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Introduction
Welcome to Complete English as a Second Language for Cambridge Secondary 1. This Student Book is the first in a series of three books (Stages 7–9) and is mapped to the Cambridge Secondary 1 curriculum framework for English as a Second Language.

Who is the book for?
The book has been written for learners of English as a second language and covers all five key skills of the framework: reading, writing, speaking, listening, and use of English. It is designed to meet you where you are and help you improve, with activities that increase gradually in difficulty. It also aims to prepare you to take the Cambridge Secondary 1 Checkpoint test at the end of Stage 9, and then go on to Cambridge IGCSE®.

What is in the book?
The book is divided into nine units, which cover a broad range of fun and interesting topics to give you a wide vocabulary. Each unit includes each of the key skills from the curriculum framework, using the same structure throughout.

Theme opener
Each unit starts with a diagram like the one below, which will show what is covered in that unit.

Photos and quotes help you to start thinking and talking about the topic, building some of the vocabulary that you will need throughout the unit.

Reading
You will find a broad range of writing styles and registers. Each text is followed by questions to make sure you have understood the text. At the end of each unit, you will also find a ‘Reading corner’, which will introduce you to a slightly longer and more challenging text. This is designed to give you an appreciation of English in many different contexts and to help model good writing skills.

Use of English
You will find two sections on the use of English in each unit: these include short explanations on the grammar and punctuation rules that you will need to know, followed by activities to put into practice what you have learned.

Listening
Listening activities include different styles of talk and conversation, followed by questions, to help develop your understanding of spoken English. The audio recordings are on the CD in your book where you can also find transcripts (or the ‘text’ of what you hear) for extra help.
**Speaking**

You will have the chance to practise your speaking skills, both in groups and on your own. There will usually be a picture or photo, followed by discussion questions, to help get you started.

**Writing**

Short writing activities are scattered throughout the book and each unit includes one ‘Writing workshop’ in which you complete an extended piece of writing (100–120 words). This covers many different types of writing, such as stories, letters, reports and blogs.

**Progress assessment**

Each unit ends with a Progress check, a quick test to make sure that you have remembered what you learned in the unit. This is followed by a Progress assessment grid and an Action plan to help you decide where you need to improve.

**Other features**

**World builder**

Word builder: activities to help you understand and practise using difficult words.

**Remember**

Remember: short tips to remind you of things you have already learned, that will help you to complete the activities.

**Challenge**

Challenge: if you are feeling confident, the stretching Challenge activities provide extra practice.

**Suggested reading**

Suggested reading: if you like the extracts in the ‘Reading corner’, you will find suggestions for other texts that you might like.

**Glossary**

Glossary: really difficult words will have a definition (in English) to help you understand the text or listening task.

**And finally…**

We have included a very wide range of themes, texts and listening scenarios so we hope you will find this book interesting and engaging, as you grow into confident, responsible, reflective, innovative and engaged learners of English.

Good luck!
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Writing a poem | Asking questions  
Role-play an interview  
Expressing opinions  
Using subject-specific vocabulary |
| Reported speech                              | Writing a book review | Expressing opinions  
Asking questions  
Using subject-specific vocabulary |
| Determiners                                 |             |              |
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| Active and passive verbs                     |             |              |
| Verbs and adjectives, followed by infinitives *-ing* forms after verbs and prepositions | Writing a formal email (responding to an advertisement)  
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Using subject-specific vocabulary |
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1 Our natural world

Explore
- space
- Singapore Zoo

Collaborate
- to make a plan for a recycled product
- to give a class presentation

Create
- an advertisement
- a description of a secret location

Engage
- with a zoo keeper
- with our environment

Reflect
- on countable and uncountable nouns
- on the role of adjectives

In this chapter you will:

Time flies when flying at 28 800 km/h.
Tim Peake, astronaut

I like animals. I like natural history. The travel bit is not the important bit.
David Attenborough, naturalist and broadcaster

Look up at the stars and not down at your feet. Stephen Hawking, physicist
Thinking ahead
1. What can you see in the sky at night?
2. What is your favourite wild animal and why?
3. Why is it important to recycle things we no longer need?
4. Why do you think Stephen Hawking says you should look up at the stars rather than down at your feet?

Word builder
Use words from the word box to complete the sentences below.

- environment
- solar system
- orbit
- recycled
- endangered
- extinct

1. Earth is one of the planets that ____________ the sun.
2. The sun is a star at the centre of our ____________.
3. Some wild animals are in danger of becoming ____________.
4. Some zoos help to protect ____________ species.
5. Many waste products can be ____________.
6. Recycling helps to protect the ____________.

Speaking
Discuss the following questions with a partner. Remember to give reasons for your opinions.

1. Neil Armstrong was the first person to walk on the moon, in 1969. Would you like to be an astronaut and travel into space?
2. Some endangered wild animals, such as orangutans, are kept in zoos. What can zoos do to help them?
3. How does recycling waste products help to protect the environment?
Ten facts about space!

Read the following facts about space and then answer the questions.

1. One million Earths could fit inside the sun – and the sun is considered an average-size star.
2. For years it was believed that Earth was the only planet in our solar system with liquid water. More recently, NASA revealed its strongest evidence yet that there is ... running water on Mars, too!
3. Comets are leftovers from the creation of our solar system about 4.5 billion years ago – they consist of sand, ice and carbon dioxide.
4. You wouldn’t be able to walk on Jupiter, Saturn, Uranus or Neptune because they have no solid surface!
5. If you could fly a plane to Pluto, the trip would take more than 800 years!
6. Space junk is any human-made object orbiting Earth that no longer serves a useful purpose. Scientists estimate there are about 500,000 pieces of space junk today, including fragments from rockets and satellites, and everyday items like spanners dropped during construction of the International Space Station!
7. An asteroid about the size of a car enters Earth's atmosphere roughly once a year – but it burns up before it reaches us. Phew!
8. The highest mountain known to man is on an asteroid called Vesta. Measuring a whopping 22km in height, it is three times as tall as Mount Everest!
9. There are more stars in the universe than grains of sand on all the beaches on Earth. That's at least a billion trillion!
10. The sunset on Mars appears blue.

Understanding

Answer the following questions.

1. What three things are comets made of?
2. How long would it take to travel to Pluto by plane?
3. How many pieces of space junk are orbiting Earth?
4. On Mars, what colour is the sunset?

Glossary

asteroid a rocky object that orbits the sun
atmosphere the gases surrounding a planet
evidence information that shows something is true
spanners tools used to make something tighter or looser
whopping huge
wouldn’t be able to can’t
Choose the correct answer to the following questions.

1. What do the ‘Ten facts about space’ on page 10 provide for the reader?
   a. information about when the International Space Station was built
   b. factual information about the planets and other objects in our solar system
   c. an explanation of what an asteroid is

2. How are Jupiter, Saturn, Uranus or Neptune different from Earth?
   a. they have no liquid water
   b. they are outside the solar system
   c. they have a solid surface

Choose the correct answer to the following questions.

1. Which one of the following statements is true?
   a. Our solar system contains millions of stars.
   b. Space junk has existed in our solar system for billions of years.
   c. Comets come from the time when the solar system was formed.

2. Which of these definitions is closest in meaning to the word ‘fragments’ in fact 6?
   a. leftovers from rockets and satellites
   b. small pieces or parts that have broken off something
   c. spanners and other human-made objects

Writing

Use the Internet and/or books in your library to find out more information about one of the planets in our solar system. Make some notes about what you find. Now, using the text on page 10 as a model, write five interesting facts about the planet you have chosen. When you have finished, compare your facts with those of a partner.

Speaking

Using the information and words you learned in the writing activity above, give a two-minute presentation to your classmates about the planet you found out about.

Remember

Factual information often includes technical words. If you come across a word you do not understand, you may be able to guess its meaning from clues in the text or from the words that come before and after it.
**Countable and uncountable nouns**

There are two types of noun: countable nouns and uncountable nouns.

**Countable nouns** name things we can count, such as ‘fact’, ‘planet’ and ‘car’. To describe how many there are, we can use numbers.

*Example:* I have read **ten facts** about space.

**Uncountable nouns** name things we cannot count, such as ‘information’ and ‘sand’. We cannot use numbers with uncountable nouns (we cannot say ‘two sands’).

*Example:* Comets contain **sand**.

We do not always use numbers with countable nouns. When there is just one, we can use the words ‘a’ or ‘an’. When there is more than one, we can use the word ‘some’.

*Examples:* The sun is **a star**.
Vesta is **an asteroid**.
I can see **some stars**.

With uncountable nouns, we cannot use the words ‘a’ or ‘an’ (we cannot say ‘an information’) but we can use the word ‘some’.

*Example:* I have read **some information** about the planets.

**Using countable and uncountable nouns 1**

A Answer the following questions.

1. Which two of the following nouns are countable?
   - a comet
   - b scientist
   - c air

2. Which two of the following nouns are uncountable?
   - a water
   - b beach
   - c ice

B Complete the following sentences with the words ‘a’, ‘an’ or ‘some’.

1. The sun is __________ star at the centre of our solar system.
2. There is __________ water in the glass.
3. __________ planets in our solar system are made of gas.
4. Vesta is __________ object that is orbiting the sun.
5. There is __________ sand in my shoe.
**How many and how much?**

With **countable nouns**, we can use numbers to say exactly how many there are of something. We can also use words such as ‘both (of)’, ‘all (of)’ and ‘half (of)’. When we are being less exact, we can use the words ‘many’, ‘few’ and ‘several’ and phrases such as ‘a small number of’.

*Examples:*
- **many** years
- **several** planets
- **a few** mountains
- **a small number of** comets
- **both** the scientists
- **half of** the water

With **uncountable nouns**, we can use ‘a little’, ‘a lot’ and ‘much’ to describe how much there is of something. We can also use phrases such as ‘a large amount of’ and ‘plenty of’ or ‘a bottle of’.

*Examples:* **a little** information
- **a lot of** sand
- **a large amount of** money
- **plenty of** air
- **a bottle of** water

**Using countable and uncountable nouns 2**

**A** Rewrite the following sentences, filling the gaps with the correct word or phrase from the box below.

- a large amount of
- a few
- many
- plenty of

1. There are ____________ stars in the universe.
2. There is ____________ space junk orbiting the sun.
3. Only ____________ people have walked on the moon.
4. I have ____________ time to read about the planets.

**B** Use a word or phrase from the box on the left and a word from the box on the right to describe each picture A, B, and C.

- a glass of
- a lot of
- one
- astronaut
- water
- stars

**C** Write four sentences of your own about the solar system using countable and uncountable nouns.
Track 1.1: Singapore Zoo

Some animals live in the wild, some live in our homes and some live in zoos. In the recording, you will hear a zoo keeper describing her work at Singapore Zoo. Listen carefully and then answer the questions.

Understanding

Read the following paragraph and fill each gap with the correct word from the four options in the list below.

I started working at Singapore Zoo (1) _____ years ago and they have been the best years of my life. It was a job I always wanted to have and I am so (2) _____ here. My favourite animals are the (3) __________, as they really seem to understand us humans. Visitors can come and start their day by having (4) __________ with the animals. It is a lot of (5) _______ but also reminds visitors to think about the animals for the rest of the day. At the moment, I am planning a new (6) _______ area for the monkeys, which will be really good and exciting for them. I am planning to add lots of (7) _______ , which will make them (8) _______ as well as play, so it will be stimulating for them as well as enjoyable. They will (9) _______ it when it is finally finished. The thing I like the most about my job is being able to go home knowing endangered animals are being protected for the (10) _______.

1. 60 6 16 66
2. sad unhappy happy glad
3. monkeys orangutans koalas elephants
4. breakfast lunch tea dinner
5. work noise fun problems
6. food work play music
7. pieces sections straw food
8. see touch look think
9. love break damage touch
10. zoo visitors plane future
For each question, choose the correct answer.

1. Why is the zoo keeper planning a new area for the monkeys?
   a. She wants the zoo to have more monkeys.
   b. She wants to give the monkeys more space to play and more to think about.
   c. She wants visitors to be able to see the monkeys more easily.

2. What does the zoo keeper like most about her job?
   a. spending time with the orangutans
   b. meeting the visitors
   c. helping to protect endangered animals

Write a sentence to explain what the zoo keeper means when she says the following phrases.

1. it will be stimulating for them as well as enjoyable
2. endangered animals are being protected for the future

Writing

Singapore Zoo is a popular place to visit but needs to attract even more visitors. The zoo has asked you to produce an advertisement.

1. Decide on the format of your advertisement. For example, it could be an email that will be sent to animal lovers, a poster or a radio advertisement.
2. Note down a few reasons why people should go to Singapore Zoo.
3. Think of words and phrases to describe the zoo in a positive way. What words can you use to persuade people to visit?
4. Now write your advertisement.
5. Show the advertisement to your classmates. Can they suggest improvements?

Challenge

You have been given the power to save for all time one of the endangered species at Singapore Zoo. Decide which one you are going to save and why.

1. Choose an endangered animal that you know is kept at the zoo (check the website if you are not sure).
2. Research the animal to find out:
   - where it lives naturally
   - how many are still living in the wild
   - why it has become endangered
   - what is being done to protect it.
3. Give a two-minute presentation to your classmates, using words and phrases that will persuade them that the animal you have chosen should be saved.
Adjectives

Adjectives are used to describe or give more information about nouns. We use them to add detail and interest to what we are writing or talking about.

*Example:* Singapore has a **famous** zoo.

Some adjectives are made from more than one word. We call these **compound adjectives**. When a compound adjective comes before the noun, we usually use a hyphen (−) between the words.

*Example:* Singapore has a **world-famous** zoo.

Many adjectives end in –ed or –ing. We often use adjectives that end in –ed to describe feelings.

*Example:* We were **excited**.

We often use adjectives ending in –ing to describe things that cause the feelings.

*Example:* We had an **exciting** day.

Many compound adjectives include words ending in –ing or –ed.

*Example:* The **well-behaved** monkeys were waiting to be fed.

Using adjectives

A Using one word from each column in the box below, make four compound adjectives.

<table>
<thead>
<tr>
<th>multi</th>
<th>speed</th>
</tr>
</thead>
<tbody>
<tr>
<td>snow</td>
<td>coloured</td>
</tr>
<tr>
<td>sweet</td>
<td>covered</td>
</tr>
<tr>
<td>high</td>
<td>smelling</td>
</tr>
</tbody>
</table>

B Choose the correct adjectives to complete these sentences.

1. The zoo keeper has an ____________ job. (interested/interesting)
2. I was ____________ to see so many giraffes. (surprising/surprised)
3. I saw some ____________ white tigers. (endangering/endangered)
4. The monkeys had an ____________ area to play in. (amazed/amazing)

C Use the compound adjectives you made in A to write a sentence describing each of the pictures A, B, C and D.
Comparative adjectives

To compare one person, animal or object with another, we use comparative adjectives. When we are comparing two things in a sentence, we often use the word ‘than’.

Example: A giraffe is taller than a llama.

When an adjective has one syllable, we usually make a comparative by adding –er. When an adjective has two syllables or more, we usually use ‘more’. When a two-syllable adjective ends in ‘y’, change the ‘y’ to ‘i’ and then add ‘–er’.

Examples: old → older interesting → more interesting happy → happier

To add more detail to what we say and write, we can also use phrases such as ‘not as … as’ and ‘much … than’.

Examples: The llama is not as tall as the giraffe. The giraffe is much taller than the llama.

Using comparatives

A Make comparative adjectives from the words below and then use them in the following sentences.

dangerous small fast noisy

1. Mice are ____________ than orangutans.
2. Killer whales are ____________ than dolphins.
3. Cheetahs are ____________ tigers.
4. Monkeys are ____________ than snakes.

B Rewrite the following sentences using one of the comparative phrases below to fill the gaps.

much longer much more exciting not as intelligent

1. Giraffes have ____________ necks than llamas.
2. I think the tigers are ____________ than the penguins.
3. Koalas are ____________ as dolphins.

C Write four sentences about yourself comparing how you are now to when you were younger. For example, you could start with ‘I am much taller now than I was two years ago.’ When you have finished, share your paragraph with your partner.

Remember

Some two syllable adjectives can take either ‘–er’ or ‘more’.

Examples:
quiet → more quiet/quieter
noisy → more noisy/noisier

See page 152 for more on forming comparative adjectives.
Recycle, recycle, recycle

Look at these photos. Here are some items that we may have and do not need any more.

Discuss the following questions with a partner.

1. What happens to rubbish that is not recycled?
2. Which of the items above can be recycled?
3. What do you think happens to glass, paper, cardboard, plastic and metal that is recycled?
**Word builder**

Use words from the box to fill the gaps in the paragraph below.

<table>
<thead>
<tr>
<th>rot</th>
<th>resources</th>
<th>environment</th>
</tr>
</thead>
<tbody>
<tr>
<td>plastic</td>
<td>landfill sites</td>
<td>conserve</td>
</tr>
</tbody>
</table>

Every year, more and more ____________ bottles are taken to ____________. It will take hundreds of years for them to ____________ down. One way to help the ____________ and ____________ the Earth’s ____________ is to recycle as much of our waste as possible.

**Speaking**

**A** In groups, discuss the following questions.

1. Why do we need to reuse and recycle products? As a group, think of as many reasons as you can. Then share your ideas with the class. How many reasons has the whole class thought of? Which reason is the most popular? As a class, decide which idea is the best.

2. What is the impact on the natural landscape if we do not recycle or reuse? Discuss your opinions with your group.

**B** In groups, plan a new product made out of something previously used.

1. What are you going to make?
2. Does it have a purpose?
3. What are you going to make it from?
4. Present your idea to the class, making sure each person in the group has a chance to speak for between one and two minutes.

**Remember**

When you discuss your opinions with your group, try to use some of the words from the Word builder activity.
Iona has seen something that she wants to keep secret. She wants to show it to Callum.

Iona stopped at the edge of a **clearing**. A ring of large **boulders** lay in a wide circle in the sunlit space. I leaned against one and pulled some damp moss with my fingers. The pale stone underneath was bright in the spring sunshine. …

I looked up into the tree, it was an old oak that had been struck by lightning some years before … Iona kicked off her trainers and slid her fingers and toes into the tiny cracks in the **bark**. In no time, she had pulled herself up into the fork of branches above. I tried to grip the tree **trunk**, tried to wedge my feet onto the small ridges of bark, but each time my feet and hands slid. I looked up, but Iona had disappeared further up the tree … I hauled myself up into the tree and climbed higher to a natural platform of spreading **branches** … You couldn’t see it from the ground. Iona had made seats from old crates and there were tins and boxes … balanced in the tree …

“I promise I won’t tell anyone about this,” I whispered. …

“This isn’t the secret. It’s better than this, a million times better.” … “Open your eyes Callum,” said Iona, “Look.”

I still couldn’t see what she was pointing at. A pile of sticks lay on the topmost branches, like driftwood stacked on a high tide.

But something was moving inside. It wasn’t just a random heap of twigs and branches. And then I saw it …

I was lost for words.

**Understanding**

**Answer these questions.**

1. Why did Iona and Callum climb the tree?
2. What season was it and what was the weather like?
3. Who climbed the tree more easily, Iona or Callum? Explain your answer.
4. Why had Iona put some old crates in the tree?
5. Callum saw a pile of sticks in the topmost branches. What do you think it was?

**Glossary**

- **bark** the rough outer side of a tree
- **boulders** large rocks
- **branches** the parts of a tree that grow from the trunk
- **clearing** an open space in a wood or forest
- **trunk** the main centre stem of a tree
Writing workshop: Writing a description

You are going to plan and write a description of a secret place and something that happens there.

Planning the location

Where will your secret place be? Is it in a familiar setting, close to where you live? It might even be somewhere in your house. Or is it far away, for example in a forest? Think about these questions:

1. How did you find your secret place?
2. Why is it secret? Is something hidden there?
3. What does it look like?
4. How do you feel when you are there?

Describing your secret place

Plan which adjectives you will use to describe the secret place. Try to use powerful adjectives to create a clear picture and help the reader imagine it. Don’t just describe what you can see. Try to use adjectives that describe what you can hear, smell, feel and even taste. Remember, you can also use comparative adjectives to add more detail.

Describing what happens

Now you need to decide what happens when you are in the secret place. How did it make you feel? What happened in the end?

For example:

*It was silent at the house. Then I heard a footstep on the floor above. My heart beat faster and then I heard another sound. A window had been broken.*

Writing, editing and proofreading

1. Now write the description of your secret place and what happened there. Write about 100–120 words.
2. When you have finished, read through your description. Have you included powerful adjectives that give a clear picture of the location? Check your spelling and correct any mistakes you have made.
3. Now share your description with a partner. Can they suggest any improvements?
### Progress check

**Answer the following questions.**

1. Which one of the following statements is true?
   - a. The sun is a star at the centre of the solar system.
   - b. The sun is a planet in our solar system.
   - c. The sun orbits Earth.  

   **(1 mark)**

2. Give one example of something in our solar system that was dropped when the International Space Station was built.  

   **(1 mark)**

3. List three things you might throw away each week that could be recycled.  

   **(3 marks)**

4. Give one example of a countable noun and one example of an uncountable noun.  

   **(2 marks)**

5. Fill the following gaps with countable nouns:
   
   When I go to my __________, I like to take a __________ and a __________.  

   **(3 marks)**

6. Choose a word from the word box to fill the gaps in the following sentences.

   - plenty of
   - some
   - a large number of

   - a. Singapore Zoo has __________ monkeys.
   - b. I would like __________ information about recycling.
   - c. We have __________ time, so we will not be late.  

   **(3 marks)**

7. What is the word ‘award-winning’ an example of? Use the word in a sentence of your own.  

   **(2 marks)**

8. Make comparative adjectives from the following words.

   - small
   - entertaining
   - cold
   - slow  

   **(4 marks)**

9. Write four sentences using the comparative adjectives you made in question 8.  

   **(4 marks)**

10. When planning to write a description of a place, there are things you need to think about before you start writing. Name two of these.  

    **(2 marks)**

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**(Total: 25 marks)**
### Progress assessment

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<tbody>
<tr>
<td><strong>Reading skills</strong></td>
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<tr>
<td>I can understand the main points in a text.</td>
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<td>I can read an extended fiction text with enjoyment.</td>
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<td><strong>Use of English skills</strong></td>
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<td>I can use countable and uncountable nouns with words to say how many or how much.</td>
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<tr>
<td>I can use compound adjectives, comparative adjectives and comparative phrases.</td>
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<tr>
<td><strong>Listening skills</strong></td>
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<td>I can understand the main points that someone is saying.</td>
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<td>I can understand specific information in what someone is saying.</td>
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<tr>
<td><strong>Speaking skills</strong></td>
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<td>I can give an opinion on a range of topics.</td>
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<td>I can work with my peers on classroom tasks.</td>
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<td><strong>Writing skills</strong></td>
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<td>I can plan and draft written work with some support.</td>
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<tr>
<td>I can write, edit and proofread written work with some support.</td>
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## Action plan

**Reading**: I need to ____________________________________________________________

**Use of English**: I need to __________________________________________________________

**Listening**: I need to __________________________________________________________

**Speaking**: I need to __________________________________________________________

**Writing**: I need to __________________________________________________________

I would like to know more about __________________________________________________________