

Personal Recount

Writing the Title

Here are some tips for writing a title:

1. It should be appropriate to your story.
2. Write an interesting title to attract the reader's attention.
3. Keep it clear and simple.

The title of the sample recount of this unit is based on a phrase in the second paragraph of the story – “*one hot dog for one*” promotion:

“One for One” Hot Dogs

Exercise 4

Refer to Jules' recount in Exercise 1 on his holiday in Disneyland. Check your answers and then read the recount again. Write three different titles for the recount on the lines provided below.

1. _____

2. _____

3. _____

Factual Recount

Grammar: Adjectives, Adjective phrases, Adjective clauses

An **adjective** is a word that describes a noun.

_____ balloons were released amidst
200 cheers from the students.

An **adjective phrase** is a group of words that function as an adjective. In other words, they modify the noun or pronoun in a sentence.

Everything ended with a bang when the choir led the audience
in a _____ session during which everybody
participated with enthusiasm.

The adjective phrase in the above example consists of two adjectives “rousing” and “singalong” in a row.

An adjective phrase may also begin with an adverb (e.g. extremely), a preposition (e.g. of, in, on) or a participle (e.g. purchased, joining). In these adjective phrases, the head word is an adjective.

It was an _____ day.
Students _____ have to submit their consent forms at
least one week in advance.
The department store _____ is having a bumper sale today.
Goods _____ cannot be exchanged or returned
under any circumstances.

Here is another example from the ‘*Starlight’s Pool Opens with a Splash!*’

The president of the school’s alumni association Mr Richard James gave a speech

In this sentence, the adjective phrase begins with a present participle.

An **adjective clause** performs the same function in sentences as adjectives do. An adjective clause - also called a relative clause - fulfill three requirements:

1. it contains a subject and a verb
2. it begins with a relative pronoun (*who, whom, whose, that* or *which*)
3. it does the work of an adjective (i.e. modify a noun or pronoun)

All the students of Starlight Primary now have a swimming pool to call their own, thanks to the efforts of everybody

Exercise 4

Read the following news report. Underline any 4 adjectives, circle 3 adjective phrases and draw brackets around two adjective clauses.



A strange dream about flying 3D monsters led 11-year-old Petrina Lau to compose a science fiction story which yesterday won her the top prize in the nationwide Story Writing Competition for 2013.

The bright, confident student of Rivervale Primary School walked away with a gold trophy, \$5,000 cash and an encyclopaedia worth \$450.

As one of the judges Ms Amy Fernandez said, Petrina combines a skill for crafting bold, imaginative storylines with a flair for strong, vivid and evocative writing.

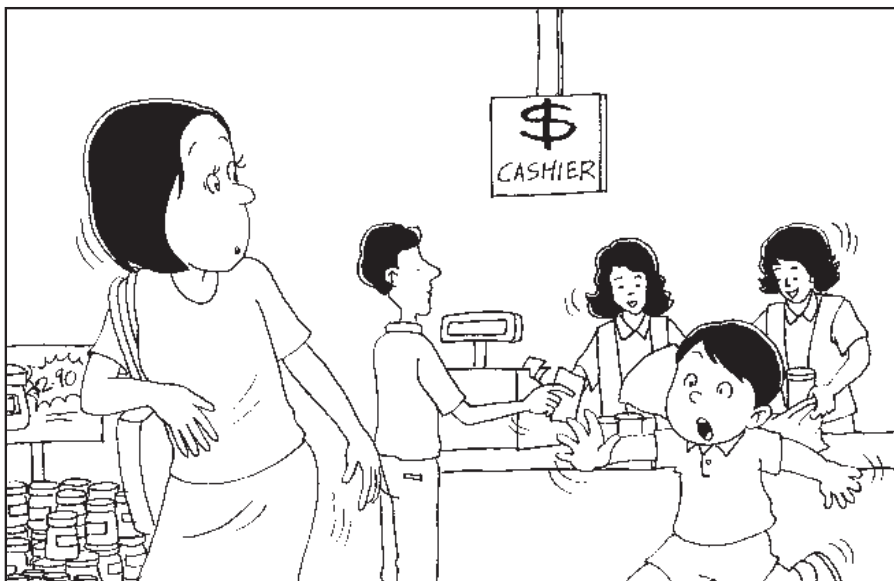
“I will spend on gifts for my family, some books and an iPod, then save the rest,” said Petrina when I asked her what she plans to do with the prize money.

Of her astounding win, Petrina said she was fortunate to have had the constant support of her parents, who are both teachers in a secondary school.

Beginning Sentences in Different Ways

There are a variety of ways to begin a sentence. You may start a sentence with any of these parts of speech:

1. -ing verb
2. -ed verb
3. Adverb
4. Conjunction
5. Article
6. Preposition
7. Noun
8. Pronoun
9. Adjective



It was then that I spotted the lady marching past the cashier's and stepping out of the store! The store's assistant was not in sight at the counter. Immediately, I slammed the call bell again and again. When no one appeared after a few minutes, I bolted out of the store like Superman racing to nab errant crooks! A picture of dear Aaron smiling broadly above an article headlined "Brave boy catches thief" across the front page of the national daily, flashed before me.

In the above example, the writer began his sentences with various parts of speech:

It – impersonal pronoun

The – article

Immediately – adverb

When – conjunction

A - article

Exercise 2

Write sentences beginning with the following words.

1. In: _____

2. Burnt: _____

3. Few: _____

4. Without: _____

5. Running: _____

6. Even: _____

Ending a Story

In the sample narrative of this unit, the writer concludes his story with a circular ending. He uses the same scene with which he began the story – the cobbler working on the sidewalk. The difference is that circumstances have now changed for the cobbler, who is hopeful that business will change for the better.

Look at the introduction again:

As he sat double bent on his chunky wooden stool, the old man dexterously laid a brand new sole onto an old shoe, then hammered in a row of nails to secure it, never once distracted by the traffic or the scores of people pounding the busy sidewalk. For as long as he could remember, Liu had been stationed on his little territory on the sidewalk, mending shoes for a living.

Now, look at the following ending:

Liu sat up on his wooden seat, his usually tired eyes lighted up with a glimmer of hope and his lined faced relaxed into a hint of a smile. Then he picked up the shoe, inspected the worn out heel, and set to work intently. Streams of people poured down the sidewalk amidst the roar of the traffic and the cobbler mended and mended the shoes, now more purposefully than ever.

Here is another way of ending the story:

As Liu sat up on his wooden stool, he muttered a silent word of thanks to the Almighty for the change of fortunes today. Things might just change for the better now, the cobbler thought to himself.

In this example, the story ends with the main character reflecting on the things that had happened to him.

Exercise 3

Refer to the story 'A second chance' and write an effective ending on the lines provided below.

Punctuation

Using the correct punctuation marks help make your writing easy to understand. It would be difficult to understand a letter or story that has no full stops, capital letters or commas.

Here are some of the rules for punctuation.

1. End every sentence with a full stop, question mark or exclamation point.

I want to tell you how much I enjoyed the party.
Do you like the mug I gave you?
Have a Merry Christmas!

An exclamation mark is used after a sentence that expresses excitement or strong emotion. It also indicates that the speaker is shouting or emphasizing a point.

2. Comma (,)

We use a comma after an introductory phrase in a sentence.

During the Brownies' group meeting this afternoon, Ms Chua announced that there will be a weekend camp on the school grounds from 10th June to the 12th.

In the above sentence, the introductory phrase is shown in italics.

3. Apostrophe

Use the apostrophe to show possession.

the Brownies' group meeting

In the above example, the apostrophe is inserted after the “s” since it is a plural noun that ends in -s.

With singular nouns and most personal names, add an apostrophe before the -s.

Jim's dog is barking fiercely.

Use the apostrophe with contractions.

having a great time on the beach with my friends.
never swum in the sea before.

4. Capitalisation

Use capital letters with names of people, places and events. Capitalise the months of the year and days of the week as well.

During the Brownies' group meeting, Shua announced that there will be a weekend camp on the school grounds from 10th June to the 12th.

Always capitalise the first word of a sentence.

Attached is a consent form for you to sign.

Always capitalise the word “I”.

Although the camp is not compulsory, I am very keen to join as I have never been camping before.

The diagram illustrates the structure of an email. It features a light blue box containing the following elements:

- Date:** A label in a blue box with an arrow pointing to the date "8th May 2013".
- Greeting:** A label in a blue box with an arrow pointing to "Mum,".
- Body/Note:** A label in a blue box with an arrow pointing down to a grey rectangular area containing the main text of the email.
- Signature:** A label in a blue box with an arrow pointing to the name "Patricia".

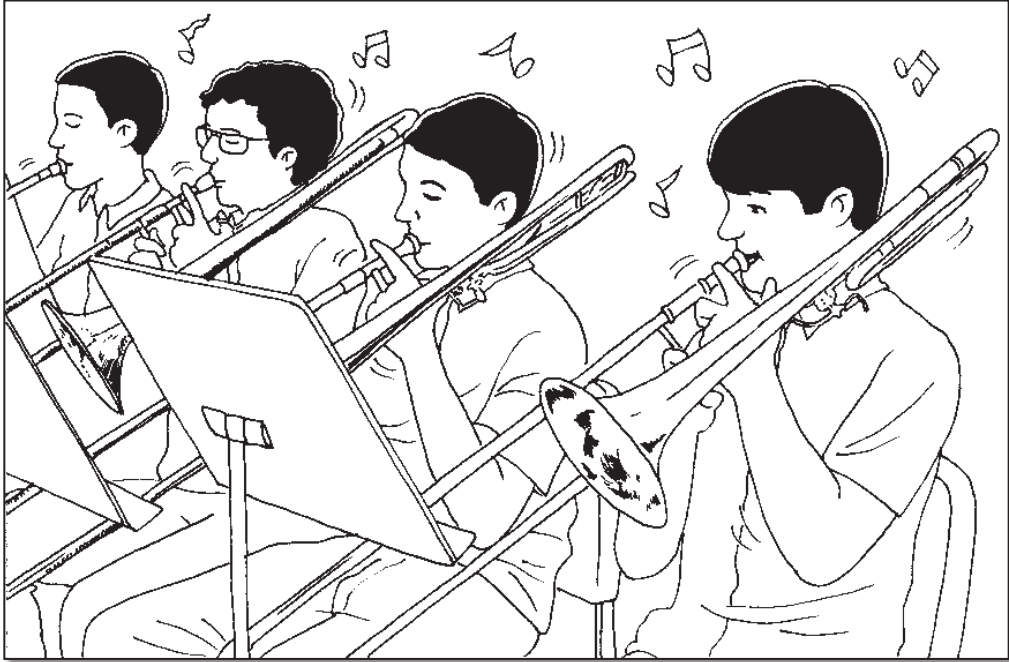
The main text of the email, located in the grey area, reads:

During the Brownies group meeting this afternoon, Ms Chua announced that there will be a weekend camp on the school grounds from 10th June to the 12th. Participants will only need to pay \$20 for the meals and other expenses.

Although the camp is not compulsory, I am very keen to join as I have never been camping before. Attached is a form that you will need to sign if you consent to my attending the camp.

Exercise 4

Punctuate the following note. Use full stops, question marks, exclamation marks, commas, apostrophes and capital letters. Write out the correctly punctuated note on the lines provided.



hi josh

heres a note to keep you up to date about school activities while you are recuperating at home
next weeks band practice will be postponed to the second week of september youll be back
by then which means you wont be missing anything

now for the big news the principal mr heng will be retiring at the end of the year and the
school will be organising a grand farewell concert in his honour itll be held at the end of the final
term the date hasnt been fixed yet

thats all the news for now keep busy and focus on getting well

till then

ray

Personal Letter

Sentence Fragments

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

A fragment results when an incomplete sentence is punctuated with a full stop, question mark or exclamation point, so that it looks like a complete sentence.

Humming a tune. She skipped gaily down the sidewalk.

The fragment is shown in italics above. It is actually a participle phrase that should modify a subject, “she” in the above example. The fragment is corrected as follows.

Humming a tune, she skipped gaily down the sidewalk.

Here is another example.



Some people dancing to the beat of the music.

Although there is a subject in the above fragment, the verb that accompanies it is incomplete. The past continuous verb is missing the auxiliary “were”. Here is what a complete sentence should look like.

Some people were dancing to the beat of the music.

Look at the following fragment (italicised).

After the rain had stopped. We made our way back to the hotel.

This is actually a dependent clause.

A dependent clause is a group of words that has both a subject and a verb but is unable to stand alone as a sentence. Dependent clauses begin with subordinate conjunctions - words such as “although”, “if”, “because”, “after”, “while” and “since.”

By inserting the correct punctuation, the fragment is transformed into a complete sentence.

After the rain had stopped, we made our way back to the hotel.

Here is another fragment (italicised).

Beyond the lake. The path zigzagged on its way to the foot of the towering mountain.

This is actually a prepositional phrase that has been disconnected from the main sentence. (A prepositional phrase is a group of words that consists of a preposition, its object and any other words that modify the object.)

This is what it should look like as a complete sentence.

Beyond the lake, the path zigzagged on its way to the foot of the towering mountain.

Exercise 4

Write “C” if a word group is a sentence and “F” if it is a fragment. Only four of the word groups are complete sentences. The first one is done for you.

Part A

1. Clutching an old map in his hand. F
2. Mary gone to the supermarket to get a can of sardines. _____
3. As I was doing my homework, Frisky lay at my feet purring contentedly. _____
4. Flashing a toothy grin and cuddling his toy. _____
5. To qualify for the lucky draw, you need to make a single purchase of at least \$50.

6. Although I knew the answer, I kept as quiet as a mouse. _____
7. Where the weather is sunny and warm all the year round. _____
8. In the evenings, they would sit by the fire and chat. _____
9. Deep in the woods by a river. _____
10. Who always gets angry with his students. _____

Part B

Now, rewrite each fragment as a complete sentence on the lines provided. Remember to write the number corresponding to each fragment. The first one has been done to help you.

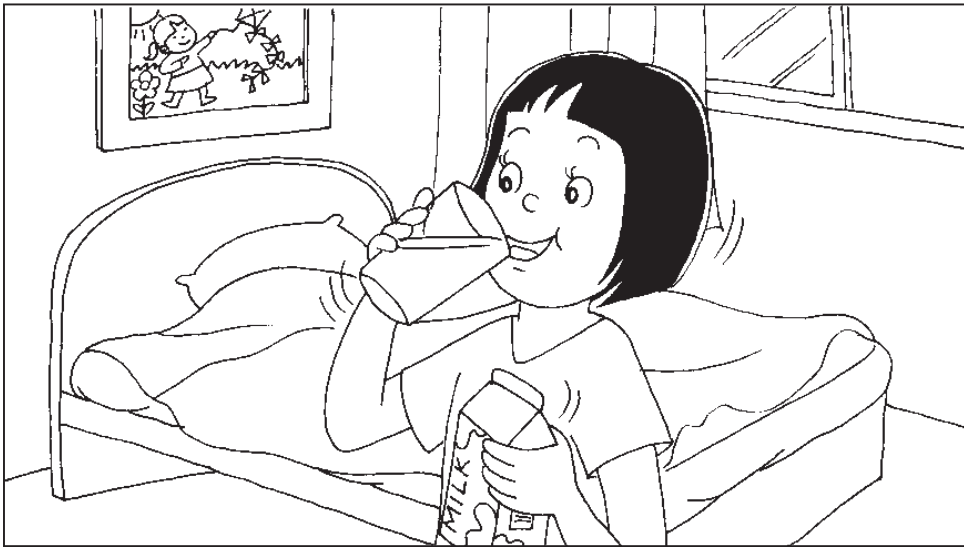
1. Clutching an old map in his hand, he went sightseeing around the town.

Avoiding Run-on Sentences

A run-on sentence is actually two sentences that are connected together without proper punctuation. Try to avoid run-ons in your writing.

Lena always drinks a glass of milk before she goes to bed this helps her fall asleep more easily.

A run-on can be corrected by inserting a full stop.



Lena always drinks a glass of milk before she goes to bed. This helps her fall asleep more easily.

The first word of the new sentence is capitalised in the above example.

Sometimes you can correct a run-on by inserting a conjunction.

Before Max sent his email, he checked it through and found the following run-on sentence.

If you're interested in the tour of the studio, you'll have to let me know as soon as possible the tour is limited to 35 participants aged 7 and above on a first-come-first-served basis.

He edited the run-on by inserting the conjunction "because" and adding a comma.

If you're interested in the tour of the studio, you'll have to let me know as soon as possible, because the tour is limited to 35 participants aged 7 and above on a first-come-first-served basis.

Here is another example:

The other activity is exciting in a different way it's a workshop on the Minangkabau people who live in West Sumatra.

Max edited the run-on by punctuating it with a full stop and capitalising the first word of the second sentence.

The other activity is exciting in a different way. It's a workshop on the Minangkabau people who live in West Sumatra.

Exercise 2

All the sentences below are run-ons. Correct them by inserting a full stop or using the correct conjunction. Make any other changes that are necessary.

1. The meeting starts at 3 pm sharp make sure you're early this time!

2. Jerry was quite worried about his results it had been a difficult exam for him.

3. The children could not find their way out of the forest the sun was setting and it was getting dark

4. I don't want anything special for Christmas I'll be happy with a little box of chocolates and a book of rhymes.

5. Willie was obese and still eating his teacher enrolled him on the school's special weight loss programme.

6. I love school and learning Science I don't like doing the homework very much.

7. White is my favourite colour it is the colour of snow and it symbolises purity and cleanliness.

8. She couldn't decide which extra-curricular activity to opt for there were so many choices that she was confused.

Word Use: Idioms

Idioms are words or phrases of expressions that cannot be understood by simply knowing what each word means. They have special meanings that you may not be able to guess even if you try.

There a couple of activities that I thought might

If something “catches your fancy”, you find it interesting or you’re attracted to it.

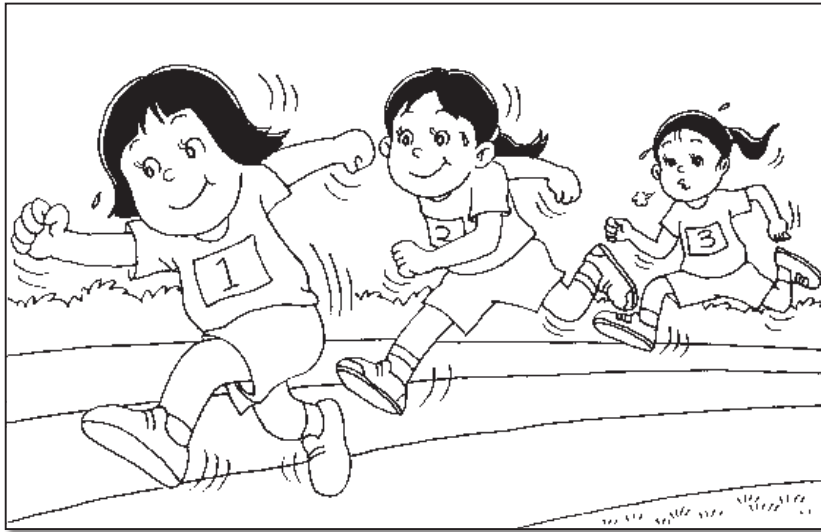
Justin, I know I can _____ with dead accuracy and I’m always right about you, so I’m quite sure that you’ll pick the radio tour!

The idiom “read your mind” means “to know what someone is thinking without them telling you”.

Idiom	Meaning
Blood is thicker than water	Family bonds are stronger than those bonds between unrelated people
The last straw	The final episode in a series of unpleasant events that makes it impossible for you to continue to bear with a bad situation
Every cloud has a silver lining	Every difficult or unpleasant situation has a positive aspect to it
Put yourself in somebody’s shoes	To imagine that you are in another person’s situation and understand what it is like for that person
Break sweat / Break a sweat	To use a lot of effort in something
Let bygones be bygones	To forget past grievances or disagreements
Cock and bull story	An unbelievable tale
An arm and a leg	Very expensive. A huge amount of money

Exercise 3

Fill in the blanks with the idioms from the box given in the previous page. Use the correct verb forms or pronouns wherever necessary.



1. Kelly _____ in the final lap, but she only managed to finish third in the race.
2. The conman told Sylvia a _____ about her distant relatives living without food or money.
3. He went ahead and bought that brand new car although it cost him _____.
4. You would understand why I made that decision if you _____.
5. Be optimistic even when you're in a bad situation. _____.
6. When Rita fell asleep in class for the third time, it was _____ for Mrs Wong. Rita was immediately sent to the principal's office.
7. Both of you should make up and _____.
8. Gerry sided with his sister even when she offended his friends; after all, _____.

Vocabulary Extension: Sea Creatures

To write a good report about sea animals, you need to equip yourself with an adequate vocabulary of factual, technical words about this type of animals.

All jellyfish are characterised by their soft, jelly-like bodies and stinging tentacles.
Each tentacle consists of a hollow coiled thread that ends in a sharp barb.

Exercise 4

Match each of the following words with their correct meanings.

- | | |
|--------------------|---|
| 1. plankton | (a) decaying flesh of a dead animal |
| 2. palaeontologist | (b) describing the relationship between two different species of animals that live closely together |
| 3. regenerate | (c) tiny sea plants and animals that live suspended in water |
| 4. symbiotic | (d) group of marine invertebrates that include sea stars, sea cucumbers, and sea urchins |
| 5. scavenger | (e) to grow back a missing part of the body |
| 6. carrion | (f) a scientist who studies organisms existing in prehistoric times |
| 7. decapods | (g) group of animals that have 10 limbs that include crabs, lobsters, prawns and shrimps |
| 8. echinoderms | (h) animal or bird that feed on dead animals or decaying organic matter |

Report (2)

Editing

Before your report can be shared, it needs to be closely edited and proof-read for mistakes in spelling, punctuation and grammar.

Here are the possible mistakes to look out for.

1. Incorrect verb form

Remember that a singular subject must take a singular verb, and conversely a plural subject goes with a plural verb.

The extra width of the tyres the bike's balance and
riders land after stunts such as flips and spins.

WRONG

The extra width of the tyres the bike's balance and
riders land after stunts such as flips and spins.

RIGHT

2. Incorrect form of nouns

Freestyle bikes have stronger and sturdier to allow
riders to do dare-devil and . WRONG

The plural form of the noun should be used instead.

Freestyle bikes have stronger and sturdier to allow
riders to do dare-devil and . RIGHT

3. Past participle form

BMX bikes ~~is~~ for maximum manoeuvrability,
strength, stability and crashing. **WRONG**

A past participle combines with a “be” verb to form a passive verb in the present simple tense.

BMX bikes **are** for maximum manoeuvrability,
strength, stability and crashing. **RIGHT**

4. Wrong preposition

Every year, some of the best BMX riders ~~in~~ the world
compete in the X Games, which is the Olympics of the
extreme sports world. **WRONG**

Every year, some of the best BMX riders **around** the world compete
in the X Games, which is the Olympics of the extreme sports
world. **RIGHT**

5. Spelling

Racing bikes are ~~fast~~ and built for speed. **WRONG**

Racing bikes are **fast** and built for speed. **RIGHT**

Exercise 4

Edit the following text about Mountain Bikes. There are altogether 6 mistakes in spelling, grammar and punctuation. Circle the mistakes and write their corrections in the spaces provided according to the order in which they occur.



Mountain bikes are designed from riding on unpaved roads and rocky trails, so they have strong frame and thick tyres with heavy treads. Some mountain bikes are build lower to the ground than regular bikes, which make them more steady and hence safeguards against falls. A suspension sistem on other models makes the ride through rough terrain a little less bumpy,

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

Procedure (1)

Organisation: Putting the Steps in Order

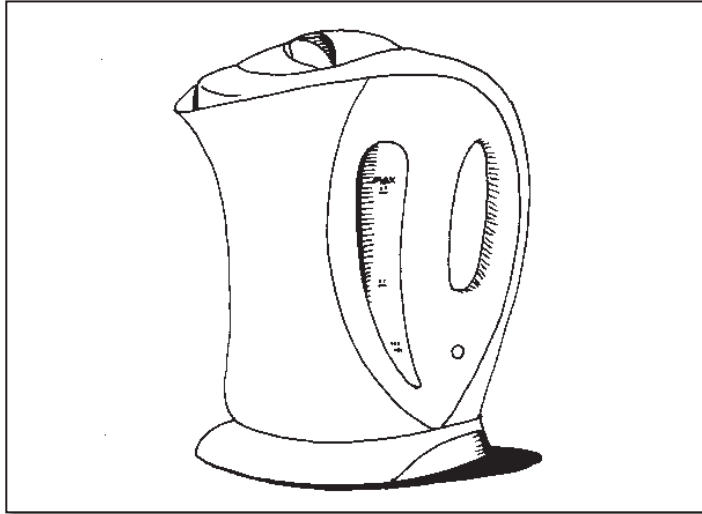
All the steps in a procedure must be presented in order.

In the procedure ‘*How to cook rice in the Yumei rice cooker*’, the writer lists the instructions step by step and includes all the necessary steps, so that the reader gets a clear picture of how to use the rice cooker.

1. Use the measuring cup to scoop the desired amount of rice.
2. Rinse the cooking rice thoroughly. Use a separate container during washing to avoid damaging the non-stick coating of the inner pot.

Exercise 1

Three steps are missing from the following procedure. Choose the most suitable instruction for each step from the list given below. Write the correct instructions on the lines provided.



Plug in and switch on the wall socket. To turn on the kettle, press the “Switch” button. The control lamp light ups instantly.

Ensure that the power is switched off before removing the kettle from the power base.

Fill the kettle with the amount of water desired.

How to use Rubens Cordless Kettle Jug

1. _____ . When pouring the water, do not exceed the MAX level indicated by the marking on the kettle side. The minimum amount of water should reach the MIN water level indicated.
2. Position the kettle on the power base unit, ensuring that it sits completely on the connector.

3.

4. The kettle will be switched off automatically when the water has boiled.

5.

Grammar 2: Prepositions

We often use prepositions to write instructions.

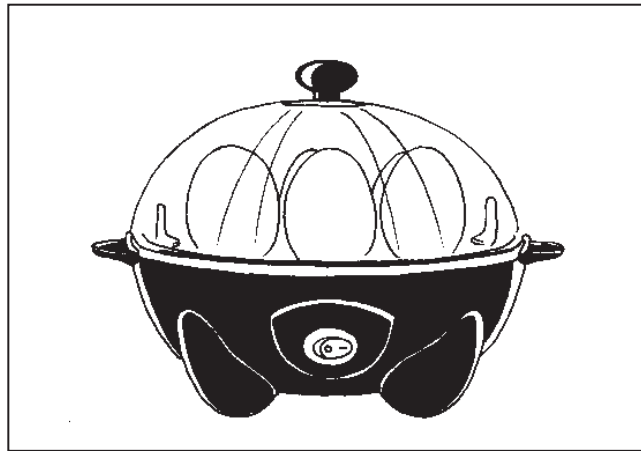
Prepositions are short words that link *nouns*, *pronouns* and *phrases* to other words in a sentence. We can usually tell from a preposition, where something is located, when or how long something happened and even where something is to be put.

Connect the unit _____ the power supply.

It is recommended that the rice be kept warm _____ less than an hour.

Exercise 3

Fill in the prepositions that are missing from the procedure below. Choose from the list of prepositions below.



from	on	at	with	to	under	into
------	----	----	------	----	-------	------

How to Use the Mallory Egg Boiler

1. Fill the measuring cup completely with cold water and then pour the measured amount _____ the water bowl.

2. Using the piercer provided, take an egg and pierce it _____ its blunt end. Repeat with the other eggs. Note: Piercing the eggs will prevent the eggs _____ cracking when being boiled.
3. Position the eggs onto the holder. Fit the holder into place _____ the water bowl and put the lid on.
4. Turn the Boiling-time Control knob to select the degree of hardness desired. Three selections are available - soft, medium and hard.
5. Connect the unit to the power supply. The cooking indicator light comes on.
6. Listen out for a loud beep which will sound once the egg is cooked _____ the selected degree of hardness. Switch off the appliance. The indicator light is turned off.
7. Open the lid and remove the holder _____ the eggs from the bowl. Place the holder immediately _____ cold running water. Note: The eggs need to be removed from the boiler immediately to prevent them from being hardened further.

Vocabulary Extension: Games

To write instructions for games, you have to use specific vocabulary that refers to the roles of the players, the type of cards and the particular moves involved.

Flip a coin to decide who takes the _____ and who takes the _____.
 You can do _____ on a single _____ if they are lined up in a forward direction.

Exercise 3

Match the following game words with their correct meanings.

- | | |
|-----------------------|---|
| 1. deal the cards | (a) person you are playing against |
| 2. upcard | (b) distribute the cards at the start of the game |
| 3. suit | (c) change in the position of an object on the game board which does not involve a jump |
| 4. counter | (d) a set of playing cards bearing the same marks |
| 5. non-capturing move | (e) a piece used for keeping a place on a game board |
| 6. opponent | (f) not have an opportunity to make a play |
| 7. miss a turn | (g) a face up playing card |

Exposition (1)

Grammar: Modal Verbs

Modal verbs are a type of auxiliary verbs or helping verbs. They are used with the bare infinitives of other verbs to express different kinds of meanings.

Modal Verbs “May” and “Might”

Here is an example from the text.

Children who don't learn to cook have to rely on frozen dinners
for their meals when they grow up.

In this sentence, the modal verb “**might**” expresses possibility (i.e. that something is likely to happen). In the above sentence, it is combined with the word “have”.

The modal verb “**may**” is also used to indicate that something is possible or likely. But “may” expresses a stronger possibility than “might”.

“Might” is also the past tense of “may”.

You think learning to cook is a waste of time.

Modal Verbs “Can” and “Could”

Here is an example from the text.

Through learning to cook, children better understand what foods
go together and what makes a balanced meal.

The modal verb “**can**” expresses ability and possibility. It talks about what we are able to do, or what is possible.

The modal verb “**could**” talks about past ability.

I _____ make a cake when I was six.

It is also used to express possibility, to make suggestions and to make polite requests.

You _____ improve your math grades if you try learning to cook.
(possibility)

Children _____ start by doing simple tasks like stirring ingredients and then gradually progress to preparing dishes.
(suggestion)

_____ you help me roll the dough?
(polite request)

Modal Verbs “Shall” and “Should”

Here is an example from the text.

So don’t you think you _____ learn to cook as well, if you haven’t already started to do so?

The modal verb “**should**” is used in the above sentence to recommend an action.

We use the modal verb “**shall**” to make a suggestion or to offer something.

_____ I measure the ingredients? (offer)

_____ we bake chocolate muffins? (suggestion)

Modal Verbs “Will” and “Would”

The modal verb “**will**” is used for making predictions about the future.

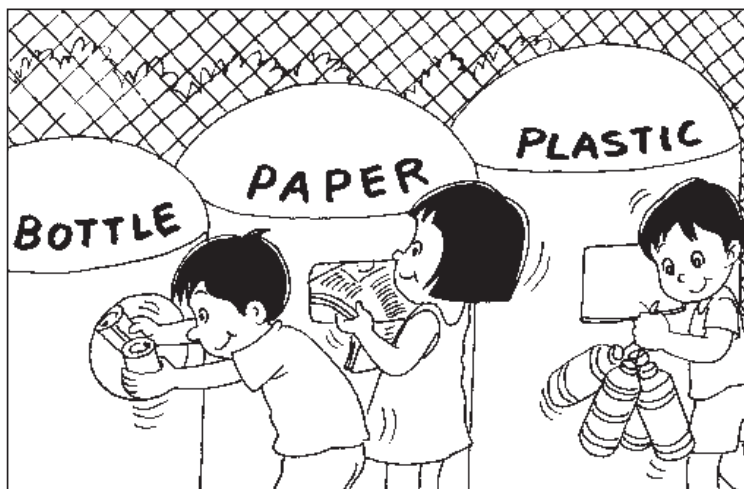
By learning to cook a dish from a different culture every month, children discover why different countries eat the way they do and even gain an insight into different cooking traditions.

The modal verb “**would**” is often used in statements to talk about the result of an event that you imagine.

Most importantly, when they’re adults and living on their own, children who had learned to cook definitely not have to rely on heating up frozen dinners or blow their budget by eating out in restaurants since they be able to easily whip up a meal in minutes!

Exercise 2

Here are some statements by people who support the 3 R’s – reduce, reuse, recycle – as a way to save the environment. Complete the sentences with the correct modal verbs chosen from the list given below.



would	can (×2)	should	might	could
-------	----------	--------	-------	-------

1. If more people practise the 3 R's, we _____ reduce the problem of waste that is worsening as each day passes.
2. We _____ buy products with less packaging, so that less rubbish ends up in the bin.
3. We _____ donate unwanted things to friends, family or neighbours. We _____ even sell our possessions in a garage sale and earn extra cash.
4. We _____ never throw away carrier bags but instead reuse them as bin liners or on our next shopping trip.
5. Instead of throwing away packaging such as foil and egg cartons, it _____ be better to donate them to schools for their arts and crafts projects.

Exposition (2)

Emotional Appeals used in Advertisements

People who write advertisements, or copywriters, make use of appeals to convince people to buy their product. Through their messages, they appeal to people's needs to feel good, to get ahead at work and to have fun.

The advertisement for "Coco-Crunchies" sends the message that if you eat the cereal, you will have lots of energy and good health. It appeals to people's feelings about wanting to be strong and healthy, and to appear spirited and bouncy.

Start off your mornings with Coco-Crunchies and get a blast of energy!
What's more, our super crunchy cereal is made with nutritious brown rice which is a great source of wholegrain for your good health.

The following line from the advertisement shows the taste appeal that is being used.

Golden toasted to perfection and lightly sweetened with maple syrup,
Coco-Crunchies are a taste sensation with every bite.

Exercise 3

Read the following advertisement and then decide what message is being sent to readers. What kind of appeal is it making through the message? Write your answer on the lines provided.

Let your toes snuggle up to Snugtoe....

Now, go on and grab one today!

Every pair of *Snugtoe* is specially designed to give your feet that close, snug fit. Your toes get as much room as they need. No more, no less. So it all adds up to your pair of *Snugtoe* feeling just like your next skin!

Made with an acrylic blend that wicks away moisture, it's no wonder you're feeling so cool and dry stepping out in *Snugtoe* that you forget you're in socks!

Take your pick from an assortment of funky colours and designs. Whatever catches your fancy.

And the great news is that we're offering 20% discount with every pair of **Snugtoe** purchased.

AVAILABLE AT ALL GOOD SPORTS STORES.



Explanation (1)

Conjunctions

Conjunctions are linking words. They join two words, sentences, phrases or clauses together.

Notice conjunctions are extensively used in '*Glaciers*' to connect related ideas.

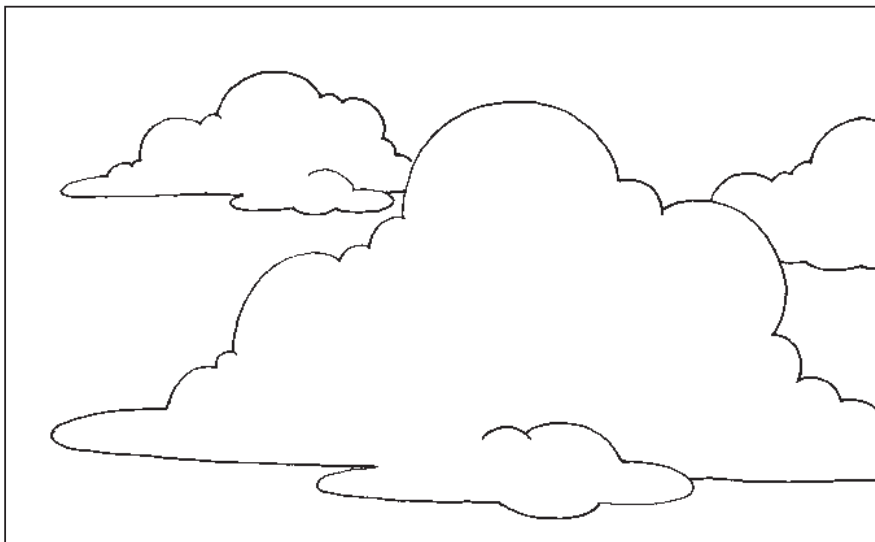
Glaciers are also found in places _____ it stays cold year round, such as the Antarctica, Greenland and Iceland.

In these places, glaciers begin forming _____ the amount of snow that falls each year is greater than the amount that melts in the summer.

_____ more snow falls, layers of firn and glacial ice pile up.

Exercise 3

Use the conjunctions below to complete the following explanation on '*How Clouds are Formed*'.



when	as	and	as	as	when
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Each day the sun's heat causes water in the oceans, lakes and rivers to evaporate (1) _____ turn into a gas called water vapour. The warm water vapour rises up into the air. (2) _____ the air rises, it expands and cools. This cool air cannot hold (3) _____ much water vapour _____ it could (4) _____ it was warm. The extra water vapour condenses around tiny pieces of dust in the air and forms a tiny droplet around each dust particle. (5) _____ millions of these droplets gather together, they become a visible cloud.

Explanation (2)

Grammar: Active and Passive Voice

Notice that active and passive verbs are used in the text ‘*Why do leaves change colour in autumn?*’

In the following sentence, the verb is in the active voice of the present simple tense.

The plants their food-making process.

In the **active voice**, the subject of the sentence (“the plants”) is doing the action denoted by the verb and the object (“food-making process”) is receiving the action.

Most sentences are in the active voice.

In the following sentence, the verb is in the passive form of the present simple tense.

During the spring and summer, chlorophyll actively in the
plant’s food-making process called photosynthesis.

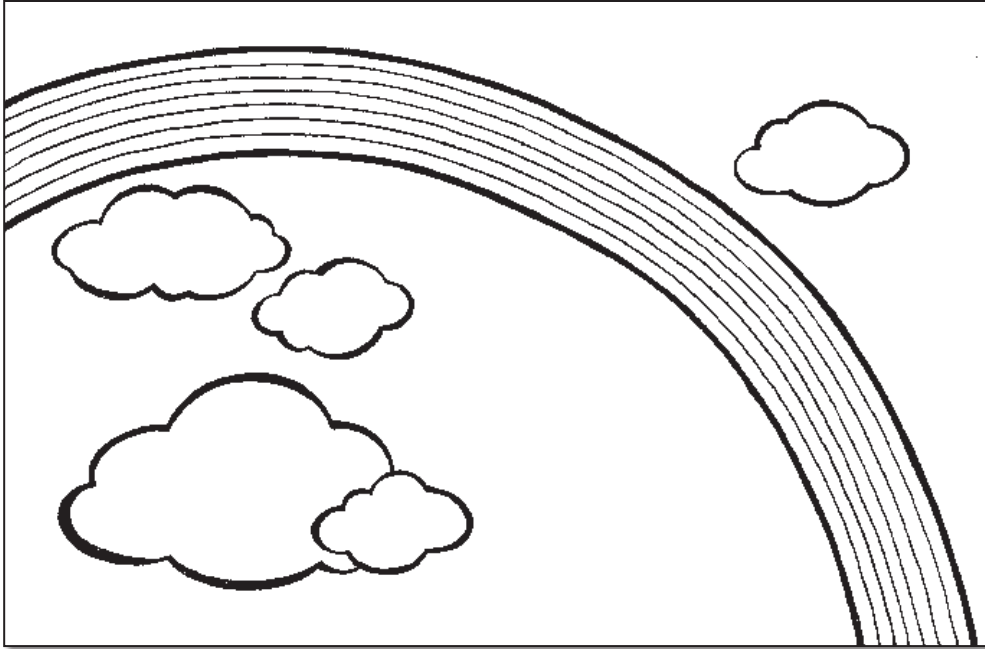
In the **passive voice**, it is the subject of the sentence (“chlorophyll”) which receives the action denoted by the verb.

The passive voice in the present simple is formed as follows:

am/is/are + past participle
e.g. “is involved”

Exercise 3

Complete the following explanatory text with the present simple (active or passive) form of the verbs in the brackets.



Why is the sky blue?

To understand this question, we _____ (need) to understand that sunlight _____ (made) up of all the colours of the rainbow mixed together. These colours _____ all _____ (arrange) in terms of how long their wavelengths _____ (be). Violet, indigo and blue _____ (have) short, choppy wavelengths compared to red, orange and yellow light.

When sunlight _____ (shine) through the Earth's atmosphere, it _____ (bump) into tiny gas molecules. The light colours of longer wavelength, like orange and red, _____

(pass) straight through the molecules almost unaffected. But much of the blue light, with its shorter wavelength, _____ (absorb) by the gas molecules and then _____ (radiate) out in all directions. Even though more violet light _____ (get) scattered than blue over the sky, our eyes _____(be) much more sensitive to blue light, with the result that we _____ (see) the sky as blue.