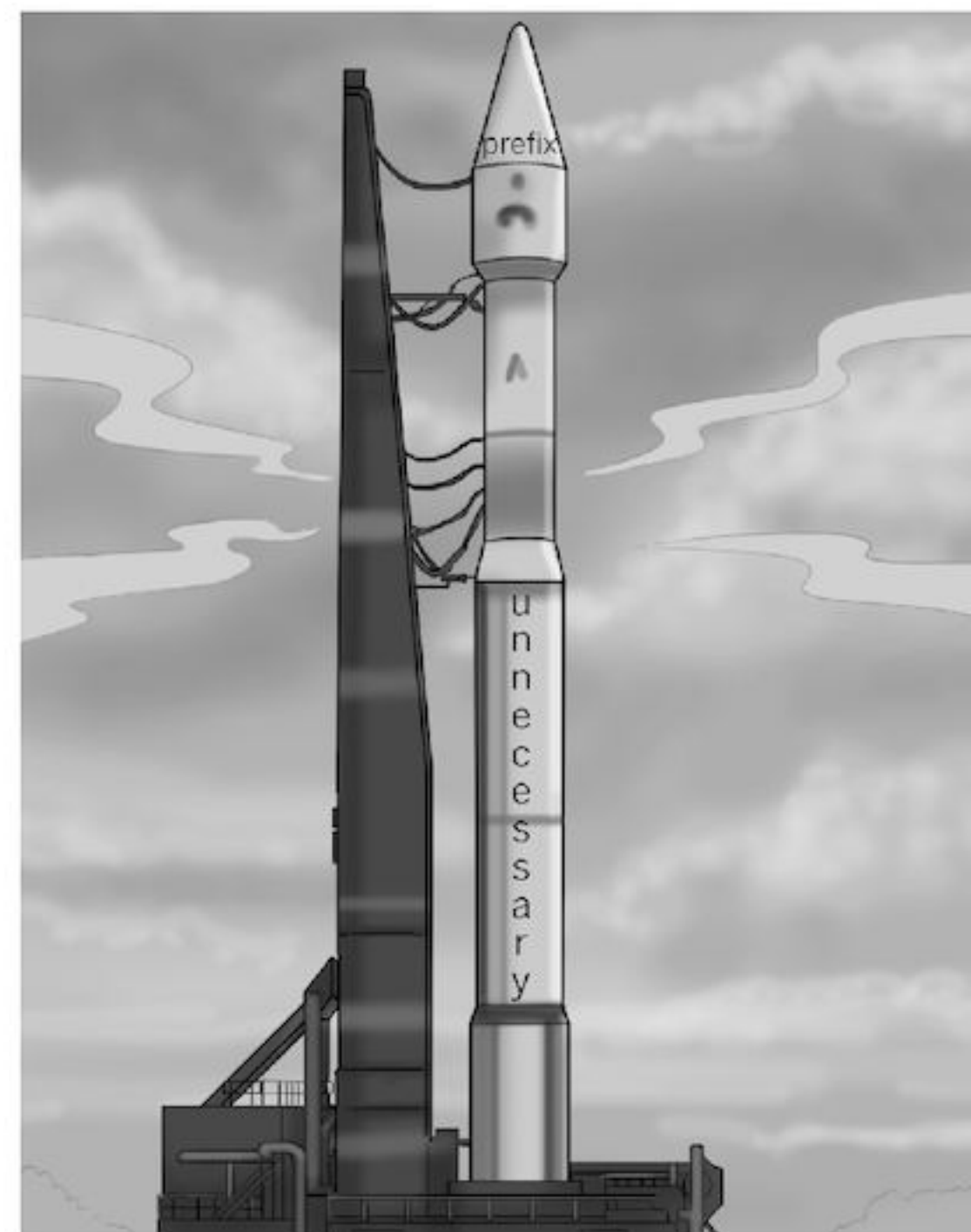
### Remember

Prefixes are letters added to the front of a word to change its meaning.

Prefix	Words
dis	
il	
im	
in	
mis	
non	
un	

2. Your rocket is ready to fire but it needs fuel. It can only use fuel pods that contain prefixes. Delete the fuel pods it cannot use from the options below. (Hint: Check whether you are left with a word that means the opposite when you remove the first two or three letters.)

unnecessary	disguise	image
misbehave	unsolved	important
innocent	illness	mistimed
unloved		



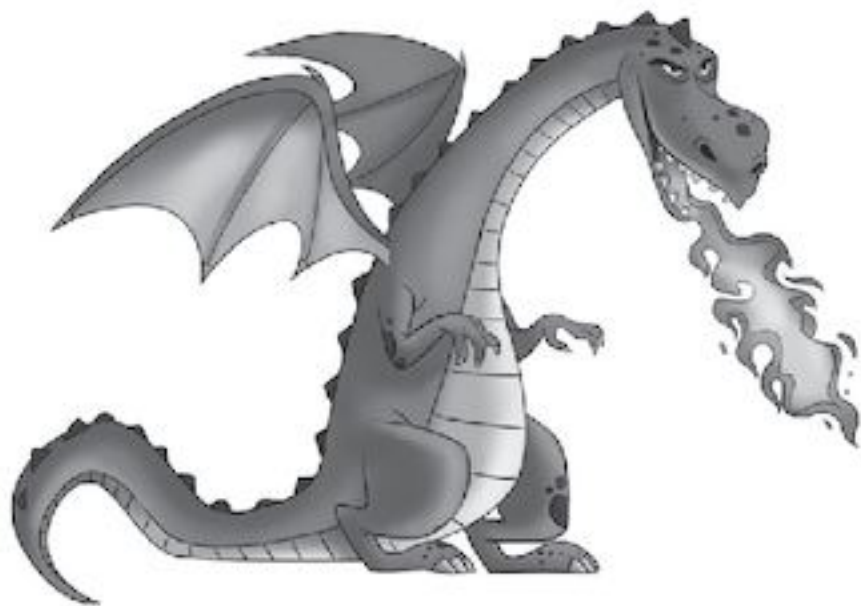


## Using alliteration

Fantasma is a theme park full of scary magical creatures straight out of fantasy stories.

To make the park sound exciting and each creature sound really scary, the advertisement has used alliteration to describe them.

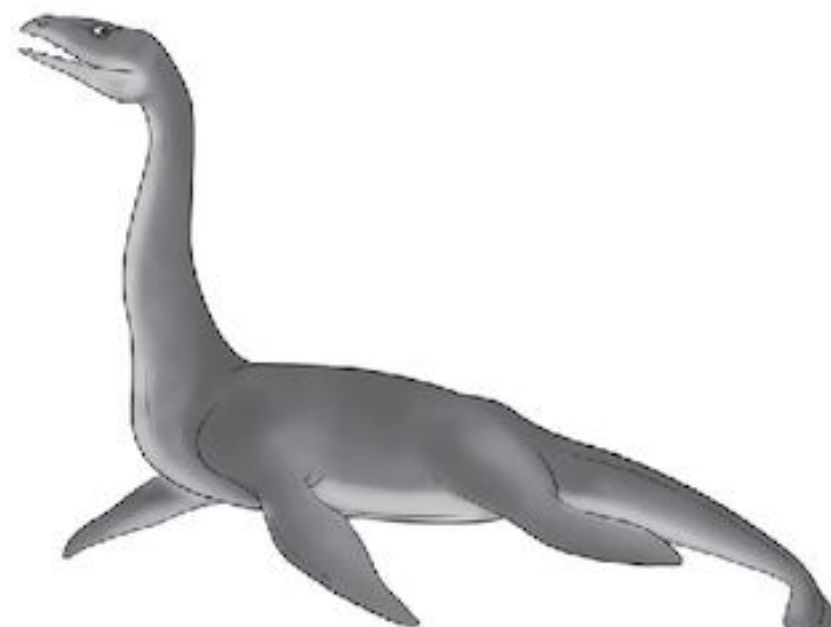
1. Underline the alliteration in the following phrases.
  - a Welcome to a world beyond your wildest imagination!
  - b Your favourite fantasy fun park
  - c Stare into the scaly serpent eyes of the ghastly gorgon
  - d Try tackling a troublesome troll in our incredible interactive 5D mega-attraction
  - e Savour your barbecued favourites in our ferociously fiery Dragon Restaurant
2. Write down some alliterations of your own. Make each of these three creatures sound really scary. Write your answer under each cartoon.



*Smaug the dragon*

.....

.....



*Nessie the Loch Ness monster*

.....

.....



*Big Foot*

.....

.....

3. Now change the adjectives used in 2 to describe these creatures to make them sound friendly.

.....

.....

.....

.....

.....

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.....

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.....



### Remember

Alliteration is the repetition of the same letter or sounds at the beginning of several words to create an effect so we marvel at the magical mystical creatures.



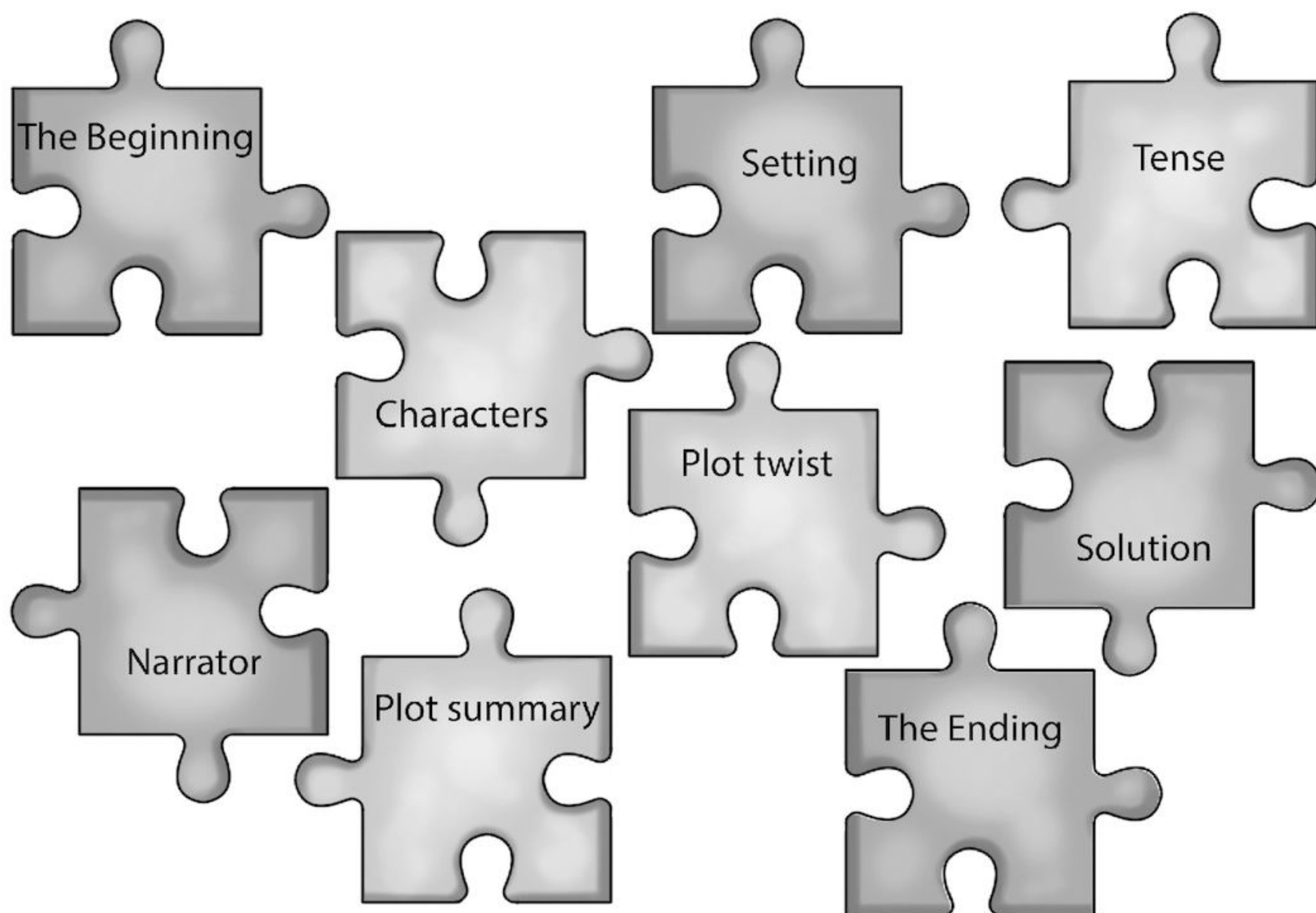
## Planning short stories

Read this description of a science fiction novel.

*In the year 2120 the scientific field of robotics has become so advanced that robots that look and act like humans are integrated into normal society. They perform duties thought too unimportant or dangerous for human citizens to do, like manual labour and fighting fires. They are ideal servants as they do not need to eat or sleep and they do not require payment for their services. Everyone is pleased with this arrangement until one dramatic night when one of the robots is accused of committing a terrible crime and everything changes....*

To plan a successful short story it is useful to think of your ideas as a jigsaw puzzle.

Complete each piece using the description above.





## Sizzling science unit quiz

1. When is it acceptable to use contractions?

---

---

2. Write a sentence including the contracted forms of *will not* and *cannot*.

---

---

3. Whats wrong with this sentence? Write the correct version below.

---

4. What happens to the meaning of a word when you join the prefix *un* to it?

---

5. Name three other prefixes that perform the same task as *un*. Give an example for each one.

---

---

---

6. What is alliteration and why is it used?

---

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7. Write an example of an alliteration.

---

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8. Put the different parts of the jigsaw on page 56 in order from start to finish.

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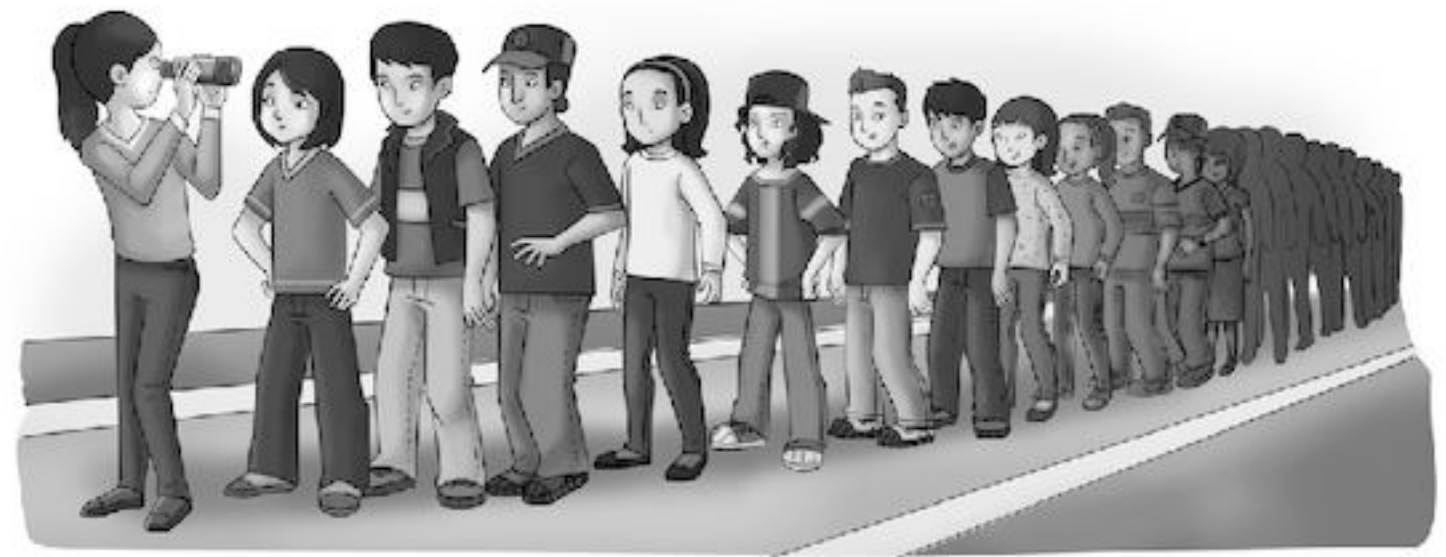


## Timelines

It's hard to understand time. If 20 students aged 12 years stood in a long line, their ages added together would be 240 years.

**Complete the timeline for your life so far.**  
**Fill in the boxes to say what was happening to you and your family at those times.**

You may need to talk to your family to complete this task.



<b>Age 0</b> ..... ..... .....	<b>Age 4</b> ..... ..... .....	<b>Age 8</b> ..... ..... .....	<b>Age 12</b> ..... ..... .....
<hr/>			
<b>Age 2</b> ..... ..... .....		<b>Age 6</b> ..... ..... .....	
		<b>Age 10</b> ..... ..... .....	

**Research and draw a similar timeline to the one above for your country. Use the time period 1750–2000.**

Use books or the Internet to help you.



## Memories of school

Read these memories of Andrei's schooldays from 60 years ago.

- 1 When I was at the boys' school we'd always start with assembly, standing in lines for twenty minutes. In winter we'd come out of the freezing cold with fingers like blocks of ice; in summer, we'd sweat with the heat. Winter was worse. We'd stand outside at break and drink a bottle of milk through a straw. If anyone was seen blowing bubbles, he'd be going to the Headmaster. Sometimes the milk was frozen, so we couldn't drink it. If the playing fields were frozen, we'd put on running shorts and shirts and set off on a six-kilometre, cross-country run along the river and up the hills. At the top you could see the sea, but we were too busy running through the farmyard, avoiding savage animals that used to chase us. If we didn't keep running we'd freeze, we'd be late back to school and miss the buses to our villages. Sometimes, it was almost dark when we trundled in through the school gates. Indoor games was warmer, but it was dangerous. I was scared that I would fall off the narrow, wooden beam set high above the floor that we had to tiptoe across.



**Answer the following questions.**

- 1.** How does Andrei describe the following?

Assembly: .....

How the boys drank their milk: .....

The view at the top of the hills: .....

How the boys went home: .....

- 2.** Did Andrei like his school? Use words from the extract to explain your answer.

.....  
 .....  
 .....

- 3.** Compare Andrei's school with your own. What are some of the similarities and differences?

.....  
 .....  
 .....



## Using commas

Read the sentences below.



Now add commas to the sentences.

How have the commas changed the meaning of these sentences?

Read the following and add commas where needed.

1. Maria had just arrived home from work and was eating her lunch when she heard her brother Georgi shout down from upstairs.
2. “Please and as quick as you can fetch me my book Maria. It’s on the kitchen table.”
3. “I can see several books here Georgi” answered Maria. “Which one do you mean? Is it the dusty old one?”
4. “I want the green modern mathematics book” said Georgi “and I need it now.”
5. However Georgi would have to wait. Maria as it was her lunch break would finish off her coffee biscuits yoghurt and a few grapes before attending to her brother’s needs.
6. “I want it” added Georgi “because it has my homework notes in it.”

“I’m important!”



### Remember

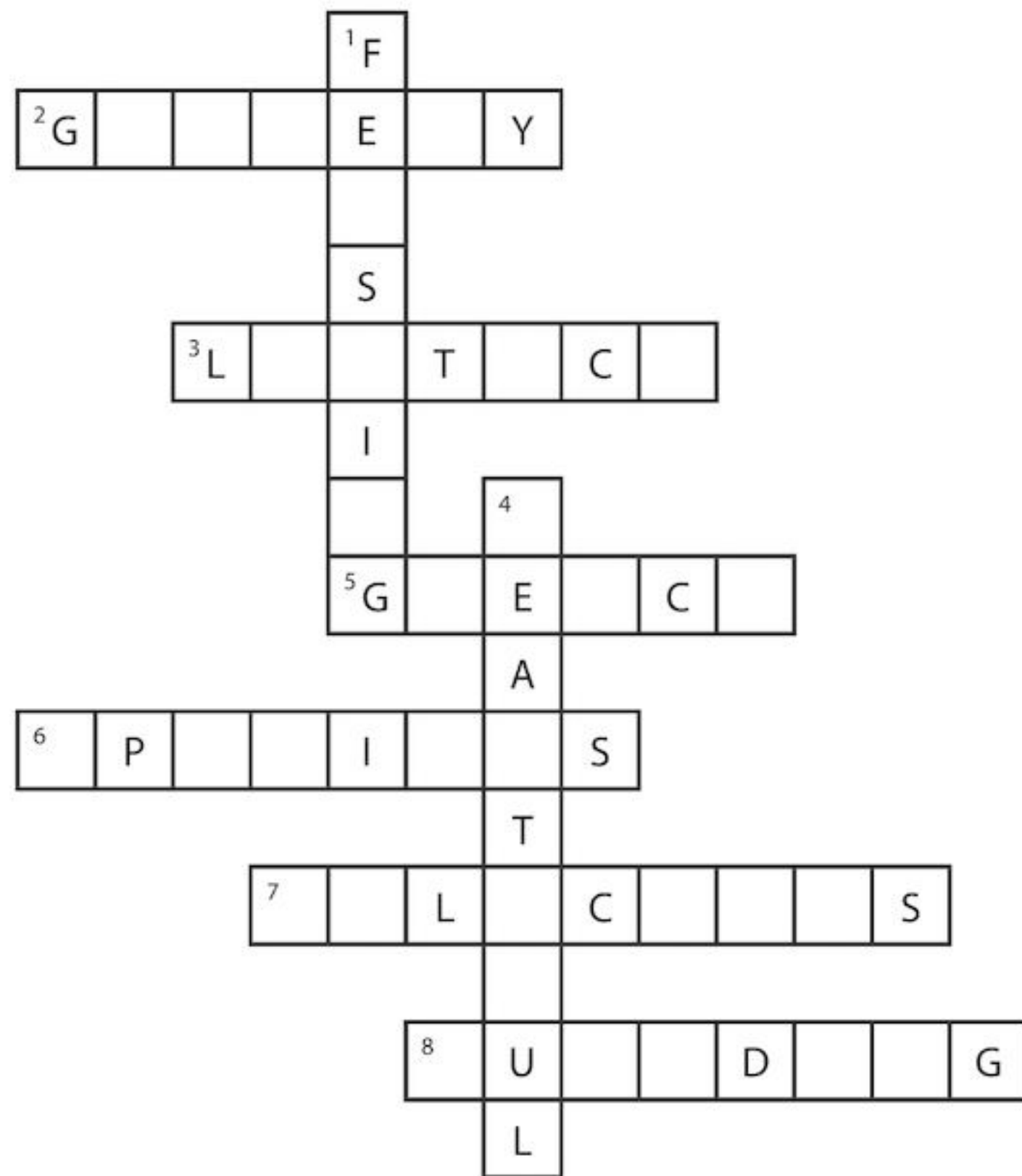
Some common uses of commas:

- to separate words in a simple list of three or more items
- to separate two adjectives when they are interchangeable
- when using a word such as *however* to begin a sentence
- on either side of someone’s name if he or she is being spoken to
- to introduce, or interrupt, direct quotations
- when using clauses that begin with *and*.



## Word builder

Complete this crossword using the clues provided.



### Across

- 2** A place to hang paintings
- 3** A leafy, green vegetable
- 5** An ancient civilisation that pre-dates the Roman period
- 6** With a lot of space
- 7** Very tasty to eat
- 8** Constructing houses

### Down

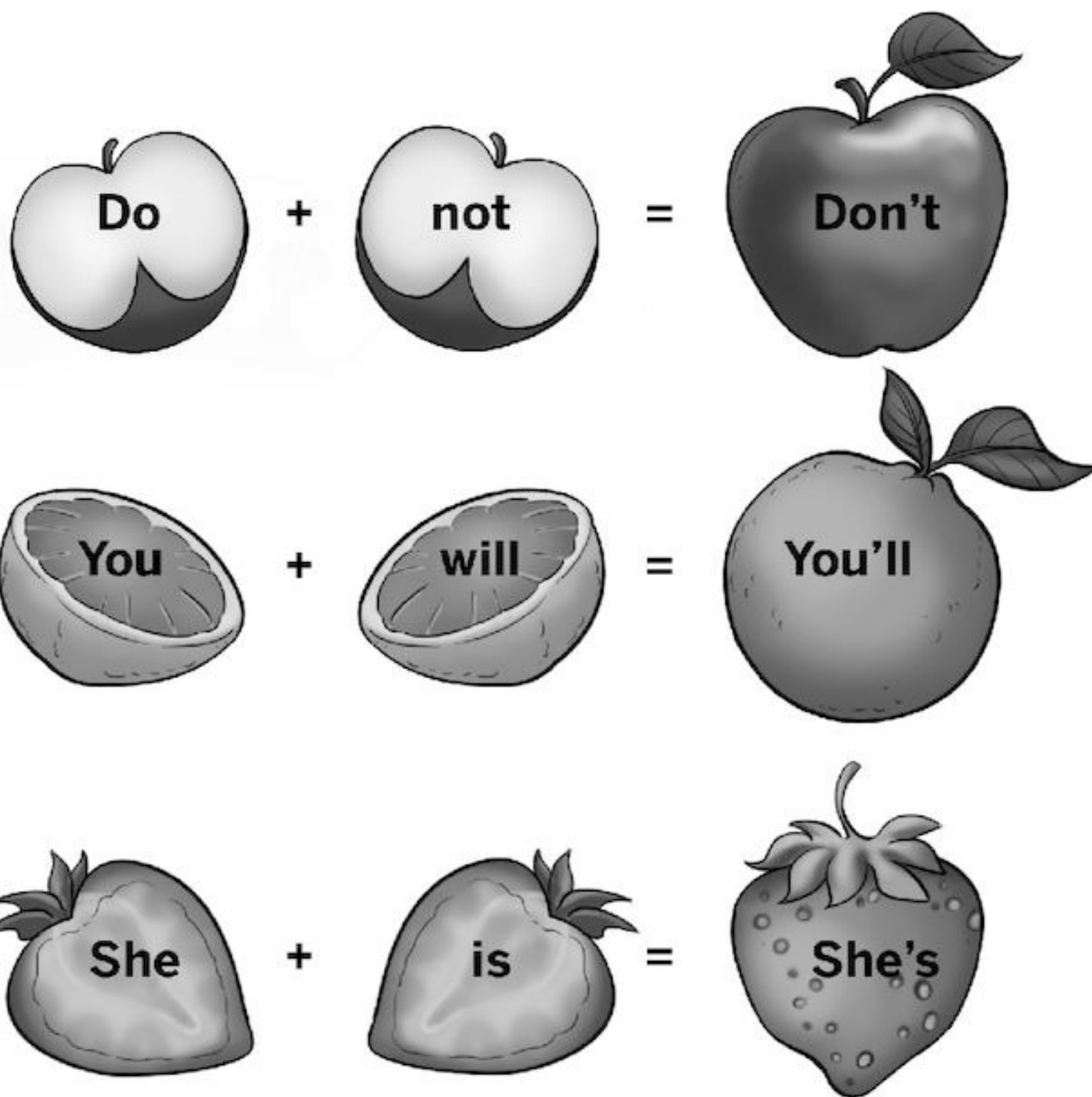
- 1** Enjoying a large meal with lots of courses
- 4** An antonym of ugly

Write crossword clues for the words below.

EXCITING    MASTERPIECE    PUBLIC    SNAIL



## Contractions



### Remember

The apostrophe in contractions replaces one or more letters in the original words.

### 1. Identify the words in these contractions.

- a** couldn't ..... **c** there's .....
- b** he'll ..... **d** would've .....

### Write the contractions for these phrases.

- a** Aisha is ..... **c** they have .....
- b** will not ..... **d** Adnan will .....

### 2. Pretend you are annoyed with your friend, brother, or sister. Write a short paragraph of what you may say. Try to use at least five contractions in your writing.

.....

.....

.....

.....



## Past, present, and future

Make notes on how you think your life is different to your grandparents' lives when they were children, 50 years ago, using the subjects in the boxes below.

Power supply

.....

.....

.....

Transport

.....

.....

.....

Communication

.....

.....

.....

Hobbies

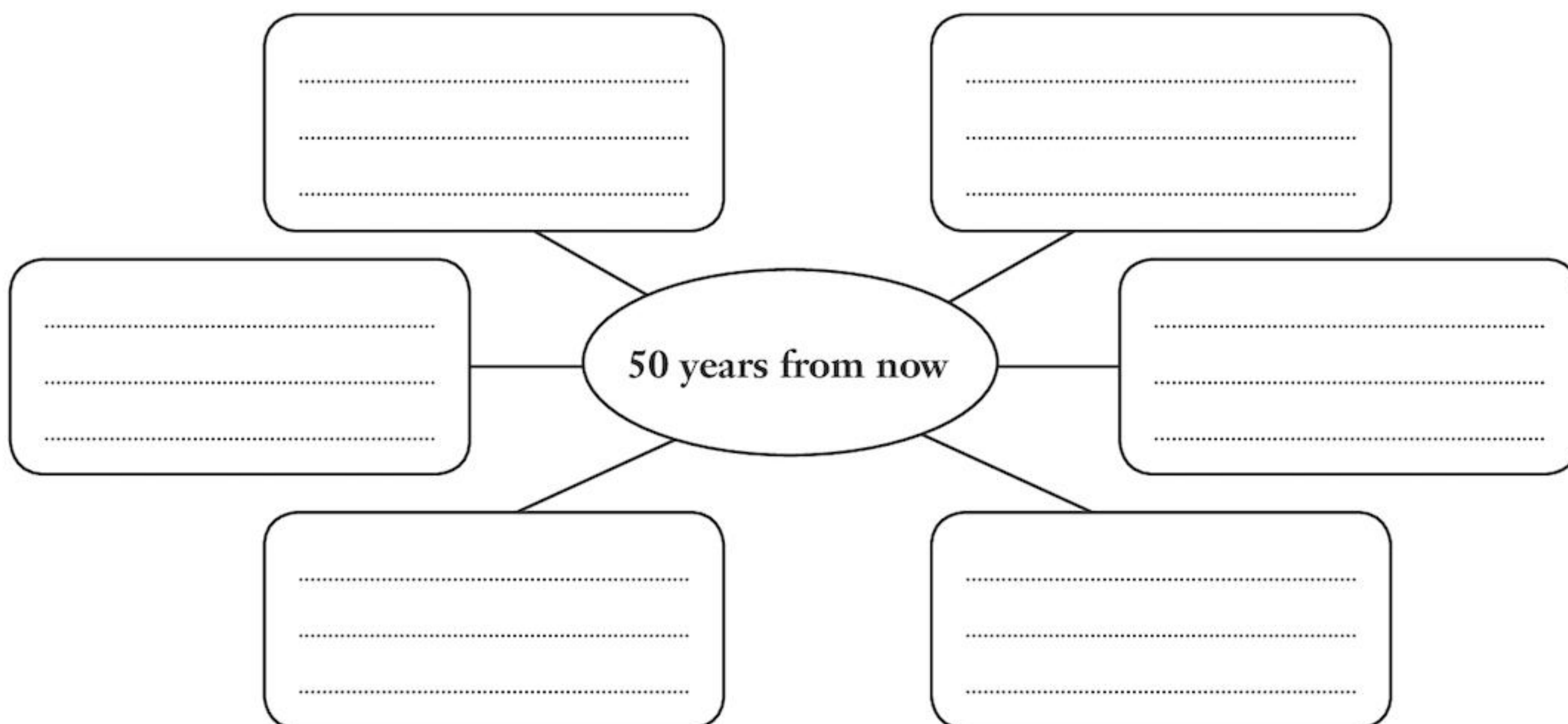
.....

.....

.....

How do you think our world will be different in 50 years' time? Think about driverless cars, drones delivering parcels, holidays in space, and schools that are run by computers.

**Write your ideas in the spider diagram. Use one box for each idea.**





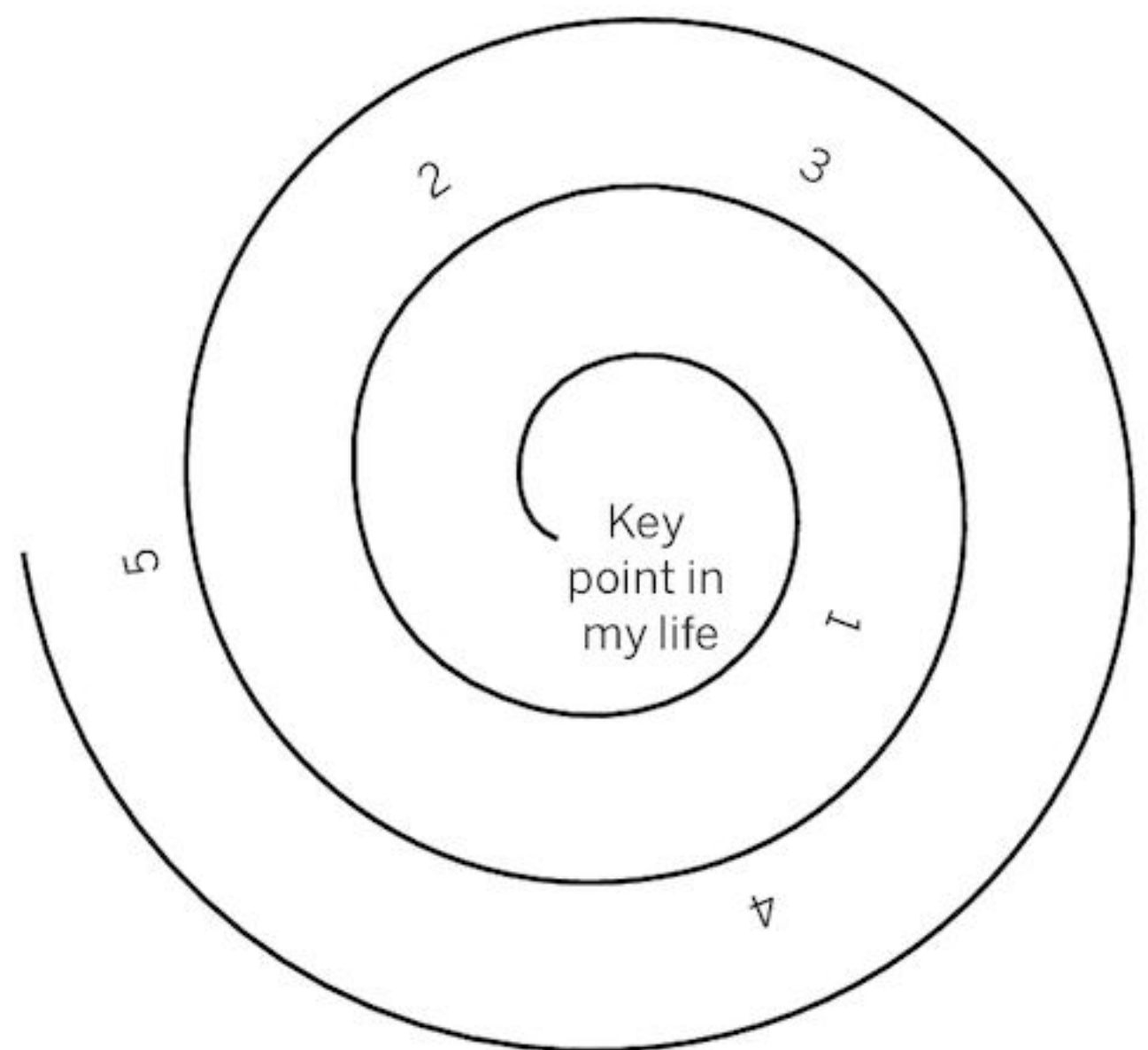
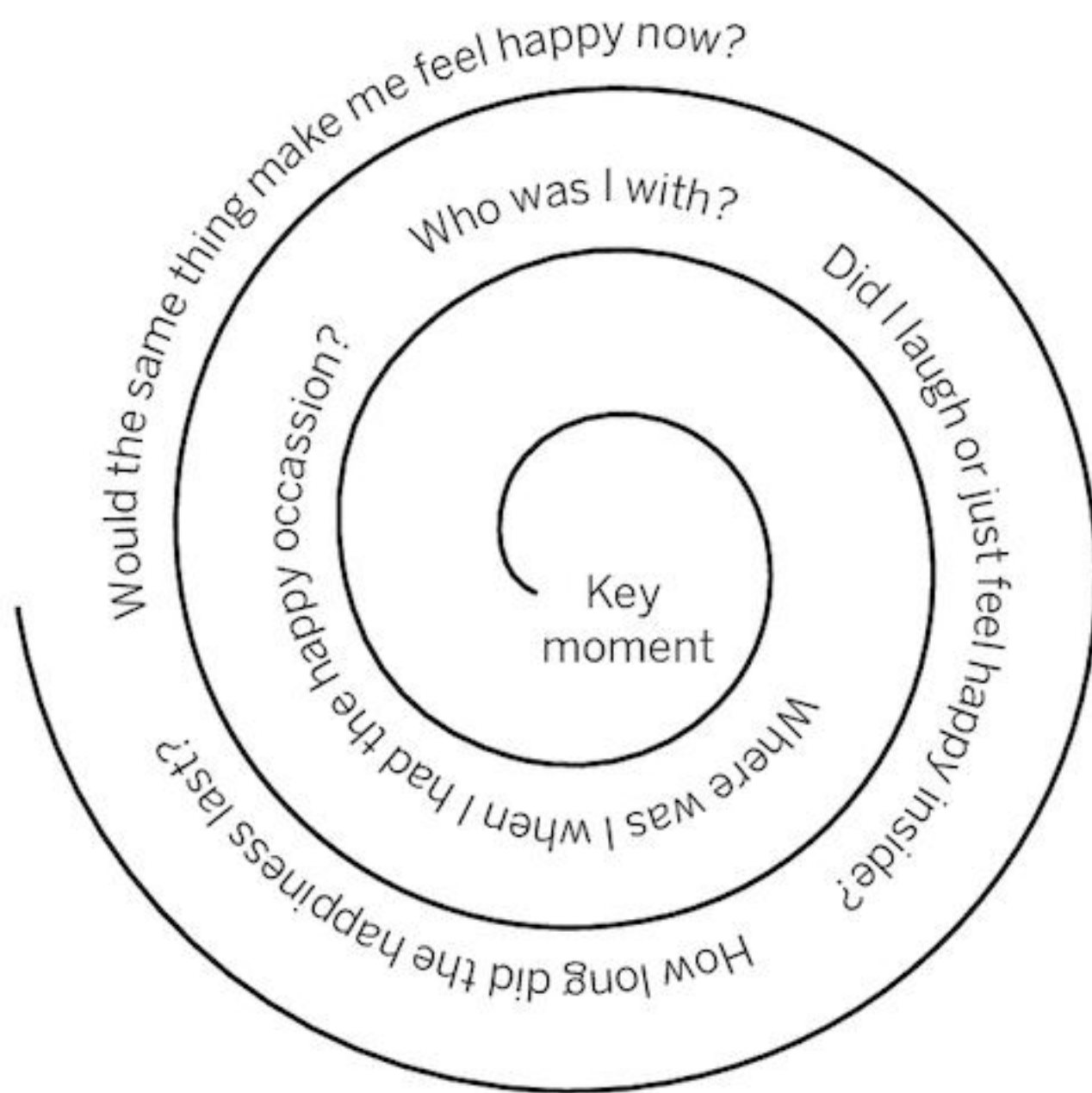
## Autobiographies

Write a section of your autobiography. Here are some ideas for you to think about.



### Remember

A biography tells you about someone's life history. An autobiography is about your own history.



Each spiral is like a journey along a timeline, with key moments along the way.

**Fill out a copy of the blank spiral by following these steps:**

1. Think of a key moment in your life. It could be a memory of a specific event or location.
2. At the centre of your spiral write a few words to describe it.
3. As the spiral widens, it forms your journey in from your key moment to the present. Write notes along the spiral explaining how to got to where you are today.
4. Add more words and sentences on a different page to explain fully and link the stages together. You should then have a part of your autobiography.
5. Add more spiral journeys, converted to paragraphs.



## History unit quiz

Here's a quick quiz to see how much you remember about what you learnt about language in this unit.

1. Give the definition of *historian*, *historic*, and *prehistoric*.  
Then write a sentence in which you use all three words.

Historian: .....

Historic: .....

Pre-historic: .....

My sentence: .....

2. What would be a good:

a synonym for *crumbling* .....

b antonym for *repetitive* .....

3. If I wanted to link simple sentences together, I would use:

a a coordinating sentence

c a coordinating conjunction

b a coordinating comma

d a word such as *they*, *your*, or *his*.

4. Write a sentence including three contractions. Then write it again without contractions.

.....

.....

.....

5. A dictionary is where I would ..... words, but if I wanted to find a word with a similar meaning, I would look in a .....

6. 'Happy birthday, Alana.' This is a good example of a sentence. True or false? .....

7. When you make a contraction, such as 'What's the time?' what does the apostrophe tell you?

☐ A question mark is needed.

☐ There is a plural.

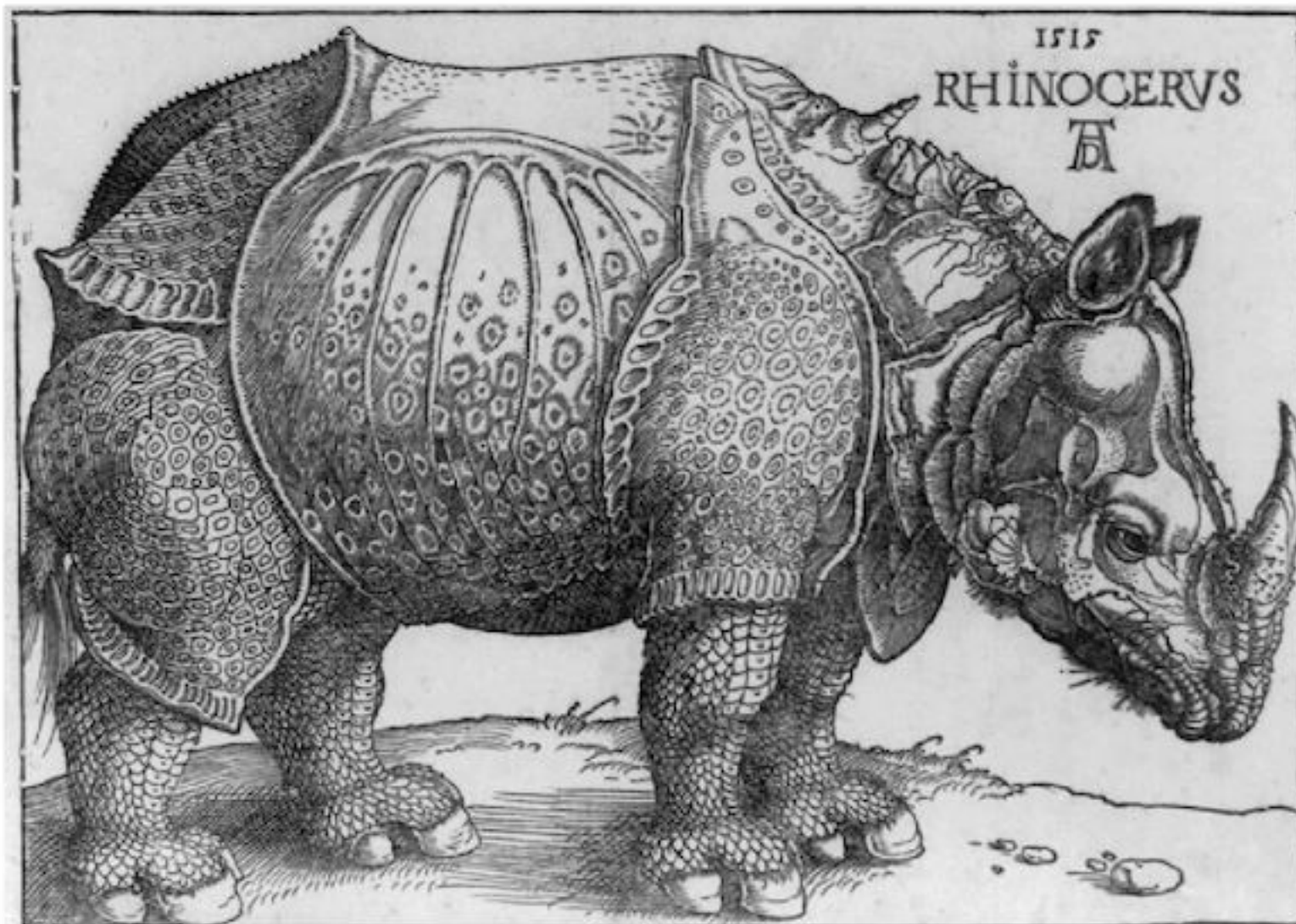
☐ One or more letters are missing.

☐ Two words have been shortened.



## Writing – a poem is a painting that speaks

1. Look at the detail of these ancient woodcuts. Write down what you see. What do you imagine when you look at them?



2. Read the opening lines of these poems about the two woodcuts. How would you complete the poems? Try to add to them here.

**a** Behind the towers and tall turrets, a lonely prisoner lies

**b** Is this tough skin  
Or is it metal armour  
I am in?



## Spelling beetle

'The Ballad of Sir Patrick Spens' is all about ships.

The names of different types of ships and boats are listed below. Play a game to practise your spelling of these words.

*Find a friend or a family member to help you. If they cannot help, practise your spelling by using the look, cover, write, check method.*

### Easy words

battleship  
cargo boat  
ferry  
liner  
steamer  
submarine  
tanker  
tug  
warship

### More difficult words

aircraft carrier  
container ship  
cruise ship  
destroyer  
dredger  
hospital ship  
hovercraft  
minesweeper  
patrol boat  
vessel

### Hardest words

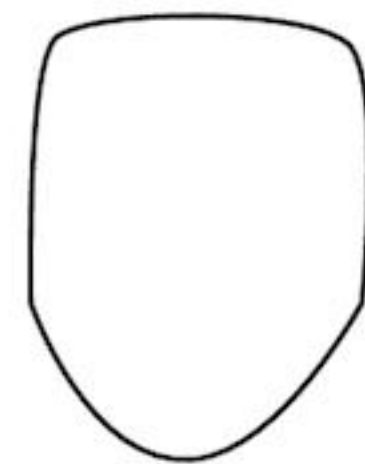
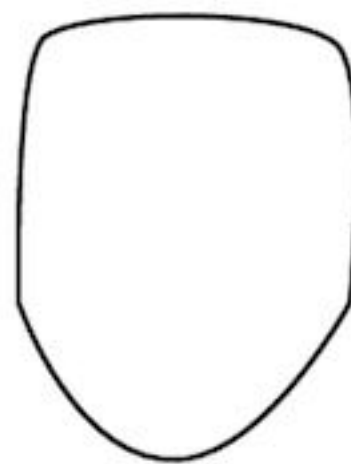
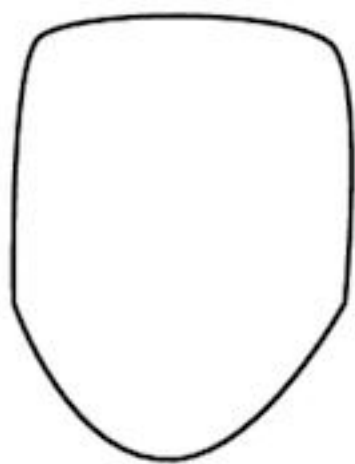
catamaran  
dinghy  
dhow  
freighter  
frigate  
hydrofoil  
schooner  
yacht



*Your finished beetle could look like this!*

Ask your helper to pick one word at a time – they should vary the difficulty of words they ask with each round. Each time you spell a word correctly, draw an item on your beetle body – first a head, then 2 feelers, 2 eyes, a tail and 6 legs (12 items in all).

Here are some beetle bodies to get you started,





## Making comparisons

Imagine that you need to buy beds for your two younger siblings. You've looked many different beds and these are the three you like – but you can't make up your mind.



### Remember

When making comparisons you look for similarities and differences.



**Think of the needs of your siblings and write a comparison of the two options.**

I like the idea of buying the two single beds because .....

.....

.....

.....

.....

I'm also attracted by the idea of buying a bunk bed because .....

.....

.....

.....

.....

I've finally made up my mind to buy the ..... because

.....

.....

.....

.....



## Speech marks and exclamation marks

Speech marks ( “ and ” ) can be used to show direct speech. They are also called inverted commas.

1. The first two lines in the extract below have all their punctuation marks. After that, the speech marks are missing.

Fill in the missing punctuation.

“What did you do at school today, Ahmad?” asked his father.

“Nothing much,” answered Ahmad. “Our usual teacher was away.”

Let’s see, said his father with a sigh. It says on your timetable that you had science and English lessons today as well as Arabic.

Oh, we did stuff, mumbled Ahmad. Lots of stuff.

This won’t do! said his father sharply. What a forgetful boy you are!

Now tell me immediately what you did in the English lesson!

2. Continue the conversation by writing what Ahmed said next, and how his father replied.

.....

.....

.....

3. Did you notice the exclamation marks (!) in the passage? Exclamation marks are used when someone speaks loudly, suddenly, or angrily.

Copy out the following sentences, and add exclamation marks in the appropriate places.

- a “Don’t be so rude”

.....

- b “What a funny thing to say”

.....

- c “How clever you are”

.....

- d “Mind that car. It nearly ran you over”

.....



### Remember

Remember to add punctuation to the end of a person’s speech, *before* closing the speech marks.





## Prose and poetry

Thomas Hood lived in the 19th century, in a place where November was a dark and cold month. The following extract from his poem describes how miserable he feels.

### From 'November'

- 1 No sun–no moon!  
No morn–no noon!  
No dawn–no dusk–no proper time of day–  
No sky–no earthly view–
- 5 No distance looking blue–  
No road–no street–no “t’other side this way”–  
No end to any Row–  
No indications where the Crescents go–  
No top to any steeple–
- 10 No recognitions of familiar people–  
  
No warmth, no cheerfulness, no healthful ease,  
No comfortable feel in any member–  
No shade, no shine, no butterflies, no bees,  
No fruits, no flowers, no leaves, no birds–
- 15 November!

Thomas Hood

1. Read the poem aloud. What tone of voice will you use?
2. Write four ways in which the poem is different from prose.

---

---

---

---

3. Write three sentences in prose to summarise this extract.

---

---

---



### Glossary

**Row** a name given to some streets that have lines of houses

**Crescent** a curved street of houses



## Crazy poems

Preena enjoys reading nonsense poems. These poems don't necessarily make you laugh, some of them are simply silly. One of Preena's poems was about a man with a beard. It was a type called a limerick.

Before reading limericks, practise this rhythm several times.

Di di-di-di di-di-di da

1. Read the two poems below, applying different rhythms to each.

A most entertaining young guy	The other day upon the stair
Once persuaded my father to buy	I met a man who wasn't there.
A gold-plated pen	He wasn't there again today,
Eight bricks and a hen	Oh how I wish he'd go away!
And the world's biggest vegetable pie.	

2. Read the poems again. In the box below each poem write down or draw what you imagine as you read it.



*There was an old man with  
a beard*



Limericks contain 5 lines.

Lines 1, 2, and 5 have one rhyme and lines 3 and 4 have another rhyme. Example:

Di di-di-di di-di-di da<sup>R1</sup>

Di di-di-di di-di-di da<sup>R1</sup>

Di di-di-di da<sup>R2</sup>

Di di-di-di-da<sup>R2</sup>

Di di di-di-di di-di-di da<sup>R1</sup>

Some limericks are about people or places. You could write one about yourself or one of your friends. The trick is to find rhymes to go with the name. Example:

There once was a student called Grace

Who had a most wonderful face

You might tell a little story, for example ‘I went for a walk in the park’. Be careful when choosing the last word in the first line – make sure that you will be able to find fun rhymes for it.

The nonsense is most likely to be in the last three lines.

Write two limericks in the space below.



*There was a young lady whose bonnet...*

[illegible]



## Nurturing nature quiz

1. In Tennyson's poem, the eagle fell 'like a thunderbolt'. Suggest why Tennyson did not simply say that the eagle fell 'very quickly'.

.....

.....

2. In 'Ozymandias', Shelley wrote *trunkless*, *lifeless*, and *boundless*. What does *-less* on the end of a word mean?

.....

Now add *-less* to *care*, *thought*, and *fear*. Write a sentence using each of your new words.

Care: .....

Thought: .....

Fear: .....

Now try adding *-ness* and *-ly* to each of your new words and write them on the next line.

.....

.....

3. Preena and Guilang used informal language in their conversation.

- a Give an example of informal language.

.....

- b Would you expect to use informal language when talking to your teacher? Explain your answer.

.....

.....

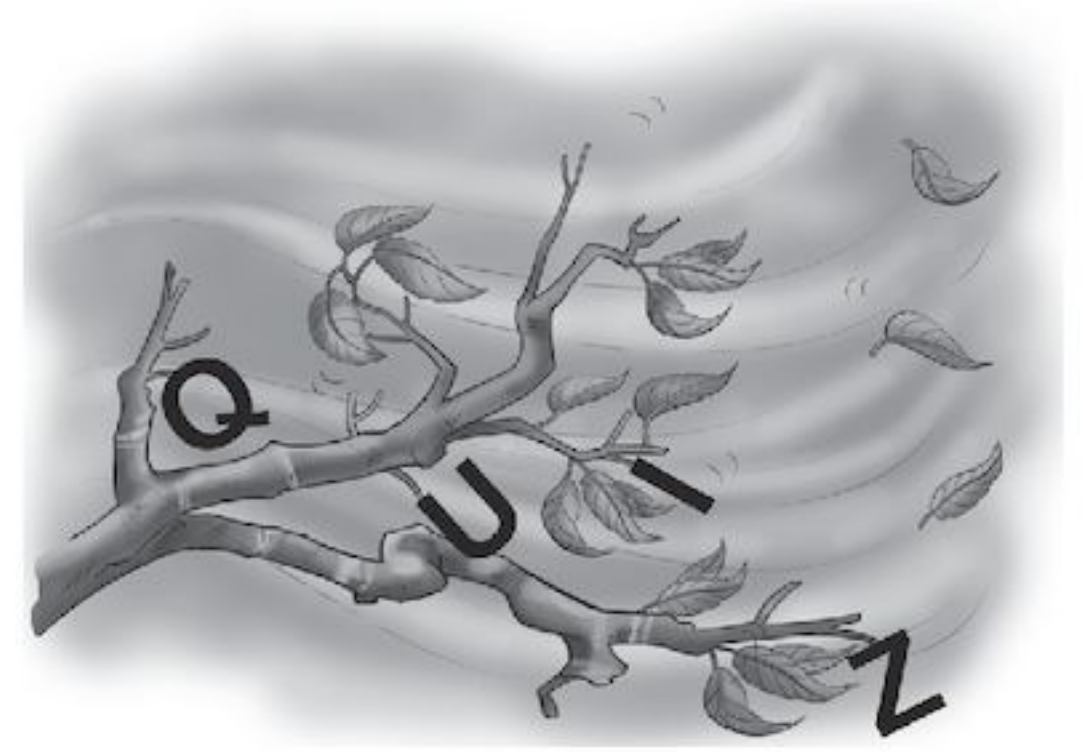
4. a Narrative poems tell a story.

*Narration* means: .....

*Narrator* means: .....

- b Use the stem from the words in a. to identify the verb meaning 'to tell a story'.

Verb: .....





## Language and literacy reference

**Active voice versus passive voice** – Verbs are active when the subject of the sentence (the agent) does the action. Example: The shark swallowed the fish. Active verbs are used more in informal speech or writing.

Verbs are passive when the subject of the sentence has the action done to it. Example: The fish was swallowed by the shark. Passive verbs are used in more formal writing such as reports. Examples: An eye-witness was interviewed by the police. Results have been analysed by the sales team.

Sometimes turning an active sentence to passive, or vice versa, simply means moving the agent:

- The shark (agent and subject) + verb = active
- The fish (object) + verb = passive

**Adjective** – An adjective describes a noun or adds to its meaning. They are usually found in front of a noun. Example: Green emeralds and glittering diamonds. Adjectives can also come after a verb. Examples: It was big. They looked hungry. Sometimes you can use two adjectives together. Example: tall and handsome. This is called an adjectival phrase.

Adjectives can be used to describe degrees of intensity. To make a comparative adjective you usually add –er (or use more). Examples: quicker; more beautiful. To make a superlative you add –est (or use most). Examples: quickest; most beautiful.

**Adverb** – An adverb adds further meaning to a verb. Many are formed by adding -ly to an adjective. Example: slow/slowly. They often come next to the verb in a sentence. Adverbs can tell the reader: how – quickly, stupidly, amazingly; where – there, here, everywhere; when – yesterday, today, now; how often – occasionally, often.

**Adverbial phrase** – The part of a sentence that tells the reader when, where or how something happens is called an adverbial phrase. It is a group

of words that functions as an adverb. Example: I'm going to the dentist **tomorrow morning** (when); The teacher spoke to us **as if he was in a bad mood** (how); Sam ran **all the way home** (where). These adverbials are called adverbials of time, manner and place.

**Alliteration** – Alliteration occurs when two or more nearby words start with the same sound. Example: A slow, sad, sorrowful song.

**Antecedent** – An antecedent is the person or thing to which the pronoun refers back. Example: President Alkira realised that his life was in danger. 'President Alkira' is the antecedent here.

**Antonym** – An antonym is a word or phrase that means the opposite of another word or phrase in the same language. Example: shut is an antonym of open. Synonyms and antonyms can be used to add variation and depth to your writing.

**Audience** – The readers of a text and/or the people for whom the author is writing; the term can also apply to those who watch a film or to television viewers.

**Clause** – A clause is a group of words that contains a subject and a verb. Example: I ran. In this clause, I is the subject and ran is the verb.

**Cliché** – An expression, idiom or phrase that has been repeated so often it has lost its significance.

**Colloquial language** – Informal, everyday speech as used in conversation; it may include slang expressions. Not appropriate in written reports, essays or exams.

**Colon** – A colon is a punctuation mark (:) used to indicate an example, explanation or list is being used by the writer within the sentence. Examples: You will need: a notebook, a pencil, a notepad and a ruler. I am quick at running: as fast as a cheetah.

**Conjugate** – To change the tense or subject of a verb.



**Conditional tense** – This tense is used to talk about something that might happen. Conditionals are sometimes called ‘if’ clauses. They can be used to talk imaginary situations or possible real-life scenarios. Examples: If it gets any colder the river will freeze. If I had a million pounds I would buy a zoo.

**Conjunction** – A conjunction is a word used to link clauses within a sentence such as: and, but, so, until, when, as. Example: He had a book in his hand when he stood up.

**Connectives** – A connective is a word or a phrase that links clauses or sentences. Connectives can be conjunctions. Example: but, when, because. Connectives can also be connecting adverbs. Example: then, therefore, finally.

**Continuous tense** – This tense is used to tell you that something is continuing to happen. Example: I am watching football.

**Discourse markers** – Words and phrases such as on the other hand, to sum up, however, and therefore are called discourse markers because they mark stages along an argument. Using them will make your paragraphs clearer and more orderly.

**Exclamation** – An exclamation shows someone’s feelings about something. Example: What a pity!

**Exclamation mark** – An exclamation mark makes a phrase or a short sentence stand out. You usually use it in phrases like ‘How silly I am!’ and more freely in dialogue when people are speaking. Don’t use it at the end of a long, factual sentence, and don’t use it too often.

**Idiom** – An idiom is a colourful expression which has become fixed in the language. It is a phrase which has a meaning that cannot be worked out from the meanings of the words in it. Examples: ‘in hot water’ means ‘in trouble’; It’s raining cats and dogs.

**Imagery** – A picture in words, often using a metaphor or simile (figurative language) which describes something in detail: writers use visual, aural (auditory) or tactile imagery to convey how

something looks, sounds or feels in all forms of writing, not just fiction or poetry. Imagery helps the reader to feel like they are actually there.

**Irregular verb** – An irregular verb does not follow the standard grammatical rules. Each has to be learned as it does not follow any pattern. For example, catch becomes caught in the past tense, not catched.

**Metaphor** – A metaphor is a figure of speech in which one thing is actually said to be the other. Example: This man is a lion in battle.

**Non-restrictive clause** – A non-restrictive clause provides additional information about a noun. They can be taken away from the sentence and it will still make sense. They are separated from the rest of the sentence by commas (or brackets). Example: The principal, who liked order, was shocked and angry.

**Onomatopoeia** – Words that imitate sounds, sensations or textures. Example: bang, crash, prickly, squishy.

**Paragraph** – A group of sentences (minimum of two, except in modern fiction) linked by a single idea or subject. Each paragraph should contain a topic sentence. Paragraphs should be planned, linked and organised to lead up to a conclusion in most forms of writing.

**Parenthetical phrase** – A parenthetical phrase is a phrase that has been added into a sentence which is already complete, to provide additional information. It is usually separated from other clauses using a pair of commas or a pair of brackets (parentheses). Examples: The leading goal scorer at the 2014 World Cup – James Rodriguez, playing for Columbia – scored five goals. The leading actor in the film, Hollywood great Gene Kelly, is captivating.

**Passive voice** – See active voice.

**Person (first, second or third)** – The first person is used to talk about oneself – I/we. The second person is used to address the person who is listening or reading – you. The third person is used to refer to someone else – he, she, it, they.



- I feel like I've been here for days. (first person)
- Look what you get, when you join the club. (second person)
- He says it takes real courage. (third person)

**Personification** – Personification can work at two levels: it can give an animal the characteristics of a human, and it can give an abstract thing the characteristics of a human or an animal. Example: I was looking Death in the face.

**Prefix** – A prefix is an element placed at the beginning of a word to modify its meaning. Prefixes include: dis-, un-, im-, in-, il-, ir-. Examples: impossible, inconvenient, irresponsible.

**Preposition** – A preposition is a word that indicates place (on, in), direction (over, beyond) or time (during, on) among others.

**Pronoun** – A pronoun is a word that can replace a noun, often to avoid repetition. Example: I put the book on the table. It was next to the plant. 'It' refers back to the book in first sentence.

- Subject pronouns act as the subject of the sentence: I, you, he, she, it.
- Object pronouns act as the object of the sentence: me, you, him, her, it, us, you, them.
- Possessive pronouns show that something belongs to someone: mine, yours, his, hers, its, ours, yours, theirs.
- Demonstrative pronouns refer to things: this, that, those, these.

**Questions** – There are different types of questions.

- Closed questions – This type of question can be answered with a single-word response, can be answered with 'yes' or 'no', can be answered by choosing from a list of possible answers and identifies a piece of specific information.

- Open questions – This type of question cannot be answered with a single-word response, it requires a more thoughtful answer than just 'yes' or 'no'.
- Leading questions – This type of question suggests what answer should be given. Example: Why are robot servants bad for humans? This suggests to the responder that robots are bad as the question is "why are they bad?" rather than "do you think they are bad?" Also called loaded questions.
- Rhetorical question – Rhetorical questions are questions that do not require an answer but serve to give the speaker an excuse to explain his/her views. Rhetorical questions should be avoided in formal writing and essays. Example: Who wouldn't want to go on holiday?

**Register** – The appropriate style and tone of language chosen for a specific purpose and/or audience. When speaking to your friends and family you use an informal register whereas you use a more formal tone if talking to someone older, in a position of authority or who you do not know very well. Example: I'm going to do up the new place. (informal) I am planning to decorate my new flat. (more formal)

**Regular verb** – A regular verb follows the rules when conjugated (e.g. by adding -ed in the past tense, such as walk which becomes walked).

**Relative clause** – Relative clauses are a type of subordinate clause. They describe or explain something that has just been mentioned using who, whose, which, where, whom, that, or when. Example: The girl who was standing next to the counter was carrying a small dog.

**Relative pronoun** – A relative pronoun does what it says – it takes an idea and relates it to a person or a thing. Be careful to use 'who' for people and 'which' for things. Example: I talked to your teacher, who told me about your unfinished homework. This is my favourite



photo, which shows you the beach and the palm trees.

**Restrictive clause** – Restrictive clauses identify the person or thing that is being referred to and are vital to the meaning of the sentence. They are not separated from the rest of the sentence by a comma. With restrictive clauses, you can often drop the relative pronoun. Example: The letter [that] I wrote yesterday was lost.

**Semi-colon** – A semi-colon is a punctuation mark (;) that separates two main clauses. It is stronger than a comma but not as strong as a full stop. Each clause could form a sentence by itself. Example: I like cheese; it is delicious.

**Sentence** – A sentence is a group of words that expresses a complete thought. All sentences begin with a capital letter and end with a full stop, question mark or exclamation mark.

- Simple sentences are made up of one clause. Example: I am hungry.
- Complex sentence – Complex sentences are made up of one main clause and one, or more, subordinate clauses. A subordinate clause cannot stand on its own and relies on the main clause. Example: When I joined the drama club, I did not know that it was going to be so much fun.
- Compound sentence – Compound sentences are made up of two or more main clauses, usually joined by a conjunction. Example: I am hungry and I am thirsty.

Good writers use sentences of different lengths to vary the pace of their writing. Short sentences can make a strong impact while longer sentences can make text flow.

**Simile** – A simile is a figure of speech in which two things are compared using the linking words 'like' or 'as'. Example: In battle, he was as brave as a lion.

**Simple past tense** – This tense is used to tell you that something happened in the past. Only one verb is required. Example: I wore.

**Simple present tense** – This tense is used to tell you that something is happening now. Only one verb is required. Example: I wear.

**Standard English** – Standard English is the form of English used in most writing and by educated speakers. It can be spoken with any accent. There are many slight differences between Standard English and local ways of speaking. Example: 'We were robbed' is Standard English but in speech some people say, 'We was robbed.'

**Suffix** – A suffix is an element placed at the end of a word to modify its meaning. Suffixes include: -ible, -able, -ful, -less. Example: useful, useless, meaningful, meaningless.

**Summary** – A summary is a record of the main points of something you have read, seen or heard. Keep to the point and keep it short. Use your own words to make everything clear.

**Synonym** – A synonym is a word or phrase that means nearly the same as another word or phrase in the same language. Example: shut is a synonym of close. Synonyms and antonyms can be used to add variation and depth to your writing.

**Syntax** – The study of how words are organised in a sentence.

**Tense** – A tense is a verb form that shows whether events happen in the past, present or the future.

- The Pyramids are on the west bank of the River Nile. (present tense)
- They were built as enormous tombs. (past tense)
- They will stand for centuries to come. (future tense)

Most verbs change their spelling by adding -ed to form the past tense. Example: walk/walked. Some have irregular spellings. Example: catch/caught.

**Topic sentence** – The key sentence of a paragraph that contains the principal idea or subject being discussed.



## Word cloud dictionary

### Word and definition

### Notes

**Ache** *noun*

A dull, continuous pain.

**Aloft** *adverb*

High up, up in the air.

**A-low** *adverb*

Opposite of aloft, down low.

**Anchor** *noun*

A heavy object joined to a ship by a chain or rope and dropped to the bottom of the sea to stop the ship from moving.

**Ancient** *adjective*

Belonging to the distant past, very old.

**Archaic** *adjective*

Belonging to former or ancient times.

**Auditorium** *noun*

The part of a theatre or hall where the audience sits.

**Bark** *noun*

The outer covering of a tree's branches or trunk.

**Beheld** *verb*

Saw something.

**Break** *verb*

To divide something into pieces.

**Bulging** *adjective*

Swelling or protruding outwards in a curve.

**Burgers** *noun*

Pieces of beef formed into flat round shapes, eaten grilled.

**Burning** *adjective*

To be on fire.

**Burst** *verb*

To break something apart suddenly or violently.

**By heart**

To learn something in such a way that you can repeat it from memory.

**Calisthenics**

Physical exercise done with little or no apparatus.

**Cardio-vascular** *adjective*

Relating to the heart and blood vessels.



**Word and definition****Notes****Cast** *noun*

Performers in a play or film.

**Chaos** *noun*

Great disorder.

**Charioteers** *noun*

Drivers of horse-drawn vehicles with two wheels used in ancient Rome for fighting, racing etc.

**Choke** *verb*

To cause someone to stop breathing properly.

**Clamp** *verb*

To fix something firmly.

**Cliff hanger** *noun*

A tense and exciting ending to an episode of a story.

**Clung**

From verb to cling, held on tightly.

**Cognitive** *adjective*

Relating to the mental process of perception, memory, judgement and reasoning, as contrasted with emotional and volitional processes.

**Cola** *noun*

A brown carbonated drink.

**Colossal** *adjective*

Extremely large; enormous.

**Combine** *verb*

To join or mix together.

**Completely** *adverb*

Thoroughly, in every way.

**Conductor** *noun*

A person who collects the fares or tickets on a train.

**Congeaed** *adjective*

A liquid which has become jelly-like.

**Core strength** *noun*

The strength of the underlying muscles of the torso.

**Conflagration** *noun*

A large, destructive fire.

**Controversy** *noun*

A state of prolonged public dispute or debate.

**Cramped** *adjective*

Not having enough space.



**Word and definition****Notes****Crumbling**

To break into small fragments or crumbs.

**Decay** *verb*

To go bad, to rot.

**Delicacies** *noun*

Delicious, often rare or expensive food.

**Desperate** *adjective*

Extremely serious or hopeless; reckless and ready to do anything.

**Downstage** *adjective*

Near the audience, close to the front of the playing area.

**Drench** *verb*

Wet all through.

**Dystopia** *noun*

An imaginary society that is as de-humanizing and unpleasant as possible.

**Emaciated** *adjective*

Very thin from illness or starvation.

**Excruciating** *adjective*

Extremely painful.

**Exhilarating** *adjective*

Making a person feel very happy and excited.

**Extraterrestrial** *adjective*

From beyond earth's atmosphere; from outer space.

**Extremely** *adverb*

Very great or intense.

**Flexibility** *noun*

Able to be changed or adapted; able to bend or stretch without breaking.

**Flicker** *verb*

Shining or burning unsteadily.

**Froze** *verb*

Turned into ice, feeling extremely cold.

**Ghastly** *adjective*

Causing great horror or fear.

**Gigantic** *adjective*

Extremely large; huge.

**Golden** *adjective*

Made of gold.



**Word and definition****Notes****Growl** *verb*

To make a deep angry sound in the throat.

**Half-hearted** *adjective*

Not very keen or enthusiastic.

**Hast**

Archaic second-person singular present of have.

**Haunted** *adjective*

Visited by a ghost or often visiting a place.

**Helm** *noun*

The handle or wheel used to steer a ship.

**Hindmost** *adjective*

Furthest behind.

**Hiss** *verb*

Make a sound like an s.

**Historian** *noun*

A person who studies history.

**Historic** *adjective*

Famous or important in history.

**Historical** *adjective*

To do with history.

**Holistic** *adjective*

The treatment of the whole person.

**Horrify** *verb*

to make somebody feel very afraid or disgusted.

**Hug** *verb*

To clasp closely in your arms.

**Hypertension** *noun*

Abnormally high blood pressure, a state of great psychological stress.

**Implore** *verb*

Beg someone to do something.

**Inadequate** *adjective*

Not enough, not good enough.

**Incorporeal** *adjective*

Having no physical existence.

**Incorrigible** *adjective*

Not able to be reformed or changed.

**Inferno** *noun*

A raging fire.



**Word and definition****Notes****Inhabit** *verb*

Live in a place.

**Insurmountable** *adjective*

Unable to be overcome.

**Irritably** *adverb*

Annoyed, bad-tempered manner.

**Jack-knifed** *adjective*

Folded against itself.

**Kaleidoscope** *noun*

a place or thing full of colour or variety.

**Lash** *verb*

Hit with a whip or a stick.

**Loop** *noun*

The shape made by a curve crossing itself.

**Magnificent** *adjective*

Grand or splendid.

**Make fun of** *verb*

To tease, laugh at or joke about.

**Manicured** *adjective*

Usually refers to fingernails or lawns, meaning taken care of.

**Meagre** *adjective*

Scanty in amount, barely enough.

**Miserably** *adverb*

Unhappily.

**Monstrosity** *noun*

A monstrous thing.

**Murder-suspense**

Elements of a psychological thriller story.

**Nifty** *adjective*

Skilful or effective.

**Nippy** *adjective*

Quick or nimble.

**Ornamentation** *noun*

Decorating a place with beautiful things.

**Peaceful** *adjective*

Quiet and calm.

**Peak** *noun*

The highest or most intense part of something.



**Word and definition****Notes****Pedestal** *noun*

A raised base upon which a statue etc. stands.

**Perch** *verb*

To sit on the edge of something high or narrow.

**Permanently** *adverb*

Lasting for always.

**Persistently** *adverb*

Continuing or constant; determined or obstinate.

**Picturesque** *adjective*

Pretty and attractive to look at.

**Pompously** *adverb*

Excessively grand and self-important.

**Pop** *noun*

A fizzy drink.

**Pour** *verb*

Flowing, raining heavily.

**Precious** *adjective*

Very valuable, greatly loved.

**Prehistoric** *adjective*

Belonging to a time before written records of events were made.

**Producer** *noun*

Organiser of the performance of a play or the making of a film.

**Prompter** *noun*

A person who reminds an actor or speaker of words when they have forgotten them.

**Propel** *verb*

Push something forward.

**Put you off** *verb*

To dissuade or discourage someone.

**Pyrotechnics** *noun*

A fireworks display.

**Racing** *adjective*

Moving or going very fast.

**Rainbow** *noun*

An arch of all the colours of the spectrum formed in the sky when the sun shines through.

**Refrain** *verb*

To stop yourself from doing something or the chorus of a song.



**Word and definition****Notes****Refrigerate** *verb*

To make food or drink extremely cold in order to preserve and keep it fresh.

**Relatively** *adverb*

Connected or compared with something.

**Relentlessly** *adverb*

Not stopping, pitiless.

**Repetitive** *adjective*

Full of repetitions.

**Reproach** *verb*

To tell someone you are upset and disappointed by something they have done.

**Respiratory** *adjective*

The process of breathing.

**Reward** *noun*

Something given in return for a good deed or an achievement or success.

**Robbery** *noun*

When items are stolen from a person or a place.

**Robotics** *noun*

The study of the design, construction and use of robots.

**Sarcastic** *adjective*

Using irony or cutting remarks to express disapproval or contempt.

**Scalp** *verb*

Having cut or torn the scalp from a person or animal.

**Scoff** *verb*

To eat something completely or greedily.

**Scorching** *adjective*

Very hot.

**Scratchy** *adjective*

If something is scratchy it irritates the skin.

**Sculptor** *noun*

A person who makes sculptures.

**Serve** *verb*

To give out food to people at a meal.

**Shredded** *adjective*

Cut into small pieces.



**Word and definition****Notes****Slings**

Loops or bands placed around something, e.g. a broken arm, to support or lift it

**Snake** *verb*

Move with a winding or twisting motion.

**Sneer** *verb*

To speak in a scornful way.

**Sob** *verb*

To cry.

**Solemnly** *adverb*

Not smiling or cheerful.

**Spacious** *adjective*

Providing a lot of space, roomy.

**Sparkling** *adjective*

Shining with tiny flashes of light.

**Spectacular** *adjective*

Impressive or striking.

**Speed of light** *noun*

The distance light can travel in a unit of time.

**Spiteful** *adjective*

A spiteful person or act tries to hurt or annoy someone.

**Sponge** *verb*

To wipe or wash something with a sponge.

**Spotlight** *noun*

A strong light that can shine on one small area.

**Spy** *verb*

To spy on someone is to watch them secretly and see what they do.

**Stagnant** *adjective*

Not flowing.

**Sturdy** *adjective*

Strong and vigorous or solid.

**Sugar cane** *noun*

Plant from which sugar is obtained.

**Summit** *noun*

The top of a mountain or hill.

**Taut** *adjective*

Stretched tightly.



**Word and definition****Notes****Termination** *noun*

The end.

**That's tough**

An expression used to sympathise with someone who has had bad news or experienced something bad.

**Thou**

Old use: you – one person.

**Time travel** *noun*

Travel through time into the past or the future.

**Toast** *noun*

Toasted bread.

**Top-masts** *noun*

The highest masts on a ship.

**Torrential** *adjective*

Rain that pours down violently.

**Toss** *verb*

To throw something, especially up into the air.

**Tragedy** *noun*

A very sad or distressing event.

**Tranquil** *adjective*

Calm and quiet

**Troublesome** *adjective*

Causing trouble or annoyance.

**Unremitting** *adjective*

Never stopping or relaxing; persistent.

**Vast** *adjective*

Very great, especially in area.

**Virtual reality** *noun*

An image or environment produced by a computer, which a user can interact with using a keyboard or other input device.

**Visage** *noun*

A person's face.

**Vista** *noun*

A long view.

**Wreck** *verb*

To damage or use something so badly that it cannot be used again.

**Wrinkle** *noun*

A small furrow or ridge in the skin; a small crease in something.







# Complete English for Cambridge Secondary 1 WORKBOOK 7

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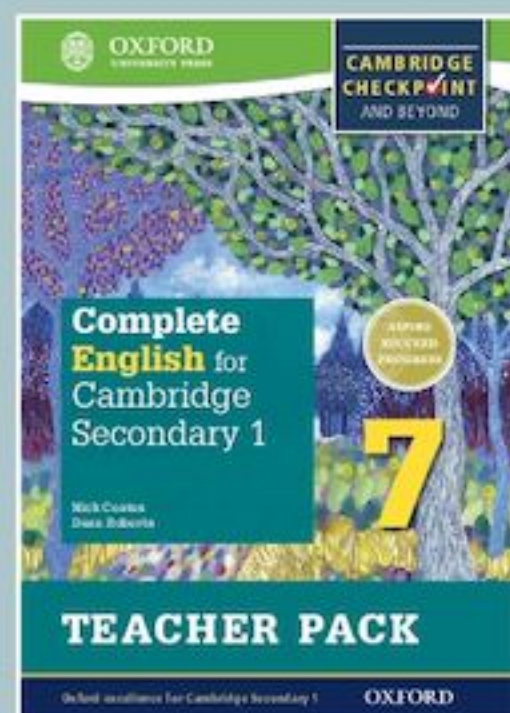
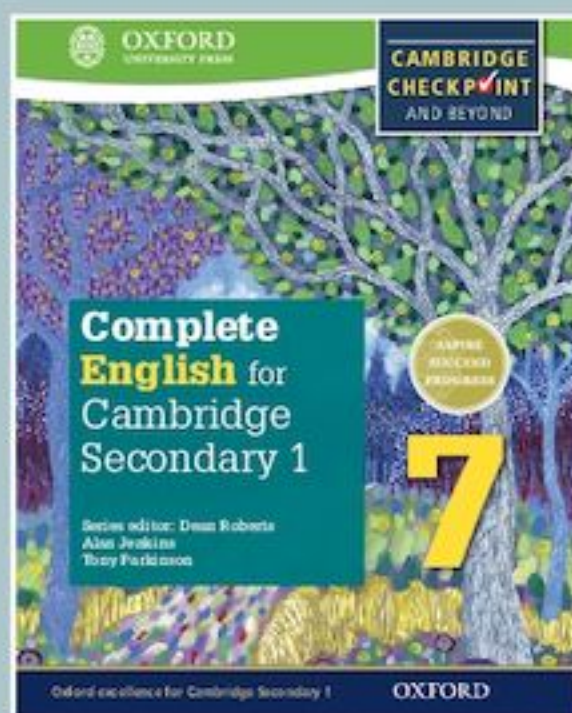
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1

### Adventurous adverbs

1. Complete the following paragraph using the monkey's adverbs.

The monkeys are \_\_\_\_\_  
curious creatures. These cheeky  
characters are supposed to live in  
a nature reserve but they roam  
\_\_\_\_\_ all over the Rock,  
much to the delight of the gullible  
tourists who gaze \_\_\_\_\_  
at them. They don't realise until it is too late how  
\_\_\_\_\_ aggressive these little monsters can  
be. Yes, you've guessed, I am \_\_\_\_\_ biased  
but I am also \_\_\_\_\_ scared of all those teeth  
and sharp claws. The latest estimate is that there are  
over 100 of these silent assassins \_\_\_\_\_  
living on the Rock so avoiding them is impossible.

2. Fill in the tree below with five other adverbs.

5

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ISBN 978-0-19-836468-9

