

**G** *THE GATE SERIES*  
*ENGLISH FIRST LANGUAGE*

# **ENGLISH FIRST LANGUAGE**

# **REVISE TO RISE**

## **PRIMARY CHECKPOINT REVISION BOOKLET**

NEW FRAMEWORK 0058

CAMBRIDGE PRIMARY CHECKPOINT

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# **A sample of Grammar and Structure Unit**

## LESSON 1 | GRAMMAR AND STRUCTURE

### TOPIC 7 | IF CONDITIONALS

"If conditionals" are sentences that describe situations based on certain conditions.

There are four types of conditional tenses:

1. Zero Conditional: Expresses general truths or facts.

Example: If you heat water, it evaporates. (Present simple tense, present simple tense)

2. First Conditional: Expresses real and possible situations in the future. (Present simple tense, will + the base form of the verb)

Usages:

➤ Making promises

Example: If you get a good mark, I will get you a gift.

➤ Warnings / Threats:

Example: If you touch that wire, you will get an electric shock.

Example: If you don't finish your homework, you will fail the class.

➤ Offers:

Example: If you need help, I will be happy to assist you.

➤ Predictions:

Example: If it rains tomorrow, mum won't allow us to go to the park.

3. Second Conditional: Expresses imaginary, unlikely to happen situations. (Past simple tense, would + the base form of the verb).

Usages:

➤ Making wishes

Example: If I won the lottery, I would buy a mansion.

➤ Hypothetical situations:

Example: What would you do if you found yourself trapped in an elevator?



- Giving advice or suggestions

Example: If I were you, I would apologise to her.

Example: If you spoke to your boss, he might consider your proposal.

- Polite Requests:

Example: I would be very grateful if you helped me with this project.

4. Third Conditional: Expresses a condition that did not happen in the past neither did its results (Past perfect tense, would + have + the past participle of the main verb).

Usages:

- Regret

Example: If I had controlled my nerves, he wouldn't have been upset with me.

- Missed Chances:

Example: If he had studied harder, he would have passed the exam.

- Mistakes in the Past

Example: If you hadn't told him, he wouldn't have known the truth.

- Unrealized Plans

➤ Example: If it hadn't rained, we would have gone to the beach.

N.B: Unless is an equivalent for if + not.

## How If Conditional Questions Can Appear in the Exam (Reading)

1. Look at this sentence: 'If ...' (Line ...). What is the sentence above an example of? Tick one box. (April 2022, paper 1).

2. Look at the ... paragraph and ... paragraph. Which word used in both paragraphs shows that something could happen as a result of something else? (October 2020, paper 1).

## How If Conditionals Can be used to Enhance your Writing

1. Use the first conditional and its equivalent (unless) to create the worst-case scenario or the best-case scenario in your persuasive writing.

Example: If serious steps are not taken to reduce the pollution rate, our planet will be in a real danger.

Example: If we encourage people to donate, the poverty rates will increase rapidly.

2. Use the first conditional to give promises to your reader in your persuasive writing.

Example: If you try this product, all your sufferings with your untamed hair will vanish in the air.



3. Use the second conditional in your persuasive writing if you want to provide your reader with a piece of advice to encourage them adopt your concept / persuade them with an opinion.

Example: If I were you, I would not hesitate to book the next flight to the Land of Dreams.

4. Use the second conditional in your fiction writing to convey a dreamy tone, or to show the reader that what the character wants is only wishes / difficult to be reached.

Example: "If I came up on this stage, I would make all of them regret bullying me."

5. Use the third conditional in your fiction writing if you want to show your character's regret or to convey that they had wishes in the past, but they couldn't achieve them.

Example: "If had met my old me - that 17-year-old arrogant kid, I would have stopped him from making the mistake that would cost him his life."

## LESSON 1 | GRAMMAR AND STRUCTURE

### TOPIC 8 | FORMAL AND INFORMAL LANGUAGE

Formal language is the language style used in professional and academic situations. Informal language is everyday language; it is friendly and chatty.

Writers tend to use informal language for various reasons:

1. Grab the reader's attention by making the language simple, friendly and chatty.
2. Create a chatty tone, especially in persuasive writing in order to convince the readers with their point of view.
3. Address a wide range of audience, regardless their ages, educational level.
4. Involve and engage the reader.

The differences between formal and informal language:

Formal Language	Informal Language
Advanced and technical vocabulary	Simple, chatty and colloquial vocabulary
Variety of sentence structures, especially compound and complex ones.	The sentence structures tend to be simple ones.
No contractions are used.	Contractions are used.
No abbreviated words	Abbreviated words can be used
Numbers from one to ten are written in letters.	Numbers can be written in digits.
No idioms are used.	Idioms can be used.
Assertive and straight to the point language.	The language can carry some implied meanings (through using idioms and figures of speech for example).
It sticks to the conventions and standards of English (regrading grammar, spelling, punctuation, etc.).	Non-standard English can be used for certain effects.



## **A sample of Fiction Writing Unit**

## UNIT 2 | FICTION WRITING SKILLS

### LESSON 1 | ALL ABOUT FICTION WRITING

#### TOPIC 1 | GENERAL INSTRUCTIONS

The writing section is out of 25 marks. Let's remember the basics you have to consider while writing:

##### 1. Creation of Text (5 Marks)

The following points should be considered:

- Your story should have a title.
- The story must be divided into paragraphs.
- The story incidents must match the required genre and the features of the genre are clearly shown in the story (For example superpowers and imaginary settings when writing a fantasy story).
- Make sure you are using the proper narrative view point.

**Example:** If the writing question is "Imagine **YOU** are ...," "You and your friends were...or "Write a story where you and your..., use the first-person pronouns.

**But** if the writing question is "Write a story about a character or characters...," "Describe the meeting between the main character and someone...," "Write a story about a character who...," the story should be written using third person pronouns.

- Your language should match your audience. For example, if you are writing a story in kids' magazine, your language should suit them.
- Describe your settings and characters in an engaging way.
- Develop your incidents and characters.
- Pay attention to whether you should write the opening of the story, to complete a story or to write a full story:
  - If the task is to write the opening, focus on the setting and character description, and give a hint about the plot.
  - If the task is to complete a story, start writing from the point the given story has ended with, develop the incidents and characters and end your story.
  - If the task is to write a full story, the five plot stages must be covered.
  - Use dialogues between characters, but do not overuse them.

##### 2. Vocabulary and Language (3 Marks)

The following points should be considered:

- Use vocabulary that suits the genre
- Show and don't tell by using imageries and figures of speech.
- Address the reader's five senses.
- Your vocabulary should convey mood and feeling.



### 3. Structure of Texts (7 Marks)

The following points should be considered:

- Paragraph breaks must be maintained; divide your story into paragraphs.
- The ideas / incidents are developed logically and the beginning of the story is linked to its end.
- Various text structure techniques are used (Single sentence paragraphs, short sentences, flashbacks, flashforwards, repetition and other literary devices, etc.)
- Various types of connectives are used.
- Sentence openers are used for effect.

### 4. Grammar and Punctuation (7 Marks)

The following points should be considered:

- The proper tense is used; stories are mostly written in the past tense.
- Vary the structure of your sentences: use variety of chosen simple, compound and complex sentences for effect, use relative pronouns to provide details.
- Use both active and passive voice within sentences for effect.
- Use direct and indirect speech.
- Vary your punctuation marks for effect.
- Make sure to punctuate your direct quotations properly.

### 5. Word Structure 'Spelling' (3 Marks)

- Revise your spelling
- Find easier synonyms for the words you are not sure about their spelling.

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In order to excel in fiction writing, your writing should not only cover the previous areas but also should be covering them in a creative way.

We will start with revising the basics of fiction writing, providing you with some tips and tricks to help you tailor your story creatively.

Also, at the end of the revision section, you will be provided with a section that contains a variety of the following items:

- Phrases that can be used in creating your sensory details
- Words and phrases to describe feelings
- Words and phrases for setting description
- Words and phrases for character description
- Sentence openers

This is going to be provided starting from p. 77





# LESSON 1 | ALL ABOUT FICTION WRITING

## TOPIC 2 | REVIEW YOUR BASICS

The basic outline of a story:

	Questions to ask yourself	Possible Answers	Examples for a 'A Treasure Hunting'
Basic story	1. Who are your characters? How many are they? What is the relation between them?	A group of friends? A family? Will you write in the first or third person?	My two best friends and I (First person) The three friends (Third person)
	2. Where to begin	Are you going to tell the story chronologically?  OR  start in the middle using flashbacks?	A torn map on the desk was the beginning...  OR  We were halfway there when I felt the stings on my leg...
	3. Where to end?	Are you going to end your story?  OR  use a cliffhanger?	The treasure was ours and we finally had a night of long sleep.  OR  The treasure chest was in front of us when we heard heavy footsteps...
	4. What happens in the middle?	The storyline (Conflict). Make something interesting happen that will upset the way things are going on, and show how your characters will deal with it.	Encountering wild animals, Losing the way, losing one of the group members, facing a storm, etc.
Filling out the details	5. Setting and atmosphere	Description and details of place, weather, mood, characters, etc.	The wind started to howl. Everything became dark. The once protective towering trees became our trap.
	6. Feelings	Do all the characters feel the same? Do the feelings change over time? What are the reactions to the changes?	All of us were shivering of fear, but Jake tried to make things feel normal.



## THE PLOT STAGES: Basics & Filling out the Details

### STAGE 1 | EXPOSITION

#### Exposition Elements

1. A hooking opening
2. Setting
3. Characters
4. Hint about the plot

#### Examiner's Tip

The beginning of your story is crucial. Take time to plan the exposition, as it greatly influences the examiner's judgment. Follow the steps here to create a strong start.

#### FILLING OUT THE DETAILS

##### 1. A hooking opening

#### Opening Types:

##### ➤ 1-A dialogue

Example:

"I will go first," Jack insisted. "No, we will all enter at the same time," Emily said, paying no attention to Jack's angry looks.

You may choose from any of the **SEVEN** opening types below to begin your story. Once you decide on the opening type, follow the tips and tricks provided beneath it to craft a perfect beginning.

#### Tips and tricks:

- Write your opening on separate lines (Structure of text)
- Pay attention to the punctuation (Grammar and punctuation)
- Use said alternatives (Vocabulary and language)
- Add details for the speaker's feelings and reactions (Creation of text)

##### ➤ 2-An action + description

Example: Emily parted the thick leaves of the trees, revealing the concealed entrance to the cave. With a blend of curiosity and fear, the friends took their initial steps into the unknown—the haunted cave.

#### Tips and tricks from the example:

- Write your opening on separate lines (Structure of text)
- Use action verbs (Creation of text).
- Use sensory details (Vocabulary and language).

#### General Tips and tricks

- You can use figures of speech (Vocabulary and language).
- You can use single sentence paragraphs (Structure of text).
- You can use short sentences (Grammar and punctuation).
- You can use dashes, ellipsis and exclamation marks for suspense (Grammar and punctuation).



- 3-A description of place, time, feelings, etc.

Example: The new-born sun was the signal of the journey beginning. Its golden rays danced upon the crystal-clear blue water, as if evoking it to stir. Sparkling with a glow was the water immediate response. A gentle breeze gracefully joined this symphony of beauty, bringing with it a sense of freshness and tranquility.

But life is not that peaceful...

#### Tips and tricks from the example:

- Write your opening on separate lines (Structure of text).
- Address the reader's five senses using imageries (Vocabulary and language).
- Use figures of speech (Vocabulary and language).

#### General Tips and tricks

- You can end it with a contradictory feeling / description: use a short sentence or a single sentence paragraph (Creation of text, Structure of text).
- Expand your sentences by using relative clauses, dashes, colons and semi-colons for further details (Grammar and punctuation).
- Use sentence openers (Grammar and punctuation).

- 4-A sound

Example: "BOOM!" The rumbles of the echoing sound awakened the towering trees from their deep sleep. The melodious chirping of the birds was replaced with quakes of fear and wails of agony.

#### Tips and tricks from the example:

- Write your opening on separate lines (Structure of text).
- Use onomatopoeia, alliteration, assonance, sibilance and rhyming (Vocabulary and language).
- Use exclamation marks (Grammar and punctuation).
- Use oxymorons (Vocabulary and language).

- 5-A flashback: a scene or event from the past is inserted into the current timeline of a story.

Example: The blood had been spattered everywhere when Silvia entered the room — on the floor, the walls, the sofa, on her shoes. The once lively Glassy Mansion became a chilling crime scene after it had been a party venue. "Keep away from this mansion, Emma. Do whatever it takes to keep away from it," mum's words kept on echoing...

Emma's memory reel abruptly halted with a touch on her shoulder as she stood before the ominous building...the Glassy Mansion.

#### Tips and tricks from the example:

- Use words like 'memories,' 'remember,' 'recall,' 'back then,' 'back in the day' to show there is a flashback (Vocabulary and language).
- Use past perfect tense alongside with past simple one (Grammar and punctuation).
- Use time connectives (Structure of text & Grammar and punctuation).
- Highlight the flashback by shifting to the present incident that is going on (Structure of text).



➤ 6-A flash forward: a scene or event from the future is shown before it happens in the chronological order of the story.

Example: The ticking clock was the only sound in the room — but not for long. Gloria opened her eyes to catch a glimpse from the window. The clouds were turning black. The wind started to rebel against the calmness. The sea waves refused to be less rebellious, and they became like towers of furious water — racing fast to hit the chalet. The roaring was scary...Gloria could not comprehend; she blinked; nothing was there...

#### Tips and tricks from the example:

- Use continuous tenses to show the ongoing actions, then go back to using past simple tenses to return to the normal narrative of the storyline (Grammar and punctuation).
- Use punctuation marks that create suspense (Grammar and punctuation).
- Use short sentences to fasten the pace of the incidents; they are snap visions in the future that are going fast (Grammar and punctuation).

#### General Tips and tricks

- Words like 'vision,' 'conjure,' 'foresee' can be used to indicate a flashforward (Vocabulary and language).
- Use time connectives (Grammar and punctuation & Structure of text).

➤ 7-Foreshadowing: a hint or to future events in the story.

Example: The tiring day came to an end and Sally wearily passed through the gates of the luxurious compound, dragging her feet towards her building with her eyes glued to the screen of the mobile phone, swiftly reading an e-mail and working her fingers hurriedly to reply. An obstacle disrupted her heavy steps — a cat, black as midnight. A startled scream escaped Sally's lips, but the feline remained silent, fixating on her with translucent eyes, its tail poised in the air. Upon closer inspection, Sally glimpsed a rat dangling between the black cat's jaws... a sight unseen in the compound until this night.

N.B: Check pages from 119 for helping phrases and sentences.

#### Tips and tricks from the example:

- Use figurative language to deliver implied messages (Vocabulary and language).
- Use punctuation for effect like ellipsis, exclamation marks and dashes (Grammar and punctuation).
- Use symbols: for example, black and red colours; black cats, snakes, scorpions to hint for ominous incidents. Slight rain, soft breeze, joyful songs as symbols for positive incidents. (Vocabulary and language).
- Use descriptive language to create atmosphere preparing the reader for the coming incident.



## 2. Setting (Check the pages from P.77 for setting description examples)

### Tips and tricks:

- Introduce your setting (Time and place)
- Make sure your setting suits the genre of your story (imaginary and unreal setting for a fantasy story, space, another planet or futuristic setting for a science fiction story, a normal house or school for a realistic fiction narrative, etc.)
- Show and don't tell in your setting description: describe the setting using imageries, figures of speech, adjectives and extend your sentences to add more details.
- Make your setting a character in your narrative by using it to convey a certain atmosphere and to create an intended mood.
- Address the reader's five senses in your setting description
- Use effective sentence openers to attract the reader's attention.
- Use a variety of sentence types for effect.
- Use a variety of punctuation marks.

**N.B:** Check pages from p.77 for different setting description and sensory details.

Example for a school description: Bathed in the soft morning sunlight, the schoolyard echoed with the laughter of students — who came early to have a chance to play before the morning line; the rhythmic thud of a distant basketball; the sound of the teachers asking the students to run slowly; and the soft melodies coming out of the huge amplifiers. The gentle rustle of leaves in the early autumn breeze intermingled with the distant hum of school buses dropping off eager learners.

As the bell chimed, the scent of freshly cut grass lingered in the air, blending with the aroma of cafeteria lunches drifting through open windows. The sharp tap-tap-tap of heels against concrete pathways accompanied the rhythmic shuffle of backpacks and the metallic jingle of keys.

Proudly, the red-bricked building stood — with its windows reflecting the azure sky; it was welcoming the students as it has used to do for ages. Punctuated by the occasional slam of lockers and the faint murmur of teachers preparing classrooms, a symphony of voices filled the hallways.

### Analysis for the excerpt:

Time: early morning in autumn (Bathed in the soft morning sunlight, the early autumn breeze).

Place: An old school (schoolyard, hum of school buses dropping off eager learners, as the bell chimed, it was welcoming the students)

Sensory details and figures of speech: schoolyard echoed with the laughter of students, rhythmic thud of a distant basketball, sound of the teachers, soft melodies, rustle of leaves, distant hum, the scent of freshly cut grass, aroma of cafeteria lunches, red-bricked building, windows reflecting the azure sky. (Vocabulary and language)

Sentence openers: 'Bathed in the soft morning sunlight,' 'As the bell chimed', 'Proudly,' 'Punctuated by the occasional slam of lockers and the faint murmur of teachers preparing classrooms.' (Structure of text).



A variety of sentence types (Grammar and punctuation): Bathed in the soft morning sunlight, the schoolyard echoed with the laughter of students — who came early to have a chance to play before the morning line (Complex).

The sharp tap-tap-tap of heels against concrete pathways accompanied the rhythmic shuffle of backpacks and the metallic jingle of keys (simple).

Proudly, the red-bricked building stood — with its windows reflecting the azure sky; it was welcoming the students as it has used to do for ages (Compound complex)

A variety of punctuation marks: commas, semi-colons and dashes (Grammar and punctuation).

Creating tone through adjectives and imageries: the laughter of students, rhythmic thud, the soft melodies, gentle rustle of leaves, scent of freshly cut grass, welcoming the students, symphony of voices filled the hallways (Vocabulary and language).

Making the setting a character: "The sharp tap-tap-tap of heels against concrete pathways accompanied the rhythmic shuffle of backpacks and the metallic jingle of keys."

"Proudly, the red-bricked building stood — with its windows reflecting the azure sky; it was welcoming the students as it has used to do for ages." (Vocabulary and language)

Notice that the setting description can be scattered through your story whenever needed.

### 3. Characters (Check the pages from 104 for character description examples)

#### Tips and tricks:

- Describe your characters through the narrative: don't directly tell the reader about the traits of your character, but make the description flow smoothly within your story.
- Make your description vivid: bring your characters to life by showing their feelings, reactions and their way of speaking.
- Craft your character description in a way that leaves an impression on the reader.
- Use figures of speech.
- Use different styles of language in your dialogues (standard and non-standard) if your characters are of different nationalities, categories or educational levels.
- Use the STEAL Method to describe your characters:

#### S: speech

Example: "Good afternoon, class," she snapped, her tone cutting through the room. Mrs. Hardcastle loomed over the students, her hands rested on her hips, and her eyes bore into the small boys and girls frozen at their desks.

"Not the most pleasing sight," she declared, her expression twisted in distaste. "You're a bunch of disgusting little pests."

"It's positively revolting," she continued, "to think that I have to endure the misery of having all of you infest my classroom for the next six years. I suppose your parents shower you with praise. Well, I'm here to shatter that illusion. Stand up, everyone!"

Can you guess what type of character Mrs. Hardcastle is?



### T: Thoughts

Example: Sarah gazed at Mrs. Hardcastle with innocent eyes, pretending to be engrossed in the lesson, but in fact she was trying to understand why Mrs. Hardcastle was that cruel with them. The memory of Mrs. Hardcastle denying her a break for an entire term, just because she was two minutes late to a session, lingered in Sarah's mind.

Sarah's mind was occupied with the idea that there must be a softer side in Mrs. Hardcastle. Perhaps, she reasoned, a small gesture of appreciation could bridge the gap: buying her a gift, crafting a card, or writing a letter to express admiration. Maybe Mrs. Hardcastle lacks love and care in her life; thus, she cannot provide others with love and care. Maybe Mrs. Hardcastle just needs someone to save her from her own self.

Can you guess what type of character Sarah is?

### E: Effect on others

Example: The class was buzzing with laughter, exchanged chats, and students playfully chasing each other — until Mrs. Hardcastle's figure loomed into view. A heavy silence enveloped the place as everyone wisely chose to remain mute. Some student's exchanged knowing glances, silently conveying a shared sense of unease that always accompanies Mrs. Hardcastle arrival. Others slouched in their seats, attempting to make themselves less noticeable.

How did Mrs. Hardcastle arrival affect the students? What does this suggest about her character?

### A: Actions

Example: As Mrs. Hardcastle's gaze moved across the room, Mark instinctively slouched in his seat, hoping to fade into the background and avoid her attention. His hands, conscious of their untrimmed nails, discreetly sought refuge beneath the desk, as if attempting to conceal this minor imperfection from Mrs. Hardcastle's looks. The shift in his seating and the hiding of his hands became Mark's quiet strategy to make himself less noticeable in the face of Mrs. Hardcastle watchful eyes.

Can you guess what sort of character Mark is? How did you know?

### L: Looks

Example: In Mrs. Hardcastle's class, Tim sat quietly in the back corner, almost blending into the faded wallpaper. His clothes were a mix of hand-me-downs. His backpack slouched, burdened not just with books, but perhaps with unseen challenges. His

Tim's hair was a bit unruly, and his face looked tired, like he'd faced a lot before even reaching the classroom. His eyes, once bright, now carried a quiet plea for understanding, revealing struggles beyond the textbooks. His responses to questions in class were hesitant and fragmented, as if his words were struggling to piece themselves together.

What did you learn about Tim?





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