



5

Writing answers



Getting Started in TTO



A

Writing full sentences

In this section, we're going to show you how to answer questions using full sentences. Up till now, you've answered questions using multiple choice, matching, true/false and other forms. Let's zoom in on questions that ask for some real writing from you!



B

Before you answer, read the question carefully

An important first step to take before answering questions is to read the question carefully. Doing this, you know what you are asked to do.



Task 1

Here are two questions taken from BRICKS *Geography*. Read them carefully. What do you have to do?

Go to the web page [USGS earthquake map](#). How many earthquakes were there in the past few days?

1 You have to write down:

- A how many earthquakes there will be in the coming days
- ☒ B how many earthquakes there were in the past few days
- C what type of earthquakes there were in the past days

Use your atlas. Could the Netherlands be hit by a tsunami? Give a reason for your answer.

2 You have to...

- A answer with a simple 'yes' or 'no'
- B use your atlas and find out all about tsunamis
- ☒ C use your atlas to answer the question and give a reason for your answer



Repeat part of the question in the answer

In TTO you have to write down a whole sentence as an answer. In English you usually answer questions by repeating part of the question in the answer. This is what we do in TTO as well, because here you are also learning about the English language.

In BRICKS, the beginning of the sentence has, sometimes, already been given to you. This is what we call a '*sentence starter*'; these are given to help you.

Here is an example of a sentence starter from BRICKS *Geography* year 1. The black text is the sentence starter and the red text is the rest of the sentence to be completed.

- c Is the area shown in this map larger or smaller than the area shown on the maps of assignment 3 (the maps of South America)? Explain your answer.

The area shown on this map is *smaller* larger than the area shown on the maps in assignment 3, because *the whole world is shown instead of a part of it (the continent South America).*

Task 2

Now you will answer some questions with the support of sentence starters. Read the text below from *BRICKS History* and then answer the questions. Try to finish the sentences yourself. The answers are all in the text.

Meet the Greeks

Greece is a country that borders the Mediterranean Sea. It has many high mountains, rocky ground and islands. Because of this, there is not a lot of fertile land close together. So to make a living, the Greeks herded sheep and goats on the rocky hillsides. And on the small fertile patches they grew grain and even some olives and figs on trees. In times when there was not enough food, they had to buy it from other places.



- 1 What is the countryside like in Greece?

The countryside in Greece has many high mountains, rocky ground and islands.

- 2 How did the Greeks make a living?

To make a living, the Greeks herded sheep and goats on the rocky hillsides.

- 3 What did the Greeks grow on the small fertile patches?

On the small fertile patches, the Greeks grew grain, olives and figs.

- 4 What did the Greeks do when there was not enough food?

When there was not enough food, the Greeks had to buy food from other places.

Notice how every sentence starter repeats part of the question!

D

Use good word order

Pretty quickly, you will be able to write full sentences. In English it is important to use good word order in sentences. In the table below you can see the correct word order in English:

Who	Action	Who / What	Where	When
<i>Subject</i>	<i>Verb</i>	<i>Object</i>	<i>Place</i>	<i>Time</i>
Tom	went	to his hockey match	in Bennekom	five minutes ago.
I	take	sandwiches	to school	every day.

This is an easy way to remember word order in sentences: **S – V – O** = subject, verb, object; **Place** before **Time** = **P** comes before **T** in the alphabet

Words like: *never, ever, always, often, sometimes*, are usually placed before the **main verb** in the sentence. For example:

Tom **never misses** a hockey match in Bennekom.
I **always take** sandwiches to school.
Peter's father **sometimes goes** to America.
Claire doesn't **often eat** meat.

If there is a **form of 'to be'** (am, is, are, was, were) in the sentence, then words like *never, ever*, etc. are placed **after** this. For example:

Sheila **is always** borrowing my coloured pens.
I **am often** ill.
The pupils **are sometimes** asked to write a summary.
They **were never** bored at school, there **was always** so much to do!

3

1 started 7 o'clock her homework she at

2 class always in front of the she the chair puts

3 go we the park often to

4 travels he bus by every day to school

5 the never teacher calm was

A cartoon illustration of a vampire teacher with a red cape and fangs, holding a ruler, scaring three students in a classroom. The scene is framed by a blue border with orange lightning bolt accents.

Task

4

CHALLENGE

Expressions of place and time are usually placed at the end of the sentence, but they can also be placed at the beginning. For example:

Tom went to his hockey match, five minutes ago.
Five minutes ago, Tom went to his hockey match.

I take sandwiches to school every day.
Every day, I take sandwiches to school.

Over to you! Put the Place and Time expressions at the beginning of the sentences.

- 1 She has piano lessons on Wednesday and Friday at 2 o'clock.
On Wednesday and Friday at 2 o'clock, she has piano lessons.
- 2 Martin always plays a computer game in his room in the afternoon.
In his room in the afternoon, Martin always plays a computer game.
- 3 There is a new episode of Dr. Who on Netflix on Saturday mornings.
On Netflix on Saturday mornings, there is a new episode of Dr. Who.
- 4 My mother loves to read a book in our garden after supper.
In our garden after supper, my mother loves to read a book.
- 5 Our school closes for the summer holidays on 20th July at 12 o'clock.
On 20th July at 12 o'clock, our school closes for the summer holidays.

E

Writing longer answers

Later on, you will write simple answers using two or more sentences. In this case, you need to know how to join short sentences together using *linking words*.

Linking words can be used for many purposes:

For additional information	<i>and, as well, also, furthermore (verder)</i>
To express a reason/cause	<i>because, so that, in order to, therefore, since</i>
To express a beginning	<i>first of all, firstly, to start with, at first</i>
To say what happened next	<i>then, subsequently (vervolgens), afterwards (daarna), next</i>

For example:

Martin did his homework quickly. He could have more time for his computer game.
Martin did his homework quickly **so that** he could have more time for his computer game.

We did some shopping. We went to the beach.

First of all we did some shopping, **afterwards** we went to the beach.

Sam had to stay behind after school. He had forgotten to do his homework.

Sam had to stay behind after school **because** he had forgotten to do his homework.

He was cold and tired. He was hungry.

He was cold and tired, **furthermore**, he was hungry.

The weather was hot. Sam wore shorts and a t-shirt to school.

The weather was hot **therefore** Sam wore shorts and a t-shirt to school.

You will find many more linking words in the Linking Words document which you can find in the sources section.

Linking words

To write readable texts and answers, or to have a proper conversation, the use of linking words can be a great help. In these pages you find linking words you can use in texts or conversations.

Linking words to express a beginning, a continuation and a conclusion

Words to express a beginning :	
In the first place	In de eerste plaats
Firstly	Ten eerste
To begin/start with	Om te beginnen
First of all	In de eerste plaats, allereerst
At first	In het begin

Words to express a continuation :	
In the second (third, etc.) place	In de tweede (derde, etc.) plaats
Secondly, thirdly (etc.)	Ten tweede, ten derde (etc.)
Subsequently	Vervolgens, daarna
Next	Dan, vervolgens
Afterwards	Nadien, daarna
After	Nadat
Then	Dan, toen

Words to express a conclusion :	
Finally	Tot slot

Linking words to express causes/reasons and effects/consequences

Words to introduce causes or reasons :	
because (of ...)	omdat, vanwege
since/as	aangezien
due to (the fact that)	vanwege (het feit dat)
for the (simple) reason that	om de (simpele) reden dat

Words to introduce conditions:

on (the) condition (that)	
in the case that	in het geval dat
If	als
as/so long as	zolang
unless	tenzij
even if	zelfs als
only if	alleen als
hence	vandaar, daarom
for this reason	om deze reden
because (of ...)	omdat, vanwege
so that	waardoor
therefore	daarom, vandaar
in order to	om

Task 5

Let's practise with the linking words!

a Match the parts on the left with the parts on the right, to create correct sentences.

- | | |
|--|--|
| 1 When we go camping, we take our tent | next they had to do the activity set by the teacher. |
| 2 They took their bikes with them | furthermore it was cold and damp. |
| 3 Matt and his friends played tennis, | so that they could cycle to the town. |
| 4 The house was empty and dark, | and our sleeping bags. |
| 5 To start with, the class formed groups, | after they went swimming. |
-

b Which word(s) are the linking words in each sentence?

The linking words are:

- 1 *and*
- 2 *so that*
- 3 *after*
- 4 *furthermore*
- 5 *next*

Type of linking word:

- for additional information*
- to express a reason / cause*
- to say what happened next*
- for additional information*
- to say what happened next*

c After each linking word, write down which type of linking word it is. You may use the table below.

For additional information	<i>and, as well, also, furthermore (verder)</i>
To express a reason/cause	<i>because, so that, in order to, therefore, since</i>
To express a beginning	<i>first of all, firstly, to start with, at first</i>
To say what happened next	<i>then, subsequently (vervolgens), afterwards (daarna), next</i>



CHALLENGE

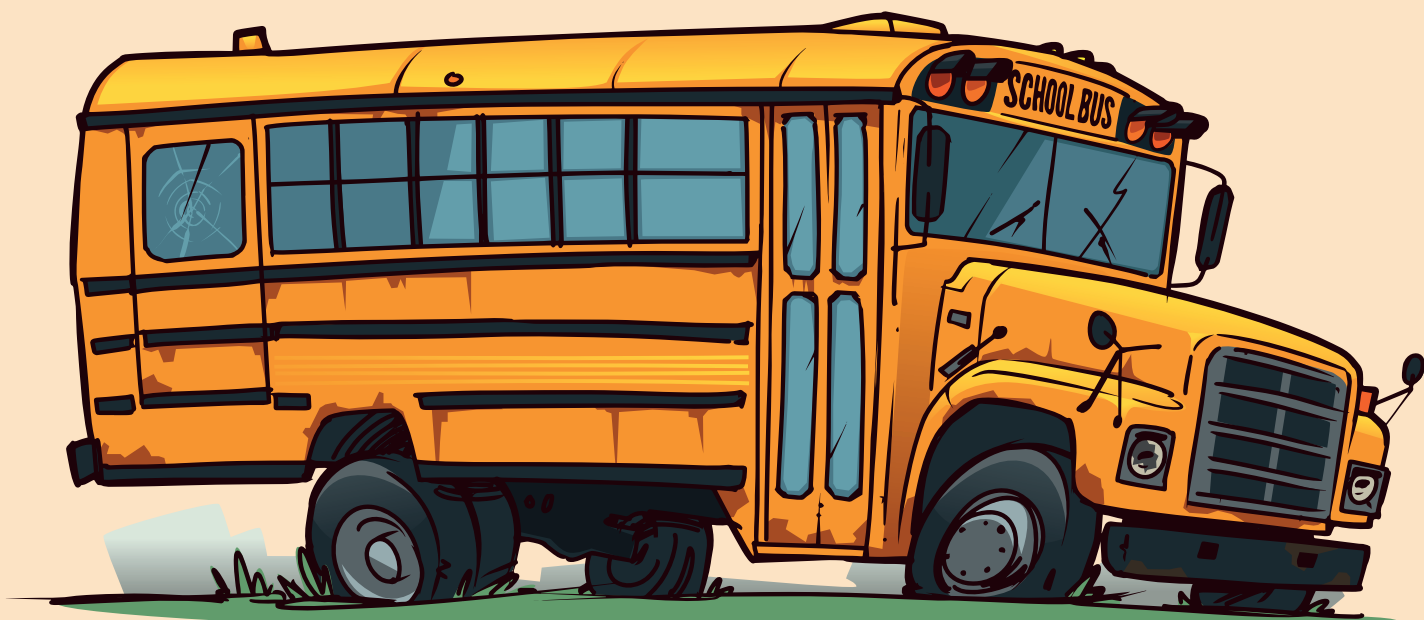
Before we go to a final task, we will look at another example.

Matt was late for school. The bus had broken down.
*Matt was late for school **because** the bus had broken down.*

Notice that we have used 'because' to link the two sentences.
We can also turn the sentence around:

The bus had broken down. Matt was late for school.
***Because** the bus had broken down, Matt was late for school.*

Notice that the linking word is now at the beginning of the sentence, but the meaning of the sentence is the same.



CHALLENGE

The sentences below are taken from BRICKS Geography volume 1. Join the sentences with a linking word of your choice. Remember to read the sentences carefully to know which linking word to use.

Choose from: *and* – *furthermore* – *subsequently* – *Firstly* – *because* – *Secondly* – *also* – *then* – *so that*

- 1** Tim learns that almost 71% of Earth's surface is water. Only 29% is land. (additional information)

Tim learns that almost 71% of Earth's surface is water and only 29% is land.

- 2** Tim knows that Earth is called the blue planet. There is a large amount of water on our planet. (reason / cause)

Tim knows that Earth is called the blue planet because there is a large amount of water on our planet.

- 3** Many forests are cut down. People can use the trees for wood. (reason / cause)

Many forests are cut down so that because people can use the trees for wood.

- 4** The land has green parts, like the forests. It has yellow parts, which are the deserts. (additional information)

The land has green parts, like the forests, furthermore/and it has yellow parts, which are the deserts.