Complete English for Cambridge Secondary 1

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Introduction to Student Book 8

Welcome to Oxford’s Complete English for Cambridge Secondary 1 Student Book. This book and the student workbook will support you and your teacher as you engage with Stage 8 of the Cambridge curriculum framework.

It aims to encourage you in becoming:

- **Confident** in your English skills and your ability to express yourself
- **Responsible** for your own learning and responsive to and respectful of others
- **Reflective** as a learner so that you can be a life-long learner – not just in school now
- **Innovative** and ready for new challenges as global citizen
- **Engaged** in both academic and social situations.

Student book and Workbook

There are some great features in your book. Here’s an explanation of how they work.

**Thinking time**

Each unit has a global theme. You’ll explore science, technology and the impact of biotechnology in Unit 3, *Terrific technology*. Visit jungles, deserts and other hostile environments in *Unnatural nature* and find out about world myths and legends in *Heroic history*.

Through the Thinking time and Speaking and listening features you get the chance to express what you already know about a topic, think critically and find out more from your classmates whilst exploring new ideas.

**Speaking and listening**

**Reading**

This leads on to readings from modern and pre-twentieth century non-fiction, media texts, news articles and genre fiction. Comprehension tasks help you demonstrate your understanding of explicit and implicit meaning and lead from information retrieval to generating new ideas and material. Texts are accompanied by language acquisition and consolidation activities, spelling and grammar activities.

**Word cloud**

**Glossary**

Use the Word clouds to learn new vocabulary, exploring meanings and usage in context. The Glossary will help you with words or phrases that you may not find in a dictionary because they are uncommon, colloquial or technical phrases.

At the start of every unit, you’ll see this diagram above. It gives you a quick summary of what the unit will be about and what kind of activities you’ll engage with.
Vocabulary

Learning new words and perhaps more importantly, learning exactly how they should be used is a key element of this series of books. There are lots of word building exercises for you to extend and enhance your vocabulary. Some new words you will meet in Stage 8 are: carbohydrate, nutritious, multifarious, unprecedented, iconic, sustainability, debacle, elliptical, malevolent, independent, scant, tradition, ancient, primitive, fantasy, ecology, infinitesimal, gawking, and intonation. Well done if you already know some of these. Don’t worry if you don’t – it’s our aim to help you build up your vocabulary.

Listening

You will listen to a radio discussion about healthy eating, an interview with an artistic director discussing the world tour of a stage play, a talk by a wildlife photographer, and a lively discussion about books and what makes a good story. When you listen to all of these people, and more, you will be practising your skills of listening to locate details, listening to understand the gist of what is being said, and listening to make inferences… trying to work out what people really mean!

Language development

When the opportunities arise, we have incorporated language learning activities for you. We hope that these language awareness and language development activities will help improve your grammar, spelling and punctuation. In this Stage 8 book there is a focus on stylistic techniques, sentence structure and paragraphs, verbs and verb tenses, using images, similes, and metaphors to good effect, describing locations and creating atmosphere through setting, developing techniques for creating character, creating positive and negative bias in your writing, using a wide range of technical and specialist language, exploring prefixes.

Writing

Every unit has a writer’s workshop where you will learn skills of writing for different purposes linked to some of the texts you have read in the unit. Stage 8 includes; creating an information leaflet on eating healthily and designing a healthy drink or snack, writing a speech on artificial intelligence, writing a report for a school magazine and an article for a newspaper, writing a story about a superhero. With step by step guidance, you will develop the structure and organize your ideas using a range of sentences and presentations for particular effects.

Reflecting and checking progress

Reflecting on your learning

Being a responsible learner means discovering your progress and planning what you need to do to improve and move forward. Workbook 8 enables you to practise and expand on what you’ve been doing in lessons independently or for homework.

Each unit ends with a quick, fun quiz as a ‘progress check’ and a personal reflection so that you can understand your own personal development in English.
I choose some foods because I like the pictures or words on the packet.

I choose food that I enjoy and food that is good for me.

I like all foods, as long as they contain chocolate.
Thinking time

Some people say there is too much choice these days.

1. Do you have a wide variety of food to choose from? Would you like more or less choice, and why?
2. What is your favourite food? What do you like about it?
3. What is the food you like least, and why?
4. We are often told what we should and should not eat for our health. Do you think it is up to each person to decide, or should people be given advice on what to eat?

Speaking and listening – a matter of choice

Discuss the quotations on page 2. Do you make similar food choices? Share experiences of when you had a choice of food. Take it in turns to answer these questions:

- What foods could you choose from?
- Where were you?
- Who cooked or prepared the foods?
- What did you choose?
- Why did you choose those foods?
- Do you think you make the right food choices? Why?

Discuss your choices and reasons.
SPOILT FOR CHOICE

1. Do you know how many kinds of breakfast cereal there are in your local supermarket? 165 kinds. Yes, 165! – and that’s just one product. Think about all the varieties of biscuits, yoghurt, chocolate bars, soup. We have so much choice these days, it’s incredible!

So all this choice must be a good thing, right? It makes us happier, right? Well, not necessarily. People like the idea of having a choice, and many people think more choice must be a good thing. But, in fact, too much choice can cause us problems.

If there are too many different things to choose from, we can become paralysed with indecision and not know what to choose. If you offer me a choice of three cookies, I can decide fairly quickly which one I want. But if you offer me a choice of 33 cookies, my brain can’t cope. It feels like a computer given too much data to process and it crashes!

Another problem with too much choice is we think that somewhere there must be the perfect cookie. The fact is, there isn’t – so when we have spent half an hour deciding which cookie we want, we feel disappointed, because it’s not as good as we expected it to be. It’s not cookie perfection. And then we begin to regret all the other cookies we didn’t choose, thinking one of them might have been better.

So there can be such a thing as too much choice. According to Barry Schwartz, who has written a book about choice, we need to recognise that while some choice is good, too much can make us confused and discontented. He argues we should focus on being pleased with what we choose. I am going to remember this next time I’m offered a cookie – choose one and enjoy it!

Understanding

1. How many different types of breakfast cereal are there in the writer’s local supermarket?
2. Why do many people think the more choice the better?
3. Explain in your own words why having too many choices can be problematic.
4. How do you know the blog writer is an expert on the subject?
5. What is his solution to the problem?
Word families
All words belong to families. There are different types of word families.
One type of word family involves words that come from the same root word. For example, the word ‘discontented’ comes from the root word ‘content’.

Word builder
Create a word family for two more of the words from the Word cloud. Share your ideas with others in your class.

Developing your language – stylistic techniques
In this blog, the writer uses a number of techniques to keep the reader interested.

Answer the following questions.
1. Match each technique to a quotation from the blog.

<table>
<thead>
<tr>
<th>Technique the writer uses</th>
<th>Example from the blog</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Question to engage the reader’s interest</td>
<td>‘it’s incredible!’</td>
</tr>
<tr>
<td>b. Use of facts and figures</td>
<td>‘we think that somewhere there must be the perfect cookie’</td>
</tr>
<tr>
<td>c. Use of simile</td>
<td>‘It makes us happier, right?’</td>
</tr>
<tr>
<td>d. Use of opinion</td>
<td>‘165 kinds’</td>
</tr>
<tr>
<td>e. Use of first person plural</td>
<td>‘all this choice must be a good thing’</td>
</tr>
<tr>
<td>f. An exclamation</td>
<td>‘like a computer given too much data to process’</td>
</tr>
</tbody>
</table>

2. Write the opening of your own blog about a topic you feel strongly about.
   Aim to write at least five sentences. Try to include at least three of the techniques you looked at above.

Remember
Similes compare a person or a thing to something else, using words such as like and as.
Sentences and sentence punctuation

Answer the following questions.

1. Which of the following are complete sentences?
   a. Where the cook is now.
   b. Sit down at the end of the dining room.
   c. Running into the kitchen, screaming.
   d. Although it was incredibly wet and rainy on the day of the cookery competition.

2. Now turn the ‘sentences’ which are incomplete into complete sentences. You will need to add words.

3. Which type of sentence is each of the following?
   a. Fish is a good source of protein.
   b. If you learn to cook, you can make dinner for the family.
   c. My favourite food is a banana split, with chocolate and salted caramel ice cream, strawberries, and whipped cream.
   d. After you have chosen your dessert, try not to regret your choice.
   e. Would you like to eat dinner or see round the city first?

4. Use the phrases, clauses, and conjunctions below to write:
   a. two simple sentences
   b. two compound sentences
   c. two complex sentences.

5. Construct a grammatically accurate sentence using as many of the phrases and clauses below as you can.

Remember

Simple sentences have one clause. Compound and complex sentences have two or more clauses. Clauses are joined by a coordinating conjunction (e.g. and) or subordinating conjunction (e.g. although).
**Key concept**

**Parenthetical phrases**

A parenthetical phrase is a phrase that has been added into a sentence which is already complete, to provide additional information. It is usually separated from other clauses using a pair of commas or a pair of brackets (parentheses). Example: The goods train, *already late by five minutes*, was carrying milk.

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**Punctuation – commas for parenthesis**

Answer the following questions.

1. Find the parenthetical phrase in the sentences below.
   a. Shanghai, famous for its steamed crab, is one of the largest cities in China.
   b. In 2013, the Red Café, based at Manchester United football ground, won tourist attraction of the year.
   c. Elephants, highly intelligent animals with a remarkable memory, eat 300 kilograms of vegetation a day.
   d. In 2012, chefs in Rome baked, using 4,000 kilograms of mozzarella cheese, the world’s largest pizza, according to the World Record Academy.

2. Add parenthetical phrases to the sentences below.
   a. It is important to eat at least five portions of fruit and vegetables every day.
   b. Shopping is my favourite pastime.
   c. Penang is in Malaysia.
   d. Come to Crest Café for an amazing meal!
Are children consuming too much sugar?

1. Children are consuming staggering amounts of sugar every time they have a soft drink, health experts warn. Everyday favourites contain the same amount of sugar as several lollipops or packs of sweets. A single can of cola equates to 35 g of sugar, the same as three-and-a-half lollipops or one-and-a-quarter packs of fruit sweets. And energy drinks can be even worse, with as much as 20 teaspoons of sugar in one can.

Many experts and parents are becoming concerned about the amount of sugar children are consuming, without even realising it. “Soft drinks aren’t just a drink – they contain frightening amounts of hidden sugar,” says one doctor.

There are far fewer water fountains available now, and a bottle of water often costs nearly as much as a soft drink. As a result, young people are tempted to buy a sugary soft drink, especially if it’s promoted as containing health-giving vitamins or being energy boosting. “Soft drinks are designed to be very appealing for children,” says one mum, “And there is so much choice – all in neon colours and funky bottles and cans. Why would anyone choose water rather than some bright, appealing fruity, fizzy drink? They don’t advertise their threats to health.”

Some schools are now taking action to prevent children from having access to these drinks during the day. Head teacher Nabil Singh says: “We have removed all vending machines selling sugary snacks and drinks from our school and replaced them with healthier alternatives, despite protests from students. We have to put their health first. Some of these drinks are no better than sugary poison.”

Understanding

Using the article, answer these questions.

1. How much sugar can there be in an energy drink?
2. Give two reasons why young people buy soft drinks.
3. What is one school doing to reduce the amount of sugar young people consume?
4. Explain in your own words how you know some students in the school aren’t happy about this decision.

5. What is the purpose of this text? Summarise this in one sentence.

6. Identify the text type of this extract. Explain your answer.

**Word builder**

Answer the following questions.

1. Explain how each word in the Word cloud tries to create a negative impression of sugary drinks.

2. This article also contains positive language to show why sugary drinks are attractive to young people. Write down all the words from the article in the positive lexical field.

**Developing your language – paragraphs**

Answer the following questions.

1. Look at the article on page 8 and write down the key idea in each paragraph.

2. Find two paragraphs in the article that start with a topic sentence. Write down the topic sentences.

3. Look at the first paragraph. Suggest why it is so short.

4. Write a short newspaper article, of no more than 300 words, with the following headline.

   **Students protest as sugary drinks banned**

   First, write a brief plan. Organise your ideas into three short paragraphs, using topic sentences.

5. When you have written your article, swap with a partner and check each other’s sentences and paragraphs. Experiment by re-ordering your paragraphs – which order is the most effective?

**Glossary**

- neon very bright in colour
- vending machines machines that sell snacks and drinks

**Looking closely**

When writers use a group of words to create a particular effect, it is called a lexical field. In Greek, *lexis* means ‘word’, and *lexikos* means ‘of words’.

**Remember**

A topic sentence can be used at the beginning of each paragraph to introduce the main idea within it.
More spelling ‘rules’

Here are some more ‘rules’ to help you with spelling. Note there also exceptions to these rules!

1. The letter ‘q’ is usually followed by ‘u’. Example: quiet.

2. Put ‘i’ before ‘e’ except after ‘c’, when the sound is ‘ee’. Example: chief, deceive. Exception: seize.

3. The sound ‘ee’ at the end of a word is almost always spelt with a ‘y’. Example: emergency. Exceptions: coffee, fee.

4. Words ending with the sound ‘ick’ are usually spelt ‘ick’ if they have one syllable. If they have more than one syllable, they end in ‘ic’. Examples: brick, electronic. Exceptions: homesick, limerick.

5. When an ending that begins with a vowel is added to words that end in a silent ‘e’, the ‘e’ is dropped. Example: giving.

6. When ‘all’, ‘well’, ‘full’, and ‘till’ are preceded or followed by another syllable, one ‘l’ is dropped. Examples: already, welcome, helpful, until.
Practising your spelling

Complete the following activities.

1. For each of the rules opposite, make a list of further examples.

2. There are also words which you just have to learn. For each word in the following list, check your spelling. A good method to do this is: look, say, cover, write, check.

   accommodation  calendar  development  friends  separate
   appearance  chocolate  disappoint  government  sincerely
   argument  climb  embarrass  happened  successful
   basically  completely  environment  imaginary  truly
   beginning  concentration  existence  interesting  unfortunately
   buried  conscious  familiar  interrupt  which
   business  definitely  finally  knowledge

3. For three of the words above, invent fun ways of remembering their spellings. For example, you could use a mnemonic:

   Necessary = never eat cake, eat salty snacks and remain young

   Or you can draw a cartoon like this:

Creating your own game

In groups, discuss ideas of possible games you can play to improve your spelling. Design your game with accompanying rules. Test this out with your group, making improvements as necessary before swapping your game with another group.
Healthy eating – a radio discussion

Sophia, Nikri, and Nor have been asked to discuss how young people can be encouraged to eat healthily.

Listen carefully to their discussion. Sophia starts the discussion.

Understanding

Answer the following questions.

1. Sophia’s and Nikri’s mothers have the same view of food. What is it?
2. What do Nor, Sophia, and Nikri think young people need to eat to stay healthy?
3. What do they think are the foods you should eat less of?
4. a Give two ways the group suggest of persuading young people to eat healthily.
   b Which method do you think is more effective? Explain your answer.

Word builder

The words in the Word cloud are all subject-specific words linked to the topic of nutrition and diet. Look at the Word cloud and answer the following questions.

1. Check you know what each word in the Word cloud means. Use a dictionary to help you.
2. Give some examples of foods in each category.
3. Add three other subject-specific words linked to this topic.

Looking closely

‘Nutritious’ and ‘nutrients’ come from the same word family. They both come from Latin: nutritious from nutrex (meaning nurse) and nutrients from nutrire (meaning to nourish).

Developing your language – writing appropriately for the reader

Sophia, Nikri, and Nor talk about how to convey information about healthy eating effectively for young people. Answer the following questions about literary features.

1. What do the group suggest as being important?
2. Look at the list of features below and decide which you think are important and which are not. Explain your answer.

- Standard English
- clear headings
- straightforward words
- writing in the third person
- colloquial language
- short sections
- complex sentences
- scientific words
- addressing the reader directly
- illustrations
- subject-specific language
- glossary to explain difficult words
- similes
- exclamations
- humour

3. Add other ideas of features to the group above.

4. Using the information from the discussion, and your own knowledge, write an information leaflet for students of your age to encourage them to eat healthily.

You need to think about:
- what you are going to include in your leaflet
- how to make your leaflet encouraging and persuasive for young people
- how you are going to organise your ideas clearly.

Your favourite foods

Discuss your favourite foods in a group. What are they, and why do you like them so much? Consider the following questions:
- What is your favourite food?
- What do you like about it?
- What nutritional value does this food have, if any?
- From a scientific perspective, could you live without this food?
Promoting healthy eating

In this section you are going to design and promote a healthy snack or drink.

Planning your product
First, you need to decide:

● what your drink or snack is going to be
● the ways in which it is healthy (you may need to do some research here)
● an appealing name for the drink or snack.

Use a big sheet of paper for your planning. If you can actually develop your drink or snack into a physical product, so that you can see it in front of you, this will really help your planning!

Promoting your product
Once you have decided what your snack or drink is going to be, promote your snack in the following ways:

● Produce a letter for supermarkets, head teachers, or parents about your healthy snack or drink.
● Produce a TV advertisement for your healthy snack or drink.

Writing your letter
A formal letter needs to have your address (use your school address) as well as the address of the person and/or company you are writing to. It should also include the date and the correct salutation and valediction (greeting and farewell).

Academy of Excellence
Port Road
Castletown

Ms R Brahmani
Manager
Superdeal Supermarket
Castletown
14 February

Dear Ms Brahmani,
Giving feedback
Swap your letter with another student to give each other feedback. Think about:
- how informative/persuasive the content of the letter is
- how well it is adapted to the particular audience
- how clearly and accurately it is written.
Give feedback on each of these points, and say how far you would be convinced by your partner’s letter.

Speaking and listening
Devise a TV advertisement for your healthy drink or snack.
Start by discussing what makes a good TV advertisement. Research TV advertisements by watching some at home and write down a list of the features they use.
Discuss your list with others, then write a script for your TV advertisement. Rehearse it and either perform your advertisement for the rest of the class or film it.
### Progress check

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Suggest two of the problems caused by having too much choice. [2 marks]</td>
</tr>
<tr>
<td>2.</td>
<td>Explain what a word family is. [1 mark]</td>
</tr>
<tr>
<td>3.</td>
<td>Give examples of three words from the same word family. [3 marks]</td>
</tr>
<tr>
<td>4.</td>
<td>Write an explanation of what a sentence is. [1 mark]</td>
</tr>
<tr>
<td>5.</td>
<td>Write one simple, one compound, and one complex sentence. [3 marks]</td>
</tr>
<tr>
<td>6.</td>
<td>How can you tell that commas are being used to mark a parenthetical phrase? [1 mark]</td>
</tr>
<tr>
<td>7.</td>
<td>What is a lexical field? Give an example of a lexical field and suggest three words belonging to it. [2 marks]</td>
</tr>
<tr>
<td>8.</td>
<td>What does a topic sentence do? Give an example of a topic sentence. [2 marks]</td>
</tr>
<tr>
<td>9.</td>
<td>Write down two spelling rules. Give two examples of words that follow each spelling rule. [4 marks]</td>
</tr>
<tr>
<td>10.</td>
<td>Give one way of remembering how to spell a difficult word of your choice. [1 mark]</td>
</tr>
<tr>
<td>11.</td>
<td>How should you end letters that begin in the following ways? a) Dear Sir/Madam b) Dear Mrs Azizi [2 marks]</td>
</tr>
<tr>
<td>12.</td>
<td>Give four literary features found in a persuasive piece of writing. For each feature, give an explanation and an example. [8 marks]</td>
</tr>
</tbody>
</table>
**Reflecting on your learning**

How confident do you feel about different features used in writing? Here is a quick checklist. Decide how confident you feel about each of these skills.

<table>
<thead>
<tr>
<th>I know what a sentence is.</th>
<th>Very confident</th>
<th>Quite confident</th>
<th>Not very confident</th>
</tr>
</thead>
<tbody>
<tr>
<td>I know how to punctuate a sentence.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I can use commas to mark parenthetical phrases.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I know what paragraphs are.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I know what a topic sentence is.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I can use paragraphs in my own writing.</td>
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<tr>
<td>I know the format of a formal letter.</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>I know ways of learning and remembering spellings.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I can listen carefully to people talking.</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>I can work successfully in a group.</td>
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<tr>
<td>I can express my ideas in front of my fellow students.</td>
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<tr>
<td>I can read and understand texts.</td>
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<tr>
<td>I can recognise the features of a newspaper article.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I know what a lexical field is.</td>
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</tbody>
</table>

Write a short paragraph explaining what you feel confident about, and which skills you need to develop further in the future. Make suggestions of how you can improve these skills.