Complete English as a Second Language for Cambridge Secondary 1

Chris Akhurst, Lucy Bowley, Clare Collinson, Lynette Simonis
Series editor: Rachel Beveridge
Contents

Introduction ......................................................................................................................4

Scope and sequence ........................................................................................................6

1 Natural landscapes ........................................................................................................8

2 Fitness trends .............................................................................................................24

3 Working abroad ..........................................................................................................40

4 Arts and crafts ............................................................................................................56

5 Friends and family .....................................................................................................72

6 Global learning ..........................................................................................................88

7 History around us .....................................................................................................104

8 Food in the future .....................................................................................................120

9 Communication in the past .....................................................................................136

Grammar reference .....................................................................................................152

Use of English glossary ..............................................................................................156

Index ............................................................................................................................159
Introduction

Welcome to Complete English as a Second Language for Cambridge Secondary 1. This Student Book is the second 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**

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

**Challenge**

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

**Suggested reading**

If you like the extracts in the ‘Reading corner’, you will find suggestions for other texts that you might like.

**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!
<table>
<thead>
<tr>
<th>Unit</th>
<th>Theme</th>
<th>Reading and comprehension</th>
<th>Listening and comprehension</th>
</tr>
</thead>
</table>
| 1    | Natural landscapes    | Non-fiction: Different landscapes  
            | Non-fiction: Travel diary       | Quiz show host asks questions about the Sahara Desert  
            |                                      | Tour guide talks about the Wave in Arizona             |
| 2    | Fitness trends        | Non-fiction: Article about a colour run  
            | Factual novel: *Breaking the Jump*   | Fitness coach talks about a colour run               
            |                                      | Three boys discuss fitness classes at their local sports centre |
| 3    | Working abroad        | Ji-Min’s story                  | Silas talks about moving to a different country for work |
| 4    | Arts and crafts       | Instructions: Paper basket weaving  
            | Biography: *Artist*              | An entrepreneur talks about how her hobby became her business |
| 5    | Friends and family    | Letters between a student and her grandmother  
            | Fiction: *Emma*                  | Three friends discuss families                        |
| 6    | Global learning       | Non-fiction: How e-books can help to make a global community  
            | Non-fiction: Article to persuade | Interview with a young e-author (Harrison Wallace) |
| 7    | History around us     | Non-fiction: Paper, pens and pencils  
            | Poetry: ‘Light bulb’              | A group of friends discuss the invention of light bulbs |
| 8    | Food in the future    | Non-fiction: Finding foods for the future  
            | Blog and a diary entry           | Two chefs from the future discuss their menu         |
| 9    | Communication in the past | Non-fiction: Pigeon post  
            | Poetry: ‘The Postage Stamp Lesson’ | A salesperson talks about the historic typewriters he has for sale  
<pre><code>        |                                      | Reading of the poem ‘The Night Mail’                  |
</code></pre>
<table>
<thead>
<tr>
<th>Language, grammar, spelling, vocabulary</th>
<th>Writing</th>
<th>Speaking</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abstract and compound nouns</td>
<td>Non-fiction: Writing an advertisement</td>
<td>Expressing and giving reasons for opinions</td>
</tr>
<tr>
<td>Countable and uncountable nouns</td>
<td>Non-fiction: Writing a travel diary</td>
<td>Devising a spoken advertisement</td>
</tr>
<tr>
<td>Determiners</td>
<td></td>
<td>Using formal and informal language</td>
</tr>
<tr>
<td>Quantifiers</td>
<td></td>
<td>Negotiating classroom tasks</td>
</tr>
<tr>
<td>Adjectives</td>
<td>Writing an email</td>
<td>Expressing and giving reasons for opinions</td>
</tr>
<tr>
<td>Making comparisons</td>
<td>Writing a factual story</td>
<td>Using subject-specific vocabulary</td>
</tr>
<tr>
<td>Adverbs in sentences</td>
<td></td>
<td>Designing a poster to persuade</td>
</tr>
<tr>
<td>Demonstrative and indefinite pronouns</td>
<td>Writing an informal email</td>
<td>Using questions to check understanding</td>
</tr>
<tr>
<td>Reflexive pronouns</td>
<td>Writing an advertisement to persuade</td>
<td>Talking about advantages and disadvantages</td>
</tr>
<tr>
<td>Prepositions</td>
<td>Writing a formal email</td>
<td></td>
</tr>
<tr>
<td>Active and passive forms</td>
<td>Writing a job application</td>
<td></td>
</tr>
<tr>
<td>Causative forms</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Present continuous</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Past continuous</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Questions</td>
<td>Writing a letter to a relative</td>
<td>Expressing opinions</td>
</tr>
<tr>
<td>Reported statements, commands and questions</td>
<td>Writing summaries and descriptions</td>
<td>Role playing and using language to persuade</td>
</tr>
<tr>
<td>Indirect and embedded questions</td>
<td>Fiction: Writing a story about meeting someone for the first time</td>
<td>Talking about advantages and disadvantages</td>
</tr>
<tr>
<td>Present perfect</td>
<td>Writing a formal letter</td>
<td>Using subject-specific vocabulary</td>
</tr>
<tr>
<td>Past perfect</td>
<td>Writing to summarise someone’s opinion</td>
<td>Using questions to check understanding</td>
</tr>
<tr>
<td>ing forms used as nouns</td>
<td>Writing a biography</td>
<td>Group discussion and presentation</td>
</tr>
<tr>
<td>Noun phrases</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Conjunctions</td>
<td>Non-fiction: Writing about an everyday object</td>
<td>Expressing ideas and opinions</td>
</tr>
<tr>
<td>Infinitives after adjectives and verbs</td>
<td>Poetry: Writing an acrostic poem</td>
<td>Using subject-specific vocabulary</td>
</tr>
<tr>
<td>Verbs + ing forms</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Talking about the future</td>
<td>Writing a review of a meal from the future</td>
<td>Expressing ideas and opinions</td>
</tr>
<tr>
<td>Modal verbs</td>
<td>Fiction: Writing the first paragraph and designing the cover for an e-book</td>
<td>Adapting language where there are gaps in knowledge</td>
</tr>
<tr>
<td>‘If only’ and ‘wish’</td>
<td>Non-fiction: Writing an article to persuade</td>
<td>Using subject-specific vocabulary</td>
</tr>
<tr>
<td>Relative pronouns and relative clauses</td>
<td></td>
<td>Class competition to design an advertisement</td>
</tr>
<tr>
<td>Phrasal verbs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prepositional verbs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Modal verbs</td>
<td>Writing a review of a meal from the future</td>
<td></td>
</tr>
</tbody>
</table>
Our natural world

**Collaborate**
- to choose a natural landscape to visit
- to explain why a natural landscape should be protected

**Explore**
- the Wave, Arizona, USA
- Rotorua, New Zealand

**Create**
- an advertisement
- a travel diary

**Engage**
- with a tour guide
- with a quiz show host

**Reflect**
- on abstract and compound nouns
- on quantifiers and determiners

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**In this chapter you will:**

**Explore**
- the Wave, Arizona, USA
- Rotorua, New Zealand

**Create**
- an advertisement
- a travel diary

**Engage**
- with a tour guide
- with a quiz show host

**Reflect**
- on abstract and compound nouns
- on quantifiers and determiners

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**Nature is so powerful, so strong.**
Annie Liebovitz, photographer

**Lose yourself in nature and find peace.**
Ralph Waldo Emerson, poet

**The true miracle is not walking on water or walking in air, but simply walking on this earth.**
Thich Nhat Hanh, Buddhist monk and teacher
Thinking ahead

1. How many kinds of natural landscapes can you think of?
2. Why are natural landscapes pleasant to visit?
3. Should we ever change the way natural landscapes look?

Word builder

1. Match the word on the left with the definition on the right. The first one has been done for you.

| Unspoilt | still in a natural state |
| Remote   | a long way from where people live |
| Undeveloped | without anyone living there |
| Unexplored | not damaged by humans |
| Uninhabited | not investigated by humans |

2. Which of these sentences use the words from question 1 correctly and which do not? Rewrite any sentences that are not correct.

a. The woodland is completely unspoilt, as it has been the same for over 10,000 years.

b. The mountains are so remote that it is really easy to walk to them.

c. People have travelled all over the world so there are very few places that are still unexplored.

d. There were a few hundred people living on the small uninhabited island.

e. The fields near my home are undeveloped, but that is likely to change soon.

Speaking about landscapes

Which of the different landscapes you thought of in the Thinking ahead activity would you most like to photograph? Work with a partner to tell each other which you would photograph and why.

Remember

When you discuss your opinions with your partner, try to use some of the words from the Word builder activity.
Different landscapes

Read these descriptions of four natural landscapes.

Great Barrier Reef, Australia
The Great Barrier Reef is off the east coast of Australia. It is a stretch of coral covering over 344,000 square kilometres (about the same size as Japan or Germany). The area gives visitors the chance to swim or scuba dive and see the coral as well as colourful fish.

Victoria Falls, Zambia-Zimbabwe border
Victoria Falls, a waterfall on the Zambezi River, is 1,600 metres wide and 108 metres high. This makes the water flow over the top a spectacular sight. The noise and the spray created by the force of the water are incredible, so it is no surprise that the waterfall is also known as ‘The Smoke that Thunders’.

Atacama Desert, Chile
The Atacama Desert in Chile is the driest hot desert in the world. There is often less than 1 millimetre of rain per year; some places in the desert have never recorded any rain. Parts of the desert have been compared to the surface of Mars, so maybe living there would be a bit like living on Mars!

Lake Baikal, Siberia
At 1,632 metres deep, Lake Baikal is the world’s deepest lake and it contains 20% of the world’s unfrozen water. It is also the world’s oldest freshwater lake, between 20 and 25 million years old. Many of the plants and animals that live there – such as the freshwater seal – are only found in this lake.

Glossary

- **coral**: a hard substance made by a sea animal
- **spray**: tiny drops of liquid blown through the air
Understanding

**A** Choose the correct answer to the following questions.

1. Which country is about the same size as the Great Barrier Reef?
   - a Germany
   - b Australia
   - c Chile

2. Why do you think Victoria Falls is known as ‘The Smoke That Thunders’?
   - a It produces a lot of smoke.
   - b There is thunder around the waterfall.
   - c The water produces spray that looks like smoke and the noise is as loud as thunder.

3. Give a reason why the Atacama Desert has been compared to Mars.
   - a Some parts have never had any water.
   - b It is red.
   - c It is 105 square kilometres.

4. How much of the world’s unfrozen water is in Lake Baikal?
   - a $\frac{1}{3}$
   - b $\frac{1}{4}$
   - c $\frac{1}{5}$

**B** Read what the four tourists below say. Each tourist would most like to visit one of the natural landscapes on page 10. Match each tourist with a landscape.

**Sabera:** I like travelling to different landscapes, but only to see them and not get too involved. I love water.

**Max:** I am a film actor and director and love sci-fi in particular, so I would like to travel to a landscape that could be on a different planet!

**Chet:** I love swimming in the sea. I have been snorkelling a few times but I would like to go scuba diving in a natural place one day.

**Ava:** I like being on the water, but not particularly underneath it – I am happy staying in a boat. I don’t enjoy being in warm climates.

**C** Which of the landscapes on page 10 would you choose to visit and why? Explain your answer to a partner.
Abstract nouns and compound nouns

Abstract nouns name ideas, qualities, feelings and concepts.

Examples: belief, thought, beauty

Many abstract nouns are formed by adding suffixes to verbs or adjectives. We often add –ment, –ion, –tion, –ation and –sion to verbs. The suffixes –ness, –ity, –ance and –ence are often added to adjectives. Sometimes the spelling of the original word changes when we add the suffix.

Examples: appoint → appointment discuss → discussion examine → examination kind → kindness active → activity different → difference

Compound nouns are made up of two or more words. Compound nouns may be made from different parts of speech. Some common examples are:

- noun + noun  Example: sun + glasses = sunglasses
- adjective + noun  Example: full + moon = full moon
- noun + verb(–ing)  Examples: sun + rise = sunrise horse + riding = horse riding

Using abstract and compound nouns

A Answer the following questions.

1. Complete the following sentences with abstract nouns formed from the words in brackets.
   a  Our guide gave us lots of __________. (inform)
   b  Before __________ fell, we saw a spectacular sunset. (dark)
   c  The rain didn’t spoil our __________. (enjoy)

2. Make as many compound nouns as you can from the words in the box.

<table>
<thead>
<tr>
<th>scuba</th>
<th>water</th>
<th>storm</th>
<th>fall</th>
</tr>
</thead>
<tbody>
<tr>
<td>rain</td>
<td>diving</td>
<td>drop</td>
<td>thunder</td>
</tr>
</tbody>
</table>

B Find the five abstract nouns and the five compound nouns in the following paragraph.

Diary

I felt such excitement as we approached the waterfall. When we finally arrived, the power of the water was a huge surprise. Wearing my waterproof raincoat and strong walking shoes, I stood on the slippery footpath. I watched in amazement, felt the spray and took photos of a beautiful rainbow. This was an adventure I will never forget!
Countable and uncountable nouns

Countable nouns refer to things that we can count. Most countable nouns can be singular or plural.

*Examples: a lake, two waterfalls*

Uncountable nouns refer to things we cannot count. For example:

- substances and materials such as ‘bread’, ‘water’, ‘cotton’ and ‘air’
- abstract ideas and concepts such as ‘knowledge’ and ‘advice’
- weather words such as ‘thunder’, ‘rain’ and ‘snow’
- activities such as ‘tennis’, ‘swimming’ and ‘sleep’.

Most uncountable nouns do not have a plural form. We cannot say ‘advices’.

Some nouns can be countable and uncountable, depending on how they are used.

*Examples: I put a glass on the table. (countable)*

*This table is made of glass. (uncountable)*

Using countable and uncountable nouns

A Make two lists with the headings ‘Countable’ and ‘Uncountable’. Put the nouns from the shopping list below in the correct list.

**Shopping list**

- salt
- spinach
- eggs
- oranges
- toothpaste
- milk
- carrots
- sun cream
- onions
- potatoes
- tomatoes
- shampoo

B Find the eight mistakes in this email and then rewrite the email correctly.

Dear tour guide

I am planning some trip to the Atacama Desert. Please can you send me an information about the sceneries in the area? What are the weathers like? Are there any wildlife? Will I need to take a warm clothing for night-time? Is it a good place for activities such as campings?

C Use each noun below in two sentences of your own. In the first, use the word as a countable noun. In the second, use it as an uncountable noun.

room  chocolate  time

- We can use ‘a/an’ and ‘the’ with singular countable nouns and ‘the’, ‘some’ and ‘any’ with plural countable nouns.
- With uncountable nouns, we cannot use ‘a/an’ but we can use ‘the’, ‘some’ and ‘any’.
- When we use a singular noun we use a singular verb. With plural nouns, we use plural verbs.
## The Wave, Arizona

### Word builder

Match the words and phrases on the left with the correct meanings on the right.

<table>
<thead>
<tr>
<th>Arizona</th>
<th>a type of rock that is often yellow, red or brown</th>
</tr>
</thead>
<tbody>
<tr>
<td>decade</td>
<td>skills someone has been taught</td>
</tr>
<tr>
<td>sandstone</td>
<td>walking for a long distance across country</td>
</tr>
<tr>
<td>spectacular</td>
<td>one of the 50 states in the USA, in the west of the country</td>
</tr>
<tr>
<td>hiking</td>
<td>ten years</td>
</tr>
<tr>
<td>training</td>
<td>very exciting or surprising</td>
</tr>
</tbody>
</table>

### Track 1.2 Tour guide

You are going to listen to a tour guide, who is talking about the Wave, a natural landscape made of sandstone in Arizona. Listen carefully and then answer the questions on page 15.
Understanding

Choose the correct answer to the following questions.

1. How did the tourists get tickets to go to the Wave?
   a) They bought them that morning.
   b) They won them.
   c) They bought them online.

2. What did the tourists travel along to reach the Wave?
   a) the Rock Rough Road
   b) the Wave Valley Road
   c) the House Rock Valley Road

3. How old is the sandstone found at the Wave?
   a) 140 years old
   b) a million years old
   c) over 140 million years old

Answer the following questions.

1. What made the spectacular patterns in the rock?

2. Name two specific things you could photograph at the Wave.

3. What should the tourists do if they feel unwell?

Answer the following questions.

1. How have tourist numbers changed over the past few decades?

2. Why do you think the guide told them to check their shoes were tied and their water bottles were full?

3. How would you feel if you were just about to start this tour?

Speaking: One-minute call

Imagine you have been on the tour of the Wave. Now you are allowed to make a one-minute call. Who would you call to talk about the tour and what would you say? Work with a partner to take turns speaking for one minute about the Wave.
Determiners

Determiners are words that come at the beginning of a noun phrase.

<table>
<thead>
<tr>
<th>Specific determiners</th>
<th>General determiners</th>
</tr>
</thead>
<tbody>
<tr>
<td>the, this, that, these, those, my, your, his, her, its, our, their, whose, which</td>
<td>a/an, another, any, other, what</td>
</tr>
</tbody>
</table>

We use specific determiners to refer to a particular person or thing. We use general determiners when we are being less specific.

Examples: I shall buy that guidebook before we go. Did you see any interesting places?

We often use ‘half (of)’, ‘both (of)’ and ‘all (of)’ before determiners.

Example: Half of the visitors found the dinosaur prints.

To add more meaning, we use words such as ‘quite’, ‘such’ and ‘what’ before ‘a/an’.

Examples: It was quite a nice day. It was such an exciting trip. What a fantastic place!

Using determiners

A Find all the determiners in the following sentences.
1. Which shoes should I take – my boots or these sandals?
2. Before our hike, the guide gave us a map and told us about other interesting places nearby.
3. The best time to take photos of the Wave is at midday when there aren’t any shadows.

B Use words from the box to complete Kai’s email.

Hi Sandro
We had _________ a wonderful trip to _________ Wave!
We stayed in _________ little hotel you mentioned. It was a hot day, so the walk was _________ a challenge.
We found _________ dinosaur prints you told us about. _________ an amazing sight!
Kai

C Write three sentences of your own using the following phrases: ‘half of his’, ‘both your’ and ‘all the’.

Remember

A noun phrase is a group of words that includes a noun and other words that give more information about the noun.

Example: your new walking boots
Quantifiers

Quantifiers are determiners that give information about how many there are or how much there is of something.

<table>
<thead>
<tr>
<th>With countable and uncountable nouns</th>
<th>Only with countable nouns</th>
<th>Only with uncountable nouns</th>
</tr>
</thead>
<tbody>
<tr>
<td>all, some, plenty of, a lot of, lots of, more, most, enough, no, none of</td>
<td>both, each, either, every, (a) few, fewer, many, neither, several, hundreds of, thousands of, millions of, a couple of, a dozen, a large/small number of</td>
<td>much, (a) little, less, a bit of, a large/small amount of, a great deal of</td>
</tr>
</tbody>
</table>

When we want to be more exact about how much there is of an uncountable noun, we can use phrases such as ‘a piece of’, ‘a tube of’, ‘a glass of’, ‘a cup of’, ‘a bottle of’, ‘a slice of’, ‘a litre of’ and ‘a bar of’.

Example: Please could we have two glasses of orange juice?

Using quantifiers

A Fill the gaps with the correct word from the brackets.

1. There wasn’t ________ accommodation in the area.
   (much/many)
2. I took two guidebooks, but I didn’t use ________ of them.
   (neither/either)
3. They had ________ time for sightseeing. (few/little)

B Correct the mistakes in the following sentences.

1. He had already been to Arizona several of times.
2. I knew I’d be thirsty, so I took two bottle of waters.
3. How many piece of luggages do you have?

C Fill the gaps in the following paragraph with a suitable quantifier.

Our tour guide gave us ________ information about the rocks. He told us that the sandstone dates back ________ years. They don’t allow ________ people to visit ________ day. We didn’t have ________ time to explore ________ part of the area, so ________ of us want to go back.
Describing natural landscapes

Look at the photographs of natural landscapes and then carry out the activities that follow.

1. Think of two adjectives to describe the landscape in each of the photographs above. Then tell your partner which adjectives you have chosen. Decide on the two best ones for each photo.

2. Now join with another pair to discuss which of these landscapes you would most like to visit. Give reasons for your choice and try to use interesting adjectives to describe the landscape.
Word builder

1. Match the word on the left with the definition on the right.

<table>
<thead>
<tr>
<th>protect</th>
<th>the air, land and water where animals and plants live</th>
</tr>
</thead>
<tbody>
<tr>
<td>scenery</td>
<td>attractive natural things you see in the countryside</td>
</tr>
<tr>
<td>surroundings</td>
<td>very good or very beautiful</td>
</tr>
<tr>
<td>environment</td>
<td>the conditions around a place or person</td>
</tr>
<tr>
<td>magnificent</td>
<td>keep something safe</td>
</tr>
</tbody>
</table>

2. Use each of the words above in the following sentences.
   a  The mountains were huge and __________.
   b  I enjoyed visiting the lake, but the __________ were not so pleasant.
   c  The nature group wanted to __________ the local __________.
   d  I decided to try and paint the beautiful __________.

Create an advertisement

You are going to work in small groups to write and present an advertisement explaining why your chosen natural landscape should be protected.

First, decide in your group where the natural landscape is (country and area) and include details about what the landscape is made of and how it was formed. Each person in the group can research the landscape on the Internet and then contribute one fact about it for the advertisement.

In your group, decide on the order you want to present these facts. When you have agreed the order, think of at least two reasons why the natural landscape is so special and why it should be protected.

Finally, decide who will write the advertisement and who will present it – make sure everyone in the group has a chance to take part.

Remember

You can use the informal register when discussing ideas in your group, but you should use formal language when you present your advertisement to the class.
Reading corner: Travel diary

Read the following extract from a travel diary written by a tourist who has been visiting Rotorua in New Zealand.

I am in the town of Rotorua, which is part of the Taupo Volcanic Zone in the centre of the North Island in New Zealand. I have been here for three days and I have to write down how I feel about it because it isn’t like any place I’ve ever been to before.

There are many geothermal features here – why didn’t I listen a bit more carefully to Miss Swann in all of those geography lessons? What I have learned is that the land is volcanic and there are lakes, geysers that send hot water into the air, mud pools and colourful terraces. All together they make an amazing sight.

Visitors have been coming here for over 200 years. My favourite geyser is the Pohutu geyser, which erupts up to 20 times a day and has always been popular with tourists. It’s actually really noisy with the sound of the mud pools and the geysers – people are always surprised when the hot water comes up. The strangest thing about Rotorua though is the smell. Everywhere smells of old eggs because of all the yellow sulphur. You can see yellow patches all along the roads.

Tomorrow, I am going to Waimangu Volcanic Valley, which is the youngest geothermal ecosystem in the world. I have packed my walking boots and am going to try to sleep tonight, but it is going to be hard because I am really excited!

Understanding

Answer the following questions.

1. In which country is Rotorua?
2. Give two examples of natural features you can see in Rotorua.
3. For how long Rotorua been a tourist area?
4. What does the writer say the most unusual thing about Rotorua is?
5. Write down what you would like to visit on a trip to Rotorua and why.

Glossary

ecosystem the animals and plants that live together in one place
erupts bursts through
genothermal to do with the heat inside the Earth
geyser natural hot water that comes up through rock
terraces different levels
volcanic adjective describing land near or caused by a volcano
Writing a travel diary

You are going to write a travel diary about a natural landscape of your choice.

Planning

First choose a natural landscape to write about. This could be somewhere near where you live or somewhere you would like to visit. Do some research to find out more about the place you have chosen.

A travel diary has a mixture of fact and opinion, so you need to include details about the place you are visiting as well as giving your opinion about it. Imagine you are standing in the natural landscape right now. Write a sentence giving at least one fact about the place and then another expressing how you feel.

A travel diary uses informal language, so contractions (for example ‘won’t’ rather than ‘will not’) are allowed. What other features of informal language can you think of? Work with a partner to make a list.

Writing, editing and proofreading

Now write your travel diary. Remember to include some facts and also your feelings about it. Write about 100 words.

Once you have written your travel diary, give it to your partner, who will proofread it and give you some feedback on it.

Remember

A proofreader should check that:

- the piece of writing has the right register and layout (for example laid out like a travel diary and written in informal language)
- the content has answered the question
- spelling, punctuation and grammar are accurate.
### Progress check

**Answer the following questions.**

1. Write three sentences. Each sentence should include one of the words in the box.
   - uninhabited
   - scenery
   - unspoilt

   (3 marks)

2. Which two items would you take on a trip to the Victoria Falls? Write a paragraph of 50–70 words to explain why you have chosen each item.

   (4 marks)

3. Name an animal that you might find in Lake Baikal in Siberia.

   (1 mark)

4. There is one mistake in each of the following sentences. Rewrite each sentence correctly.
   - a  Our tour guide gave us some excellent advices about places to visit.
   - b  We had such a terrible weather when we went to Australia.

   (2 marks)

5. Think of three adjectives you could use to describe the Wave.

   (3 marks)

6. Give one word to describe a period of ten years.

   (1 mark)

7. Which two of these sentences are correct?
   - a  Either of us have been to New Zealand.
   - b  Both of them have been to New Zealand.
   - c  Neither of us has been to New Zealand.

   (2 marks)

8. Which two of the following statements are true?
   - a  Rotorua is in South Island, New Zealand.
   - b  Rotorua smells of old eggs.
   - c  People have visited Rotorua for hundreds of years.

   (2 marks)

9. Explain what a geyser is and where you could see one.

   (2 marks)

10. Write a travel diary entry explaining why a natural landscape of your choice should be protected. Write 50–70 words.

    (5 marks)

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

<table>
<thead>
<tr>
<th>Skills</th>
<th>Tasks</th>
<th>🧐</th>
<th>😐</th>
<th>😞</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading</strong></td>
<td>I can understand the main point in a text.</td>
<td>🧐</td>
<td>😐</td>
<td>😞</td>
</tr>
<tr>
<td></td>
<td>I can understand specific points in a text.</td>
<td>🧐</td>
<td>😐</td>
<td>😞</td>
</tr>
<tr>
<td><strong>Use of English</strong></td>
<td>I can use abstract and compound nouns.</td>
<td>🧐</td>
<td>😐</td>
<td>😞</td>
</tr>
<tr>
<td></td>
<td>I can use quantifiers and determiners.</td>
<td>🧐</td>
<td>😐</td>
<td>😞</td>
</tr>
<tr>
<td><strong>Listening</strong></td>
<td>I can understand the main points that someone is saying.</td>
<td>🧐</td>
<td>😐</td>
<td>😞</td>
</tr>
<tr>
<td></td>
<td>I can understand most of the specific points that someone is saying.</td>
<td>🧐</td>
<td>😐</td>
<td>😞</td>
</tr>
<tr>
<td><strong>Speaking</strong></td>
<td>I can explain my own point of view.</td>
<td>🧐</td>
<td>😐</td>
<td>😞</td>
</tr>
<tr>
<td></td>
<td>I can use formal and informal language.</td>
<td>🧐</td>
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<td>😞</td>
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<tr>
<td></td>
<td>I can work with others to agree and organise ways to complete tasks.</td>
<td>🧐</td>
<td>😐</td>
<td>😞</td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td>I can brainstorm, plan and draft written work with some support.</td>
<td>🧐</td>
<td>😐</td>
<td>😞</td>
</tr>
<tr>
<td></td>
<td>I can write, edit and proofread written work with some support.</td>
<td>🧐</td>
<td>😐</td>
<td>😞</td>
</tr>
</tbody>
</table>

### 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 ________________________________
Use of English

Indirect and embedded questions

To ask for information or to make a question more polite, we often use introductory phrases such as ‘Could you tell me … ?’ and ‘Do you know … ?’. This makes the question ‘indirect’.

In indirect questions, we use the same word order as in reported questions but we do not change the tense. Look at the following examples.

Direct question Reported question Indirect question
“What time is it?” She asked what time it was. “Do you know what time it is?”

“Have you seen my pen?” She asked if I had seen her pen.

“Could you tell me if you have seen my pen?”

Some statements have questions included or ‘embedded’ within them. These statements often begin with phrases such as ‘I know’, ‘I don’t know’ and ‘I wonder’.

Examples:
I was wondering what to do.
I don’t know what my friends think.

Using indirect and embedded questions

A Rewrite the following questions as indirect questions using ‘Could you tell me’ or ‘Do you know’.

1. What will you do this summer?
2. Has she visited her family recently?
3. How is she?
4. When are you arriving?

B Rewrite the following direct questions as statements using ‘I wonder’ or ‘I don’t know’. The first one has been done for you.

1. What will you do this summer?
   I wonder what you will do this summer.

2. Has she visited her family recently?
3. How is she?
4. When are you arriving?

C Choose four phrases from the box below and write indirect or embedded questions beginning with your chosen phrases.

Do you have any idea …?
Can you explain …?
Do you know …?
He has no idea … They are not sure …

Remember

In indirect questions and in statements with embedded questions, we put the subject before the verb and we do not use the auxiliary ‘do/does/did’.