Complete English as a Second Language for Cambridge Secondary 1

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Series editor: Rachel Beveridge
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Introduction

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

Pathways to IGCSE®

In this book, you will find additional chapter which acts as a bridge between Cambridge Secondary 1 and Cambridge IGCSE®. This chapter introduces some of skills you will develop at IGCSE level, including summary writing and persuasive speech.

Practice questions

In addition to the Pathways unit, this book also includes some practice questions to assess your progress, and help prepare you for the Checkpoint test. The questions are modelled on the test, giving additional practice in the four main skills, but do not represent a full practice paper.

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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Humans and nature

In this chapter you will:

**Explore**
- a nature reserve
- the world around you

**Collaborate**
- to decide how you would improve nature in your local area
- to explain ways humans can affect animals and their environment

**Create**
- an article about your local community
- a talk on the natural world

**Engage**
- with a volunteer at an animal rescue centre
- with your schoolmates to help inform them

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

Look deep into nature and then you will understand everything better.
Albert Einstein, physicist

There are always flowers for those who want to see them.
Henri Matisse, artist

Study nature, love nature, stay close to nature. It will never fail you.
Frank Lloyd Wright, architect
Thinking ahead

1. Read the quotes on page 8. What common message do they share?
2. Humans and nature sometimes work well together. Can you think of any examples of this?
3. There are also times when humans and nature do not work well together. Can you think of any examples?

Word builder

Match the words on the left with the correct meaning on the right, then use the correct words to fill in the gaps in the notice below.

beneficial  causing damage
destroy    damage beyond repair
destructive  very important
protection   a duty to do something
responsibility  care, action to make better
treatment    keeping safe
vital      good for

LOCAL WOODLAND AT RISK!

There is a plan to cut down all the trees in the local woodland and replace them with new houses. While this will be _________ for thousands of people wishing to move to the area, it will _________ the homes of tens of thousands of animals and insects which live in the wood.

It is _________ that local people take _________ for the _________ of the woods, to save them from these _________ plans.

If you agree that our local wildlife deserves better _________ than this, please contact the council and let them know your views in writing.

Speaking

In pairs, discuss the following questions.

1. Look at the photos above and on page 8 and choose the one you think best shows humans and nature. Tell your partner and explain why you chose that photo.
2. With your partner, look again at the notice in the Word builder activity. Say what you think of the new plans, whether you think they should go ahead or if you have any different ideas. Use the Word builder words to help you.
My summer with Kabu

Read this blog written by a student who has spent his summer holiday helping animals at a rescue centre in Madagascar. The rescue centre is located in a nature reserve, a protected natural area of land. This part of his blog tells us about his time with Kabu, a rescued lemur who will be released back into the nature reserve when he is better. When you have read the blog, answer the questions.

**Monday**

Today has been a good day. It is two months since I arrived, and I go home on Thursday. Kabu the lemur arrived at the rescue centre the day after I came. At first, Pete looked after him because I didn’t have enough experience and Kabu had several fractures in his front left leg. But for the past four weeks, I’ve been taking care of him and helping him to walk again. He was given the vet’s certificate today and so tomorrow we’ll be releasing Kabu back into the nature reserve. An X-ray on his leg shows that it has healed enough for him to return to the wild.

**Tuesday**

Today, I was looking forward to releasing Kabu but it was also hard not to be a little sad, as I knew I wouldn’t see him again. We took him to the nature reserve, where he will be free but safe. We took the box off the back of the truck and opened the door so Kabu could come out. He paused for a moment, smelling the air and working out where he was, and then he raced away to join the rest of his group. We had succeeded in making Kabu better and releasing him safely. Take care my friend!

Glossary

- **fractures** breaks in bones
- **raced away** ran away quickly
- **releasing** making free or letting go
- **vet** doctor for sick animals
- **the wild** land where no people live
- **X-ray** a black and white photograph of the inside of a body
Understanding

For each question, choose the correct answer.

1. How long has Kabu been at the rescue centre?
   a) since Thursday
   b) four weeks
   c) almost two months

2. Why did Kabu have to go to the rescue centre?
   a) he had been bitten
   b) he had a broken leg
   c) he was lost

Answer the following questions.

1. Where was Kabu released?
2. Will Kabu be alone now? How do you know?

How do you think the writer of the blog feels at the end of the blog? Give two reasons for your answer.

Speaking

The writer spent two months in Madagascar helping animals at a rescue centre. Do some research into animals that are at risk or endangered: find out where they live and what the problem is. In pairs, discuss what you have found. If you could, which of the animals you have talked about would you most like to help, and why?

Writing

Choose an animal you would like to help rescue and write 40–60 words to explain your choice, including:

- the animal you would like to help, and why
- the environment where this animal lives
- what you would like to do to help.
Abstract nouns and compound nouns

Abstract nouns name ideas, qualities, feelings and concepts that we cannot touch. To make abstract nouns, we often add suffixes to verbs, adjectives or other nouns. When we add a suffix, we sometimes change the spelling of the original word.

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<td>–ship</td>
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Compound nouns are made up of two or more words. We make compound nouns by adding nouns, verbs (+ ‘–ing’), adverbs, adjectives or prepositions to nouns or verbs (+ ‘–ing’).

*Examples:* woodland, wildlife, film-maker, daytime, daylight, central heating, overtime, air conditioning, washing-up

Using abstract and compound nouns

A Match the nouns on the left with the correct definitions on the right.

- conservation: the way the Earth’s weather is changing
- pollution: an area of land where animals and plants are protected
- nature reserve: damage to water or the air caused by harmful substances
- climate change: the protection of nature

B Answer the following questions.

1. Use a suitable suffix to make abstract nouns from the words in the box. Use a dictionary to help you if you wish.

   - relation
   - important

   - arrange
   - happy

   - imagine
   - equal

   - suggest
   - intelligent

2. Make four compound nouns using the words in the box.

   - back: wild
   - land: rescue

   - centre: packing
   - wood: life

C Choose two abstract nouns and two compound nouns from exercise B and use them in sentences of your own.
Countable and uncountable nouns

Countable nouns refer to people or things we can count. They have singular and plural forms.

*Examples:* a month, two vets, some lemurs

Uncountable nouns refer to things we cannot count. Most uncountable nouns do not have a plural form.

*Examples:* nature, patience, sugar, plastic, furniture, accommodation, rain, work

Some uncountable nouns only have a plural form and they take a plural verb.

*Examples:* trousers, scissors, surroundings, belongings

Some uncountable nouns end in ‘s’ but they are singular and take a singular verb.

*Examples:* gymnastics, mathematics, news

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

*Examples:* I heard a noise. (countable = a particular noise)
They are making a lot of noise. (uncountable = noise in general)

Using countable and uncountable nouns

A Make two lists with the headings ‘Countable’ and ‘Uncountable’. Place the nouns in each list below under the correct heading.

1. scenery animal wildlife creature
2. conservation pollution reserve destination
3. equipment arrangement statement excitement
4. physics lesson subject biology

B Choose the correct verb form from the brackets to complete the following sentences.

1. Athletics ___________ my favourite sport. (are/is)
2. Make sure your belongings ___________ safe. (are/is)
3. How much ___________ your shorts? (were/was)
4. I was pleased to hear about the lemur. It ___________ excellent news! (was/were)

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

experience time quality
Track 1.1: Microbeads in our seas

Listen to Sanjeev talking about the effect humans have on the natural environment and then answer the questions.

Understanding

A Choose words from the word box to complete the following statements.

environment  gel  ingredients  natural
plastic  popularity  cleansers  washes

1. Today, I will be focusing on _________________.
2. Skin ________________ and face ________________ are growing in _________________.
3. You might check the smell and the price of your shower ________________ but do you check all the ________________?
4. We need to save the ________________ ________________ of the sea.

B Listen to Sanjeev again and answer the following questions.

1. Why are there microbeads in shower gel?
   a to improve the smell
   b to clean the skin
   c to reduce the price
2. How are microbeads damaging to the environment?
   a they get trapped in filters
   b they get left behind on beaches
   c birds and fish eat them

Glossary

beads small, round objects
filter an item that lets liquid pass but which traps bigger objects
gel liquid soap for use in the shower
ingested eaten
popularity being liked by a lot of people
skin cleansers beauty products for cleaning the skin
Answer the following questions.

1. Give two examples of where plastic in the sea might have come from.
2. What proportion of seabirds might have eaten plastic?
3. What does Sanjeev say humans should do to help save the natural environment? Give two reasons for your answer.

Speaking

1. In groups, find out if your classmates know that there are microbeads in some of the products we use. If they already know, how did they find out? Find out how they feel about it and if they will change the products they use now.

2. Your group has been asked to find a way to inform the rest of your schoolmates about the use of plastic in, for example, shower gels, and to warn them about the harm this is doing to the life in the seas.

   You can create a poster, an advertisement or a social media information screenshot. You need to include information about where microbeads are found, what harm they are doing and where people can go for more information.

   Plan and prepare your poster, then present it to the rest of the class.

Writing

Write an email to a friend telling them about microbeads in skin cleansers. In your email, you should:

- explain what microbeads are
- say why they are a problem
- suggest what your friend can do about it.

Write 40–60 words.

Challenge

In the word ‘microbeads’ we use the prefix ‘micro–’ to describe the beads. Micro means very small and so microbeads are very small beads.

The prefix ‘tele–’ means something that is far away, or done over a long distance. Can you think of or find any other words that contain the prefix ‘tele’?
Determiners

We use determiners at the beginning of noun phrases to give more information about nouns and pronouns. Some determiners refer to specific people or things.

*Examples: the sea, my shower gel, those birds*

Other determiners are more general.

*Examples: an animal, any ideas, another suggestion, other rubbish*

We often use the determiners ‘what’, ‘which’ and ‘whose’ before nouns in questions. ‘What’ is used in general questions and ‘which’ and ‘whose’ are used in questions about specific groups of people or things.

*Examples: What time is it? Which shower gel shall I buy? Whose idea was it?*

We use the determiners ‘my’, ‘your’, ‘his’, ‘her’, ‘its’, ‘our’ and ‘their’ to talk about who or what something belongs to.

*Examples: our future, your help*

Using determiners

A Fill the gaps in the following sentences with the correct determiner from the brackets.

1. Have you checked ___________ ingredients? (the/an)
2. ___________ birds are harmed by microbeads? (Which/These)
3. Look at all ___________ plastic on the beach. (this/these)

B Use words from the box to fill the gaps in the following conversation.

other their What another an this our Which

Sasha: ___________ toothpaste shall I buy? Look at ___________ one – it contains plastic!

Myra: ___________ a horrible thought!

Sasha: I heard such ___________ interesting talk yesterday about microbeads. They get into ___________ oceans where fish and ___________ sea creatures eat them and they end up in ___________ stomachs.

Myra: Companies should stop using them. And we should find ___________ type of toothpaste!
Quantifiers

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

*Examples*: all, few, several, much, plenty of, lots of, more, most, enough, no

We often use quantifiers in noun phrases followed by ‘of’ and another determiner or a pronoun.

*Examples*: some of his ideas, most of these birds, many of us

When we are talking about two people or things, we can use ‘either (of)’, ‘neither (of)’ or ‘both (of)’.

*Examples*: either option, neither of your suggestions, both of them

We use ‘each’, ‘every’ and ‘all’ to talk about all the members in a group of things or people. We use singular nouns after ‘each’ and ‘every’ and plural nouns after ‘all’.

*Examples*: each fish, every company, all products

To say how much there is of an uncountable noun, we can also use phrases such as ‘a piece of’, ‘an item of’ , ‘a box of’ , ‘a bottle of’ and ‘a slice of’.

*Examples*: a bottle of water, two slices of bread

**Using quantifiers**

A. Match the words and phrases on the left with a noun on the right.

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<th>toothpaste</th>
</tr>
</thead>
<tbody>
<tr>
<td>a small number of</td>
<td>soap</td>
</tr>
<tr>
<td>millions of</td>
<td>plastic</td>
</tr>
<tr>
<td>a tube of</td>
<td>toys</td>
</tr>
<tr>
<td>a bar of</td>
<td>microbeads</td>
</tr>
</tbody>
</table>

B. Choose the correct quantifier from the brackets to fill the gaps in the following sentences.

1. _____________ gels contain plastic. (Neither/Both)
2. Pollution can harm _____________ seabirds. (all/every)
3. People should use _____________ plastic bags. (less/fewer)
4. I wish there was _____________ rubbish in the sea. (fewer/less)

C. Write three sentences using the following phrases with countable or uncountable nouns.

| several items of | a small amount of | a piece of |

**Remember**

- We use ‘a small/large number of’ with countable nouns and ‘a small/large amount of’ with uncountable nouns.
- We use ‘less’ with uncountable nouns and ‘fewer’ with plural countable nouns.
- We use ‘much’ and ‘little’ with uncountable nouns. We use ‘many’ and ‘few’ with plural countable nouns.
- When ‘neither’ and ‘either’ are used without ‘of’ they are followed by a singular noun. ‘Both’ is followed by a plural noun.
Speaking

Improving the world around you

Look at the three photos of rubbish in a river (water pollution), toxic (or deadly) waste left in the countryside (land pollution), and burning waste to produce harmful smoke (air pollution). In groups, decide which of the three places you are going to help.

In groups, discuss the following.

1. List as many problems as you can think of for each place.
2. Taking it in turns, each member of the group will vote on which place they think the group should help, giving the top two reasons for their final choice.
3. When your group has made its final choice, share your conclusions with other groups in the class, giving your reasons for your choice.
Planning a talk on the natural world

Work with a partner on the following tasks.

1. You are going to give a two-minute talk on one thing people need to change in order to improve the natural world around them. Talk about the following:
   - Decide with your partner on one change you would like to see that will make a difference to the natural environment.
   - How can people make this change? Suggest some practical and immediate ways in which people can make a difference.
   - Are you optimistic about the future of nature? Discuss with your partner.

2. Once you have planned what you are going to say, think about how you can end your talk by encouraging other people to help.

3. You will be giving your talk to your classmates. Which of these phrases could you use? Choose three to include in your talk.

   - We need to make these changes now.
   - I will highlight the major problem.
   - Let’s get together to fix this.
   - This issue needs to be resolved.
   - If nothing is done, the situation will get worse.
   - Share my social media pages to spread the word.

4. Now you are ready to give your talk to your classmates.
**Reading corner: Community project**

Read this article about a local community project, then answer the questions that follow.

Recently, Carrie and her friends Jenna and Sophie planned a community project which would help their local area. If their project was successful, they could be awarded a gold community badge at their school, and all three of them desperately wanted one. The idea came to them one day as they were walking home from school through the park. They noticed that there was a lot of litter on the grass that people had dropped, and they thought that it looked really dirty and untidy. They wanted to clean it up.

So they decided to plan a community ‘clear-up’ day. They asked local people to come and help them clear away all the rubbish from the park and the surrounding area. They chose the first Monday of May because it was a national holiday, which meant that most people would not be at work and would be able to help them. Then they decided to collect rubbish bags and rubber gloves for the volunteers. Jenna suggested contacting the local council to ask for some litter-grabbers and Carrie emailed them that evening.

Finally, they designed some posters to advertise the clear-up day and printed out two dozen to put up in their school and around the park itself. Sophie delivered 20 posters to the houses nearest the park.

On the day of the clear-up, more than 80 volunteers turned up to collect the litter from the park and the area around it. Some of the volunteers were from their school and others from the local community. One family was even on holiday in the area and had seen the posters in the park. It was a very successful day and the following week, all three girls received their gold community badges from their head teacher at school.

**Understanding**

Answer the following questions.

1. Who organised the clear-up day?
2. Why did the organisers choose a national holiday for the community clear-up?
3. Why did the organisers email the local council?
4. What did the organisers do with their posters?
5. Why was it necessary to have the community clear-up day? Give two reasons.
You would like to start a local community project to improve the area where you live. Write an article to draw attention to the project and attract interest.

**Planning your article**

When planning your article, think about the following:

- Will the community project help animals or the natural environment?
- What needs to happen?
- Why will it be a good thing if the project is completed?
- What will be the short-term effect of the project and what will be the long-term effect?

Now develop your ideas. What is going to happen and how long will it take? When will the results be seen? They might be immediate or it might take longer for any change to be seen.

**Writing your article**

Using the ideas you have developed, write an article about your local community project. With each idea you have, you need to make sure to include reasons and examples, so the reader knows clearly what is happening and how your local area will be changing.

Write your article in 100–120 words.

**Editing and proofreading**

When you have written your article, read it through to edit it. Check that you have included all the bullet points. Do you need to add any examples? Can you change a word for a better one?

After you have edited your article read it again, to correct any mistakes. Remember to check your spelling, punctuation and grammar.
### Progress check

**Answer the following questions.**

1. Which of the following words means the same as ‘good for’?
   - a vital
   - b beneficial
   - c responsibility
   **(1 mark)**

2. Fill in the gaps in the sentence with words from the word box.

   The bone had a small ________ that could only be seen when the ________ took an ________ of the lemur’s leg.
   **(3 marks)**

3. Choose the correct word from the brackets to complete the following sentences.
   - a Some of the ________ at the rescue centre are injured. (animals/wildlife)
   - b That’s a great ________! (news/idea)
   - c He had a lot of ________ of working with animals. (experience/experiences)
   **(3 marks)**

4. Give one reason why we should not use microbeads in our soaps and gels.
   **(1 mark)**

5. Give one example of a phrase you could use in a talk to encourage your audience to take action.
   **(1 mark)**

6. Choose the correct word from a–d to complete the following message.

   I had such …(a)… interesting day. …(b)… lemur I told you about was released back into …(c)… wild. …(d)… leg was finally better!
   - a a
   - b That
   - c a
   - d the
   - c a
   - d the
   **(4 marks)**

7. Name two items you would need to help clear your school grounds of rubbish.
   **(2 marks)**

8. Choose the correct quantifier from the brackets to fill the gaps in the following sentences.
   - a We need to clear away ________ the rubbish from the park. (every/all)
   - b They collected ________ plastic bags. (a few/a little)
   - c ________ volunteers turned up. (Much/Many)
   **(3 marks)**

9. Name three types of pollution and give an example of each.
   **(3 marks)**

10. Write an email to a friend telling them what you are doing to help either the wildlife or the plant life in your local community next week and tell them how they can get involved as well. Write 40–60 words.
   **(4 marks)**

(Total: 25 marks)
## Progress assessment

<table>
<thead>
<tr>
<th>Reading skills</th>
<th>I can understand the main points in an extended text.</th>
<th>😊</th>
<th>😐</th>
<th>😞</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>I can understand specific information in extended texts.</td>
<td>😐</td>
<td>😐</td>
<td>😞</td>
</tr>
<tr>
<td>Writing skills</td>
<td>I can write, edit and proofread written work with minimal teacher support.</td>
<td>😞</td>
<td>😞</td>
<td>😞</td>
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<tr>
<td></td>
<td>I can use the appropriate style when writing an article.</td>
<td>😞</td>
<td>😞</td>
<td>😞</td>
</tr>
<tr>
<td>Use of English skills</td>
<td>I can use abstract and compound nouns.</td>
<td>😞</td>
<td>😞</td>
<td>😞</td>
</tr>
<tr>
<td></td>
<td>I can use determiners and quantifiers with countable and uncountable nouns.</td>
<td>😞</td>
<td>😞</td>
<td>😞</td>
</tr>
<tr>
<td>Listening skills</td>
<td>I can understand the main points that someone is saying in an extended talk.</td>
<td>😞</td>
<td>😞</td>
<td>😞</td>
</tr>
<tr>
<td></td>
<td>I can understand most of the specific points that someone is saying in an extended talk.</td>
<td>😞</td>
<td>😞</td>
<td>😞</td>
</tr>
<tr>
<td>Speaking skills</td>
<td>I can use formal and informal language.</td>
<td>😞</td>
<td>😞</td>
<td>😞</td>
</tr>
<tr>
<td></td>
<td>I can explain my own point of view.</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 ____________________________
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Modal verbs

We often use modal verbs to say how certain, likely or possible something is (definite, probable, possible, may, might, could, might, could). Examples: They must be here by now. I might arrive later. They can be there soon.

When we are sure something happened in the past, we use an infinitive or ‘have + past participle’.

Example: Communication must have been from there.

When we think something was possible in the past, but we are not certain, we use ‘might have + past participle’.

Example: I might have stayed at Harvard University. But I’m not sure.

We use ‘can’t have + past participle’ to express something that happened.

Example: I had my positive minutes ago, but I can’t have left it at home.

Using modal verbs

2. For each number in the following conversation, choose the correct verb from the options listed below.

Yes, my document hasn’t printed. This person: a) isn’t, b) isn’t been, c) hasn’t been

Jason: The paper...?...and the printer? I...it this morning.

Jason: It’s b) (a) (b) (c) it’s in the envelope.

Yes, you...?...be right. It...it in the envelope.

1. a) can b) can’t

2. a) might b) should c) must

3. a) must b) may c) should

4. a) can b) must c) should

5. a) might b) must c) should

Remember: The book should have arrived by now.

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