

Personal Recount (1)

Word Use 3: Adverbs

The writer uses descriptive adverbs to paint a clear picture of how the penguins moved.

It was fun to watch them torpedo through the water and jump out of the water and onto the ice.

Readers get an idea of how perfect the weather was on the day of the excursion.

It was an _____ fine Wednesday morning.

Adverbs are often used to tell us more about verbs. In the above sentence however, the adverb gives more information about the adjective “fine”.

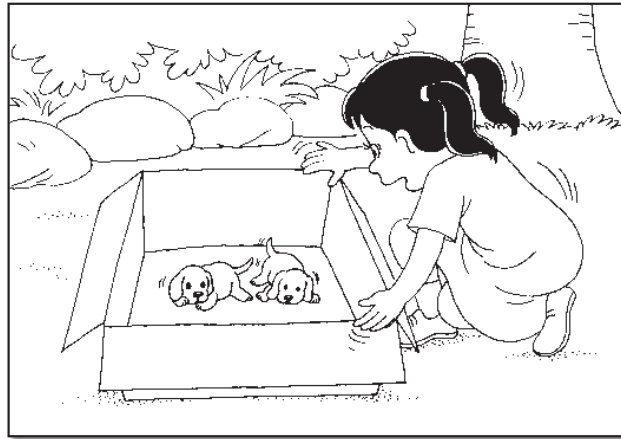
Adverbs not only modify verbs, they also qualify the meaning of adjectives, other adverbs, clauses and sentences.

_____, I crept into the deserted hut.

Exercise 4

Fill in the blanks with the most suitable adverbs from the list below.

hysterically	exceptionally	energetically	nervously
soundly	lazily	outrageously	adoringly



1. Sandy gazed _____ at the newborn puppies frolicking in the nest.
2. Sarah is an _____ bright student.
3. I slept so _____ that I didn't hear anything when the cat upset a jam jar in the middle of the night.
4. _____, I flipped through the pages of the test booklet.
5. We laughed _____ at Mr Desmond's silly jokes.
6. The toddler bounded _____ around the park.
7. She bought a dress that was _____ expensive.
8. _____, I lay down on the mat and fell into a deep sleep.

Personal Recount (2)

Beginning Sentences in Different Ways

Look at the following example from the draft of *The Day I Spring Cleaned My Room*.

I hated tidying the bookcase the most. It was near the window and the books hadn't been touched for months. It was very dusty all over. I had to endure the sight of the ugly mounds of dust and breathe in dusty air as I cleaned the bookcase. I moaned and groaned but my mother was not moved. I had to tidy the book case, because everything had to be perfect for the new school year.

Notice the sentences begin with either "I" or "it".

Now, look at the following revised copy.

The worst part of my duties was tidying the book case. It was near the window and the books hadn't been touched for months. Hence, thick layers of dust had collected all over the shelves. I had to endure the sight of the ugly mounds of dust and breathe in dusty air as I cleaned the book case. My moans and groans failed to move my mother. The bookcase must be tidied by hook or by crook, because everything had to be perfect for the new school year.

This extract has more variety as sentences are begun in different ways. As a result, it sounds more interesting to the reader.

Exercise 5

One sentence in each pair is underlined. Rewrite the sentence so that it begins in a different way.



I was on Orchard Road with my parents the day before Christmas Eve. I saw lots of people doing their last minute shopping.

All around us were people doing their last minute shopping.

1. We were there to see the Christmas light-up. We were captivated by the gaily lit shopping malls and stopped to take photos.

2. We saw groups of carollers entertaining onlookers with Christmas favourites. We could feel the spirit of Christmas as they sang so passionately!

- 3 We returned home just after midnight. We were tired but happy with our Christmas night out.

Punctuation: Direct Speech

Using dialogue will not only bring your characters to life, but also help move the story along.

When using direct speech, note the following:

He asked, “Princess, why are you crying?”

1. Put quotation marks before and after the speaker’s exact words.
2. A comma goes before the last quotation mark, if the tag line (e.g - said Mum) comes after the spoken words.

“Today’s Science test was really difficult,” said Max with a sigh.

3. Alternatively, put a full stop before the last quotation mark if the spoken words come at the end of the sentence.

Mrs Zhao said, “Please listen carefully to the instructions.”

Note: If the spoken words are a question or an exclamation, use the appropriate punctuation mark instead of a comma or full stop. See (5)

4. If the tag line comes in the middle, you put a comma after it.

“Agnes,” said Dad, “call me once your lesson ends, and I’ll come and pick you up.”

5. Question marks and exclamation points go before the last quotation mark at the end of the spoken words.

“How steep is the climb to the Surprising Cave?” asked the tourist.
“That’s impossible!” yelled Nina.

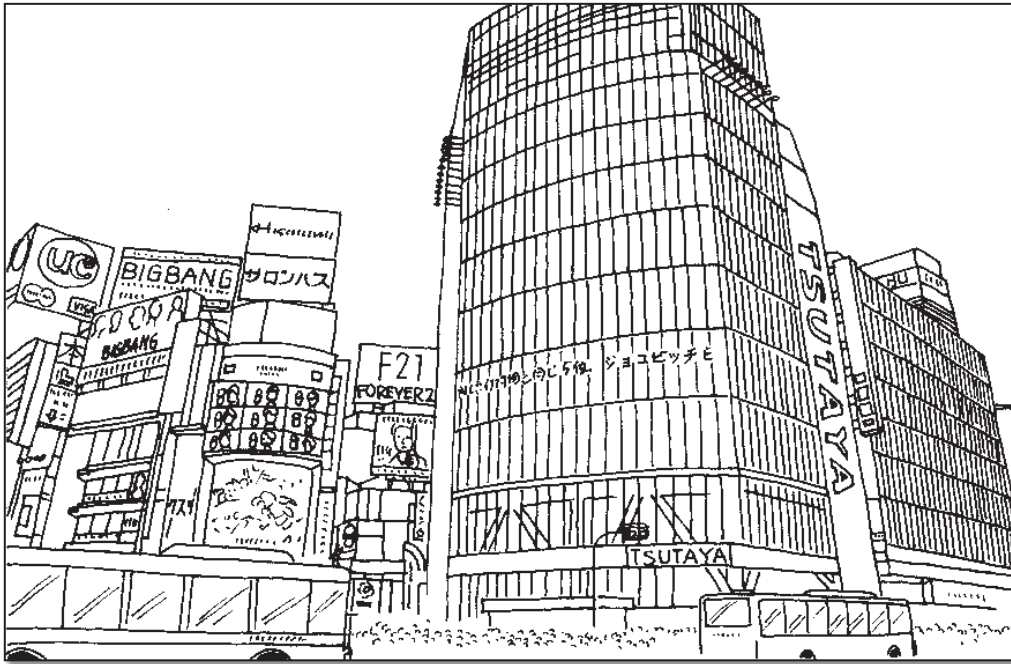
6. In a story, there may be different characters speaking to one another. Remember to begin a new line for the spoken words of each new speaker.

Imagine the King had a conversation with the prince and princess after the prince told his story about how he transformed into a frog. Read the dialogue as follows.

“How amazing!” said the King.
“Yes, if the Princess hadn’t kept her promise, I’d still be hopping around the pond,” remarked the Prince.
“Getting the ball back was the first thing on my mind, so I agreed to make the promise. After that, I felt I could not go back on my word,” the princess explained.
“So, all’s well that ends well!” said the King with a laugh.

Exercise 4

Draw a tick against the sentences that are punctuated correctly. One has been done for you.



1. Which is the way to Platinum Shopping Mall?,” asked Jason.
2. Gina shouted, “Get out of my way, you bully!”
3. “Terry” said Dad, “It’s getting late. You’d better be off to bed.”
4. “This building is 60 storeys high!” exclaimed Jean.
5. Mum commented, “That was a delicious cake you baked, John”.
6. “I’ll write as I soon as I arrive” assured Jane.
7. “Please leave by the back door,” instructed the guard.
8. “Welcome to Tokyo”! greeted the tour guide.

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Story Elements: Main Character

When reading a story, you can learn about characters in the following ways:

1. Through the narrator's description
2. From what the character says and how he/she speaks
3. Through the actions/thoughts/behaviour of the character
4. From what other characters say about the character

Look at the following chart outlining details about Julian, the main character of Mother's Day.

JULIAN

Appearance: Large, rotund boy

Characteristic behaviour: Moves noisily and quite clumsily

Personality: Artistic, good with words, careless, resourceful

Likes: Art, writing

Dislikes: Unknown

Exercise 3

Use the chart below to outline details about the main character of the story 'Lost!' that you wrote an introduction and ending for.

Character Description

Name: _____ Age: _____ Gender: _____

Family: _____

Lives: _____

Likes: _____

Dislikes: _____

Appearance: _____

Behaviour: _____

Interesting habits: _____

Character: _____

What might your character say? How might he say it? Write a line of dialogue that you would expect the character to speak.

What might other characters say about him/her?

Grammar: Phrasal Verbs

A phrasal verb is a verb followed by a small word like *up*, *into*, *after* or *off*. The small word can be either an adverb or a preposition. This two-part verb has a different meaning from the original verb itself.

If ever you have a problem, you can **count on** me to lend a hand.

In the above sentence, the phrasal verb “count on” means “to depend or rely on somebody”. The following is a list of phrasal verbs and their meanings.

Phrasal verb	Meaning
add up to	equal
back someone up	to give support
bring someone up	raise a child
call something off	cancel
chip in	contribute money to help pay for something
drop in	visit without making prior arrangements
get over something	recover from an illness, loss or difficulty
grow out of	get too big for
let someone down	not do what you promised and what other people expect

make up	stop being angry with someone and to be friends again after a fight or argument
pass out	faint
run out of	to finish or use up something so that there is none left
sort out	resolve a problem
take after	resemble or look like someone
warm up	prepare body for physical activity like exercise or sport

Exercise 3

Fill in the blanks with suitable phrasal verbs from the list above. Use the correct form of the verbs where necessary.



- 1 Mike and I would always _____ soon after a bad quarrel.

2. Each of us _____ to pay for Martha's birthday present.

3. Everybody says that I _____ my father. Like him, I have a quick temper and sharp tongue.

4. Always _____ before you start an exercise routine.

5. I needed new shoes as I had _____ my old pair of *Mary Janes*.

6. Mr Tan still hasn't _____ the loss of his large fortune that he took all his life to build up.

7. Gerald, who lost his parents at a young age, was _____ by his grandmother.

8. We went to the supermarket because we had _____ rice, sugar and flour.

Editing

Before sending your note, check it through for mistakes in spelling, punctuation and grammar. Here are some possible mistakes to look out for.

1. Tense

Last week I	the Botanic Gardens.		WRONG
Last week I	the Botanic Gardens.		CORRECT

2. Prepositions

Aunt Jenny has left	further studies in Britain.		WRONG
Aunt Jenny has left	further studies in Britain.		CORRECT

3. Punctuation

I enjoy reading	books.		WRONG
I enjoy reading	books.		CORRECT

4. Spelling

	were a lot of students at the museum.		WRONG
	were a lot of students at the museum.		CORRECT

Exercise 4

There are 6 mistakes in spelling, punctuation and grammar in the following note. Circle the mistakes and write the corrections in the spaces provided according to the order in which they occur. The first is done for you.



17th September 2016

(dear) Alyssa,

It was so kind for you to visit me during the week when I was sick and to go through the lessons that I was missing then. It is all due to you that I was able to cope so well with the lessons now that i am back at school. Words cannot express how grateful I am for the way you helped me in my time of need. Thank you so much, Alyssa.

If ever you needing a helping hand, I will also be there for you.

Lovingly,

Trinity

1. Dear

2. _____

3. _____

4. _____

5. _____

6. _____

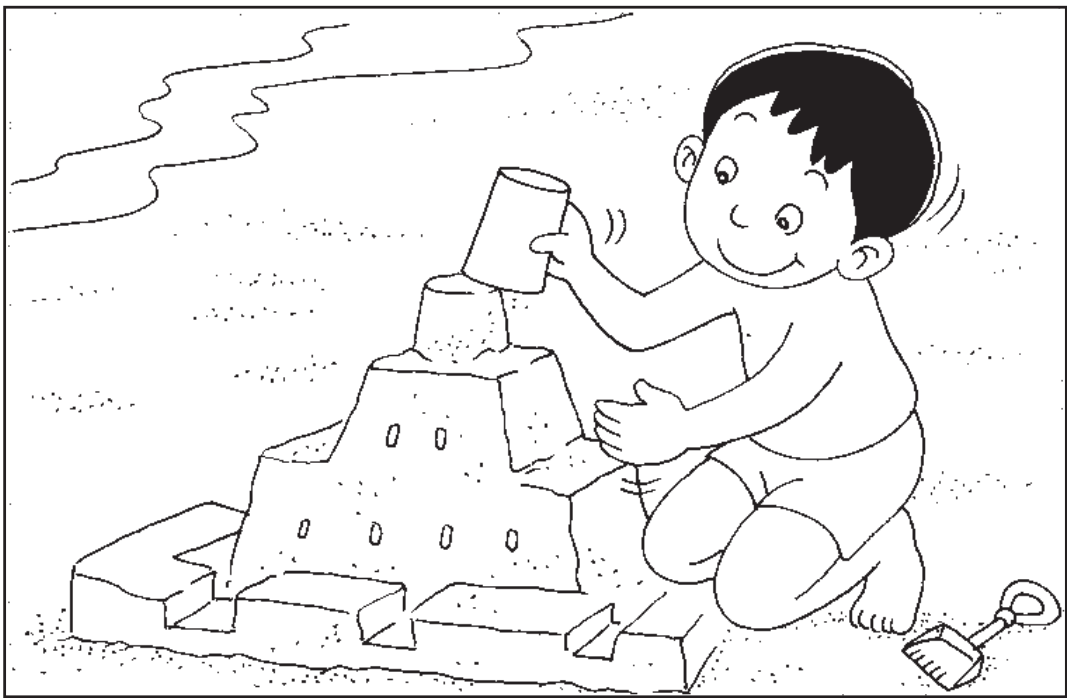
Sentence Fragments

A sentence is a group of words that expresses a complete thought. Always write complete sentences in your compositions.

A fragment may look like a sentence just because it ends with a full stop, question mark or exclamation point. However, when it is missing a subject or predicate, it is no longer a complete sentence but becomes a fragment.

The **subject** is what or whom the sentence is about.

The **predicate** tells what the subject is or does.



Raymond likes to build sandcastles at the beach.

(Subject)

(Predicate)

All the graduating students held their scrolls proudly.

(subject)

(Predicate)

The construction workers took a break after a day of toil.

(subject)

(Predicate)

If the above sentences were written as fragments, they look like this.

Likes to build sandcastles at the beach.

This fragment has no subject.

All the graduating students.

This fragment has no predicate.

Took a break after a day of toil.

Can you tell why this is a fragment?

Now, look at the following fragment.

Although the teacher is angry.

It is a dependent clause, which is a group of words that has both a subject and a verb but cannot stand alone as a sentence. Dependent clauses begin with subordinate conjunctions - words such as “although”, “if”, “because”, “after”, “while” and “since.”

Exercise 2

Write whether each item is a sentence or a fragment in the space provided.

1. Ran so fast that she tripped and fell. _____

2. She slammed the door behind her. _____

3. While the rabbit hopped across the road. _____

4. Needs a fresh coat of paint. _____

5. After he got lost in the wood. _____

6. The hardware shop in the corner has closed down due to poor business. _____

7. Was punished by the teacher for not completing her homework. _____

Grammar (2): Adverbs and Adverb Phrases

We use adverbs and adverbials to give more information about a verb.

Adverbs are one-word items that tell us more about the action of a verb.

My mother took me to the doctor **promptly**.

The highlighted word is an adverb of manner.

Adverbs of manner tell us how something happens.

You form an adverb by adding **-ly** to an adjective.

prompt > **promptly**

lazy > **lazily**

If the adjective ends in a **consonant + -y**, change **-y** to **-ily**.

Here are examples of other kinds of adverbs.

Let's go ice-skating **at 7 o'clock** . *Adverb of Time*
 Everybody is waiting for you **in the hall** . *Adverb of Place*

Adverb phrases are groups of words that tell us about when, where, where, how and why things happen.

The word "adverbial" is used to refer the whole adverb class, which includes both one-word adverbs and adverb phrases.

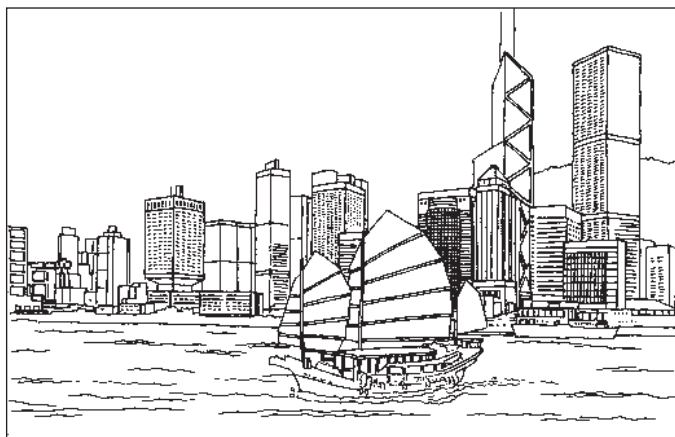
Here are examples of different types of adverb phrases.

Example	Adverbial	Use
Yesterday I was cycling in the park when I fell off my bike and hurtled down a short flight of steps .	Adverbial of place: “in the park”	tells where an action happened
	Adverbials of direction: “off my bike”; “down a short flight of steps”	tells the direction of movement and answers the question “where to?”
My mother has hired a private tutor who will go through in detail the lessons I am now missing.	Adverbial of manner: “in detail”	tells about the way in which something is done answers the question “how”
I will have to go to the doctor for a review of my condition <i>after the three weeks of rest</i> .	Adverbial of purpose: “for a review of my condition”	answers the question “what for”
	Adverbial of time: “after the three weeks of rest”	tells when something gets done
The doctor has given orders for me to rest at home for three weeks .	Adverbial of duration: “for three weeks”	answers the question “how long”

Exercise 3

Fill in the blanks with the adverbials given in the box. The type of adverbial you should use is given in the brackets.

at the MRT station	with brooms	go bananas
in the early 1970s	for a milkshake	at the top of our voices
for three years	on the side of the road	past the bank



1. Sean is going to live in Hong Kong _____. (adverbial of duration)
2. Not long ago, people used to sweep their homes _____. (adverbial of manner)
3. I finally found my missing wallet _____. (adverbial of place)
4. Mobile phones first appeared _____. (adverbial of time)
5. We walked _____ on our way to school. (adverbial of direction)
6. They are going to the cafe _____. (adverbial of purpose)
7. We screamed _____ when the snake appeared. (adverbial of manner)
8. A taxi stood waiting _____. (adverbial of place)

Editing

Before you send an email, check through for any mistakes in spelling, punctuation or grammar. Also check for any typo errors.

A typo error is a typing mistake. Sometimes you hit the wrong key on the computer keyboard when typing.

In the meantime, I will attempt to study on my own by reading ahead the next chapters of the school texts.

Can you spot the typo error?

Here is the sentence after it has been corrected.

In the meantime, I will attempt *to study* on my own by reading ahead the next chapters of the school texts.

The correction is shown in italics.

Exercise 4

Frederick wrote a second email to his teacher three weeks later. There is 1 typo error and 6 mistakes in spelling, punctuation and grammar. Circle the mistakes and write their corrections in the spaces below according to the order in which they occur. The first one is done for you.



To: Caroline Pang

From: fred124@freemail.com

Date: 17th September 2016

Subject: Good News

Dear Ms Pang,

As promised, I am writing again for update you on my present condition. Yesterday I went back to the doctor for a reveuw. He examined my foot and promptly declared that my fracture is now “clinically healed”, which means I am able to go back to school for lessons again.

My parents are now make all the necessary preparations for my return on Monday 24th september. I really missed school and I am glad that I can starts attending lessons from next week.

Thank you for your kind understanding.

sincerely,

Frederick Lim

1. to

2. _____

3. _____

4. _____

5. _____

6. _____

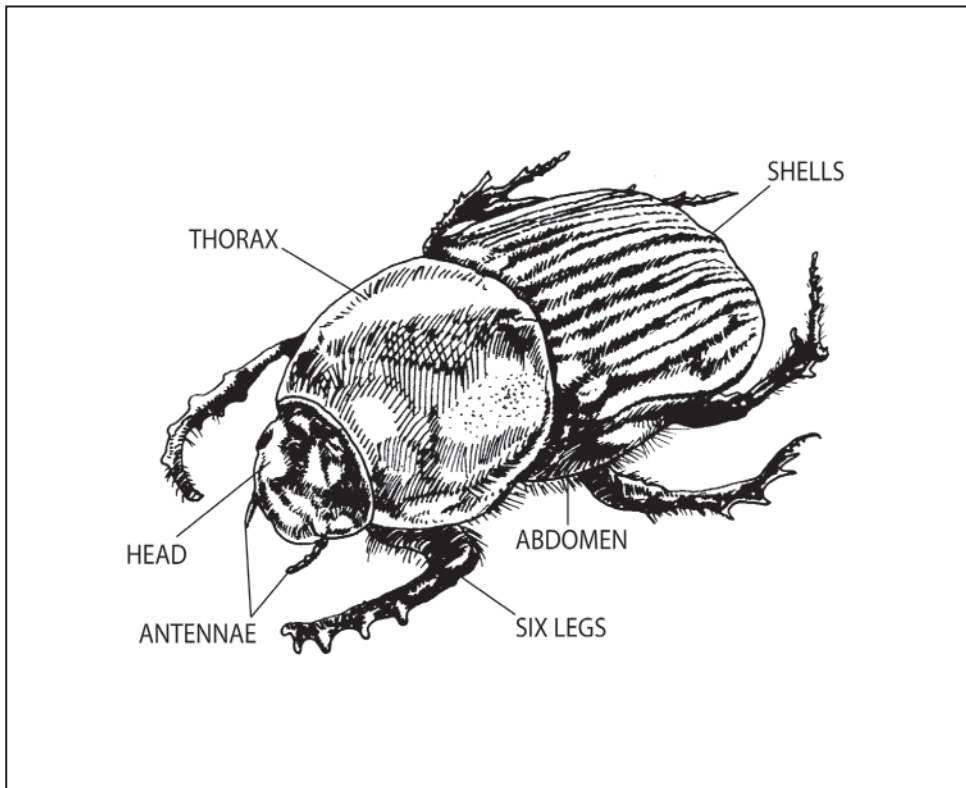
7. _____

Report (1)

Vocabulary Extension: Insects

Before you start writing a report about an insect, you need to build up an adequate vocabulary for describing these animals.

Like other insects, beetles have three parts to their body: the _____, _____ and the _____. They also have six _____, hard _____, called _____ and two _____.



Exercise 4

Match the following words with their correct definitions.

1. entomologist	(a)	arrange in groups
2. metamorphosis	(b)	chemicals made by insects that allow them to send a message to another of the same kind of animal
3. pheromone	(c)	a scientist who studies insects
4. mandibles	(d)	to shed an old skin when it becomes too small
5. molt	(e)	a group of creatures within a class that have similar characteristics
6. classify	(f)	paired jaws of an insect
7. order	(g)	the series of changes an insect goes through in its development from egg to adult

Report (2)

Grammar: Subject-Verb Agreement

In a sentence, the subject and verb in sentence must match or agree with each other. This is called **subject-verb agreement**.

Note the following rules:

1. A singular subject takes a singular verb.

Look at the following examples from ‘Desert’:

The Sahara Desert stretches over 5000 kilometres from the Atlantic Ocean to the Red Sea and covers more than a quarter of the continent of Africa.

In the above sentence, the singular subject is highlighted and the verb is underlined.

2. A plural subject takes a plural verb.

Scientists make the Gobi Desert in Central Asia the coldest desert outside of Antarctica.

In the above sentence, the plural subject is highlighted and the verb is underlined.

Look at the following examples:

In an oasis, there *is* an available supply of water throughout the year.

There *are* some deserts which have not received any rain for many years.

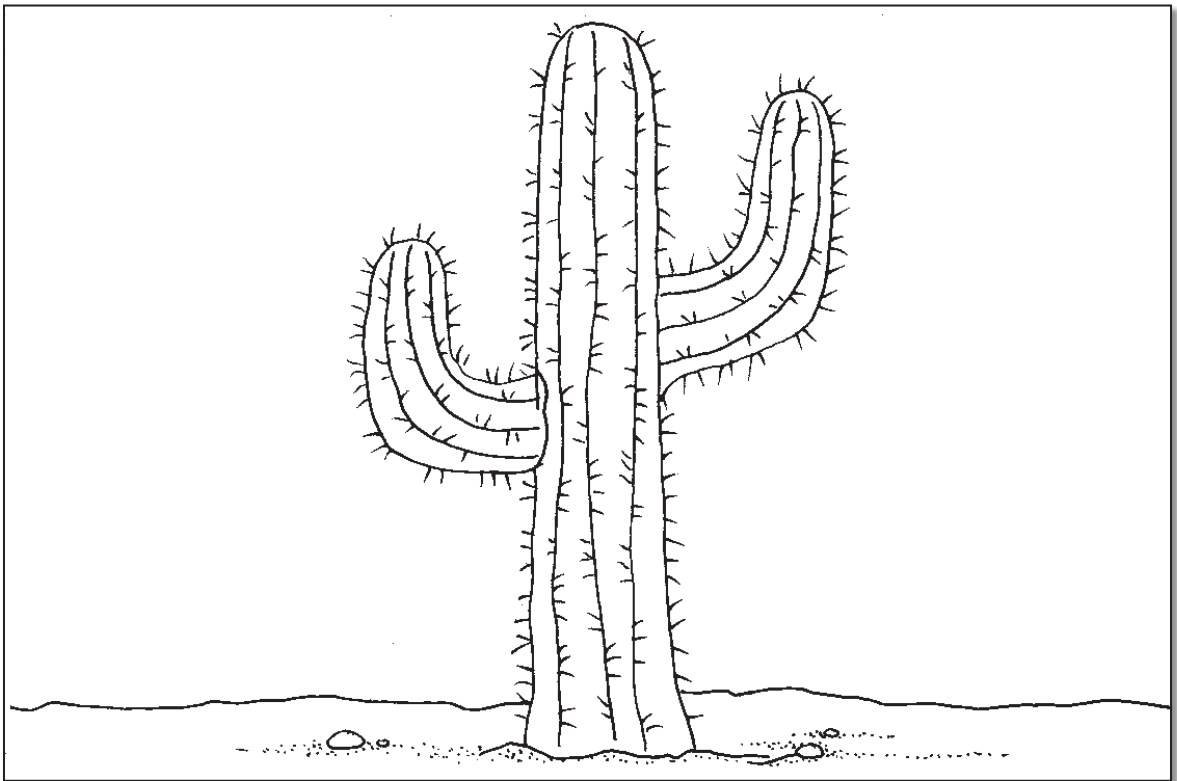
The word “there” is never a subject.

In sentences beginning with “there is” and “there are”, the subject follows the verb and still determines the number of the verb.

The verb is highlighted in the above sentence and the subject is shown in italics.

Exercise 4

Complete each sentence with the correct verb given in the brackets.



1. Saguaro cacti from Arizona _____ stems that are protected by thick skin and lots of prickly spines. (has, have)
2. Lake Eyre, the largest lake in the Australian outback, _____ dry for a century until rain fell in the 1950s. (was, were)
3. Nomads live in tents and _____ about the desert in search of fresh water and grazing sites for their animals. (move, moves)
4. Las Vegas, in America's Nevada desert, _____ so big that it draws in distant water sources to irrigate its parks and golf courses. (is, are)
5. Some parts of the Arctic _____ less rain than the Sahara Desert in Africa. (receive, receives)
6. Reptiles such as the chuckwalla _____ underground in the cold of the night. (stays, stay)
7. Fennel foxes' pale fur _____ to reflect the heat and to keep them cool. (helps, help)

Procedure (1)

Grammar 2: Prepositions

To write clear instructions for a recipe, you have to specify how something is to be done by using the correct preposition.

Place one patty each half.
 Top the patties the lettuce and tomato slices, then drizzle
 tomato or barbecue sauce.

Exercise 2

Fill in the prepositions that are missing from the recipe below. Choose from the list of prepositions given below. Use the following pictures to help you.

for

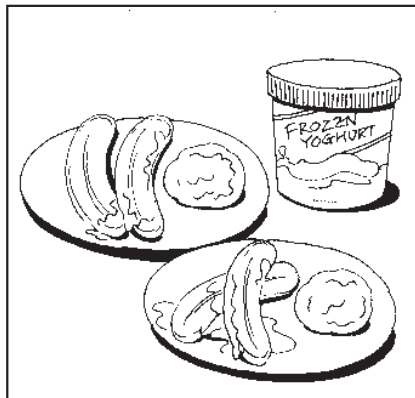
on

over

between

with

Caramelised Bananas



Ingredients:

- 2 medium bananas
- 1 tablespoon butter
- 2 tablespoons light brown sugar
- $\frac{1}{4}$ cup orange juice
- $\frac{1}{8}$ teaspoon ground cinnamon

Method:

1. Melt the butter in a saucepan _____ low heat.
2. Add brown sugar and lay the banana slices _____ top. Cook for 20 seconds. Then add the orange juice and cinnamon. Stir gently to coat the banana slices _____ the caramel. Allow to heat through _____ 1 more minute.
3. Divide the caramelised bananas _____ two dessert plates. Serve immediately with a scoop of frozen yoghurt.

Editing

Before sharing your recipe, check it through for mistakes in spelling, grammar and punctuation. Here are some reminders on what to check for.

1. Wrong form of the imperative verb

your hands to mix everything well.	WRONG
your hands to mix everything well.	CORRECT

2. Wrong punctuation mark

Fry the patties on a medium heat?		WRONG
Fry the patties on a medium heat.		CORRECT

3. Wrong preposition

Place one patty each half.		WRONG
Place one patty each half		CORRECT

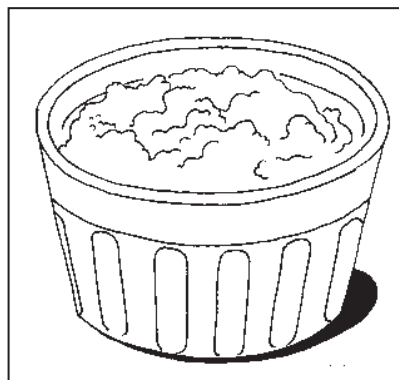
4. Spelling problems

chop the onion.		WRONG
chop the onion		CORRECT

Exercise 3

The following procedure contains 6 mistakes in spelling, punctuation and grammar. Draw a circle around each mistake. Write your corrections in the spaces provided, according to the order in which they occur. The first one is done for you.

Rice Pudding



Ingredients:

2 cups milk, plus ¼ cup extra milk

½ teaspoon vanilla extract

½ cup medium grain white rice

100 g sugar

ground nutmeg, to serve

Method

1. **Places** 250 ml milk, vanilla and sugar in a small saucepan. Bring to a boll over medium heat. Add in the rice and gently simmer for 20 minutes, stirring regularly?
2. While the rice is cooking, add the remaining milk for keep the mixture from getting dry.
3. Once the mixture thickens, remoove from heat. Spoon evenly into serving bowls. Sprinkling with nutmeg and serve immediately.

1. Place

2. _____

3. _____

4. _____

5. _____

6. _____

Grammar 2: Prepositions

We often use prepositions to write instructions.

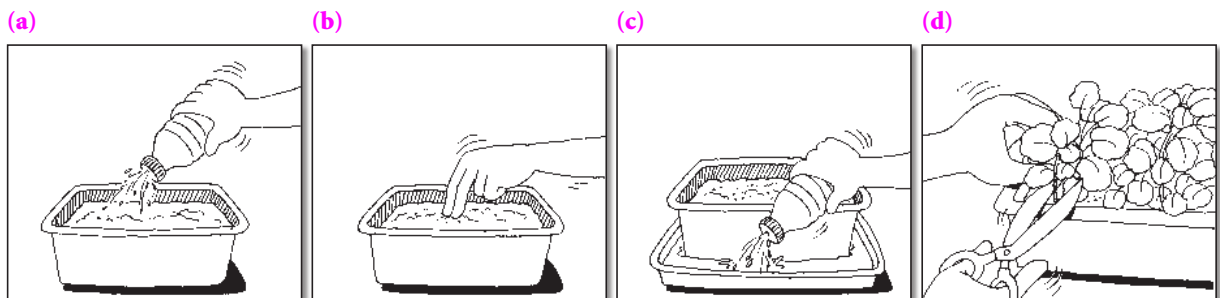
Prepositions are short words that link *nouns*, *pronouns* and *phrases* to other words in a sentence. We can usually tell from a preposition, where something is located or when something happened.

Plant your seeds about 6 mm (1/4 inch) deep _____ the pot.
When they have outgrown the pot, carefully transfer the plants _____ a large container of grow-bag compost.

Exercise 2

Some prepositions are missing from the procedure below. Look at the pictures provided and complete the instructions with the missing prepositions from the list below.

onto	with	out of	by	into	at	for
------	------	--------	----	------	----	-----



How to Grow Windowsill Watercress

What you need:

watercress seeds
recycled container
hammer and nails
compost
plastic tray
lots of moisture
pair of scissors

Steps:

1. Prepare a recycled container _____ making holes in its base. Fill it $\frac{3}{4}$ full _____ compost. Place the container on a plastic tray and moisten the soil.
2. Scatter watercress seeds _____ compost and gently press them _____ the soil. Cover the container and place it on a cool windowsill, _____ direct sunlight.
3. Check that there's always water in the tray, as the soil needs to be kept moist _____ all times.
4. It takes about four weeks _____ the watercress to grow. Using a pair of scissors, snip off the top shoots to allow the watercress to regrow quickly and become bushier.

Editing

Before sharing your procedure, you should read it over to edit for spelling, punctuation and grammar.

Possible mistakes you may find:

1. Wrong form of the imperative verb

with compost and water it well.	INCORRECT
with compost and water it well.	CORRECT

2. Wrong preposition

Make sure the soil is well watered, especially	dry weather.
	INCORRECT
Make sure the soil is well watered, especially	dry weather.
	CORRECT

3. Wrong punctuation used

Rinse and drain the seeds with cold water	twice a day?
	INCORRECT
Rinse and drain the seeds with cold water	twice a day.
	CORRECT

4. Spelling mistake

The first leaves will be ready to eat after about three weeks.	INCORRECT
The first leaves will be ready to eat after about three weeks.	CORRECT

5. Wrong conjunction

the first shoots start to sprout, they are ready to be planted in a bigger container. INCORRECT

the first shoots start to sprout, they are ready to be planted in a bigger container. CORRECT

6. Wrong article (a/an/the)

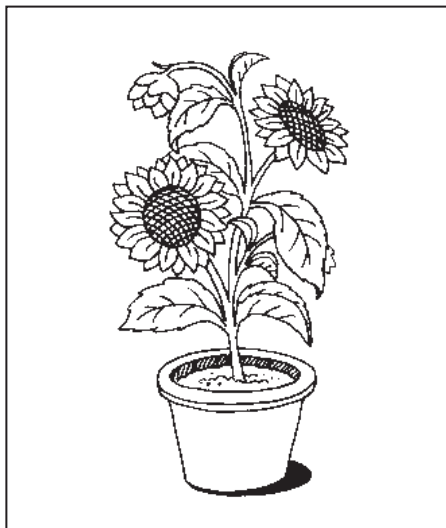
Thin out your carrot plants as they push through soil. INCORRECT

Thin out your carrot plants as they push through soil. CORRECT

Exercise 3

There are 7 mistakes in the following procedure. Circle the mistakes and write their corrections in the spaces below, according to the order in which they appear in the procedure. The first one is done for you.

How to Grow Sunflowers



What you need:

sunflower seeds
medium sized pot
soil
organic plant food
large tub
tall bamboo cane
soft string

Steps:

1. Take a medium-sized pot, drilled holes into its base and fill with soil. Tuck a sunflower seed 1 inch (3 cm) deep onto the soil.
2. Place the plant in the sunny spot and water it well.
3. Soon after the leaves appear, transfer the sunflower plant to a large tub filled with soil! Feed your plant with an organic plant food. Watering the plant regularly, but not too much, so the plant will eventually die.
4. If it is placed in a windy spot, you may need to stake your plant with a tall, sturdy bamboo cane tied to a railing or fixed object.

Corrections:

1. drill
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

Exposition (1)

Opening Paragraph

Aim to get your reader's attention in your opening paragraph by using precise words or phrases.

Look at the following draft of the text '*Keeping Fit*.' How may you rephrase the highlighted words?

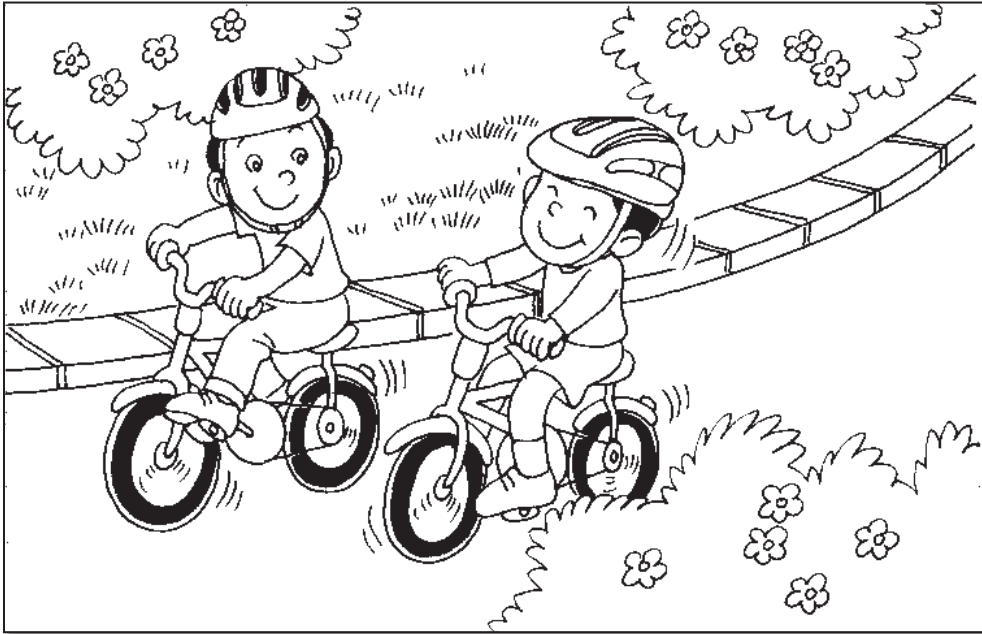
Do you spend **hours** playing video games? Are you always sitting in front of a television or a computer? We might say there is nothing wrong with these activities. But do you know that spending too much time doing them stops you from being fit? That means you can become **unhealthy**. You might get all sorts of health problems and serious illnesses. You will also miss out on many exciting and fun activities. So I urge you **to stop**!

Now, look at the revised copy of the text. Notice how the writer has replaced the highlighted words with more specific expressions.

Do you spend **hours** playing video games? Are you always sitting in front of a television or a computer? We might say there is nothing wrong with these activities. But do you know that spending too much time doing them stops you from being fit? That means you can become **unhealthy**. You might get all sorts of health problems and serious illnesses. You will also miss out on many exciting and fun activities. So I urge you **to stop**!

Exercise 3

Read the two versions of an opening paragraph for a composition on “Exercising safely”. Circle the precise word or phrase that replaces each highlighted word in Version 1.



Version 1

More people are getting exercise nowadays. Many of us play a sport to keep fit. However, unless we protect ourselves with the right **gear**, we might **hurt ourselves** when playing. I urge that **children** should be required to wear **protective gear** while playing a sport.

Version 2

More people are getting exercise nowadays. Many of us play a sport to keep fit. However, unless we protect ourselves with the right safety gear, we might suffer injuries when playing. I urge that children under the age of 16 should be required to wear helmets while playing a sport.

Exposition (2)

Opinion Statements

To effectively convey how you feel on a certain issue, write opinion statements that are clear and specific.

Buses, trams and trains offer a quick and convenient way to get around the city or the suburbs. With more buses on the roads and an expanded network of train routes, it is clearly the preferred choice for many people, including me!

Exercise 4

Read each of the following pairs of opinion statements. Draw a tick against the statement which effectively conveys the writer's opinion.



1. (a) Students should be given less homework so that the high stress of attending school will be reduced.
(b) Students already have to cope with a lot of stress at school. Giving them less homework will help lessen the stress so that they will be able to enjoy school.
2. (a) Uniforms instil a sense of discipline and foster unity among students.
(b) If students wear uniforms instead of their own clothes, they will be a more disciplined lot, and moreover there will be greater unity among them.
3. (a) There should be a pedestrian crossing on Still Road, as it can be heavily congested with cars at the end of the school day.
(b) As Still Road can get heavily congested, a pedestrian crossing would help towards ensuring the safety of our students.
4. (a) If children are allowed to set their own bed times, we cannot be sure they will ever go to bed!
(b) Children should not be allowed to set their own bedtimes, because they will take their time to go to bed and end up not getting any sleep at all!
5. (a) It is better to live in a flat than a house, because flats are cheaper and much easier to clean.
(b) Flats are more affordable than houses, and moreover they are easier to clean because of their compact size.