Use of English
Reported speech, indirect and embedded questions

1. Read the direct speech in the bubbles below. Then complete the sentences below, using reported speech. The first one has been done for you.

"Is everything okay?"
"Can you come?"
"Don't be late."
"Wait for me."
"Please can I borrow a pen?"
"I have too much homework to do."

a Anika wanted to play tennis after school, but I explained that I had too much homework to do.

b I knew I'd be late, so I told them...

c I left my school bag at home so I asked my friend...

d We needed to leave on time, so I told them...

e I hadn't heard from my friend for a long time, so I emailed to ask her...

f She hadn't replied to the invitation, so I asked... 

2. Rewrite the following indirect questions and statements, correcting the mistakes.

a Could you tell me when the film does start?

b Do you know whether is he going?

c I wonder what time does arrive the train.

Remember

When we are reporting what someone has said, we usually change the tense of the original verb.

To report orders, requests and advice we use a reporting verb such as ‘tell’, ‘ask’ or ‘advise’ + object + the ‘to’ infinitive.

Remember

When we report a question, we put the subject before the verb and we do not use ‘do/does/did’.

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

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1. Which of the words and phrases in the box below could be used to describe a natural landscape? There are three to circle.

unspoilt  polka-dot  man-made
ancient  weather-worn  newly built

2. Write a sentence to describe your ideal natural landscape.

3. Sometimes natural landscapes are replaced by new housing and other buildings such as factories, shops, schools and hospitals. Do you think this is a good idea? Think of three reasons why it is good and three reasons it is not.

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<thead>
<tr>
<th>Good</th>
<th>Not good</th>
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4. Tourists often want to visit natural landscapes. Think of one advantage of this and one disadvantage.

Advantage: .......................................................................................................................... 

Disadvantage: ..........................................................................................................................

5. Can you think of one way to help protect natural landscapes?

..............................................................................................................................................

..............................................................................................................................................
The Grand Canyon is 446 kilometres long and 29 kilometres wide. It is made up of rock and was formed at least 20 million years ago. Most of the 5 million visitors who come each year go to the South Rim, which is the easiest part of the canyon to reach and is open all year. As well as admiring the view, visitors take photos and selfies at the Canyon. You can go camping, make a film or even get married at the Grand Canyon, but for all three you need to get a permit beforehand. Some adventurous visitors travel to Grand Canyon West so they can step out onto the ‘Skywalk’, a glass viewing-platform that hangs over the edge of the canyon and was added in 2007. Finally, a tip from a frequent traveller – try and arrive before 9.00 a.m. so you can park easily before the crowds get there.

1. What is the width of the Grand Canyon?
   A 446 km       B 29 km       C 20 million km

2. How many visitors come to the Grand Canyon each year?
   A 20 million   B 5 million   C a few

Write answers to these questions.
3. When can you visit the South Rim?

4. Give two reasons why you would need to get a permit before going to the Grand Canyon.

5. Give a reason why you might want to arrive before 9 o’clock in the morning.

6. Why do you think the glass viewing-platform is called ‘Skywalk’?

7. Imagine you are standing on the ‘Skywalk’. Write a sentence to describe how you feel.
Nouns

1. Use the following adjectives and verbs to make abstract nouns. Two have been done for you.
   - fair ........................................ fairness
   - collect ........................................ collection
   - arrange ...........................................
   - invite ...........................................
   - happy ...........................................
   - different .....................................
   - secure ...........................................
   - suggest ...........................................
   - achieve ........................................

2. Make compound nouns from the words in the word box and use them to fill the gaps in the paragraph below.

   site  book  sun  moon  path  information
guide  centre  rise  camp  light  foot

   We arrived after dark at the Grand Canyon ........................................
   so our first views of the area were by ........................................
   We woke early the next morning and watched the beautiful
   ........................................ over the canyon. We then
   called in at the ........................................ to buy a
   ........................................ before setting off along the ........................................

3. Underline the two uncountable nouns in each of the following lists.
   a  air    desert    countryside    lake
   b  advice    detail    arrangement    information
   c  weather    lightning    forecast    storm
   d  holiday    sightseeing    activity    backpacking

4. Some nouns can be countable and uncountable, depending on how they are used. Circle the countable nouns and underline the uncountable nouns in the following sentences.
   a  Will you buy me a paper and some paper for my printer?
   b  We took some bread rolls, cheese and water with us.
   c  I didn’t have much room in my case for the clothing
      I needed.
Interview with Zaha

1. Look at the words and meanings in the Glossary. Choose three suitable words from the Glossary to complete the paragraph.

Tourists can have a bad ___________________________ on the natural landscape. Their actions can increase the chance of soil ___________________________, which means important ___________________________ may be washed away.

Track 1.1 In the recording you will hear an interview with Zaha, who is speaking about the effect of tourism on the natural landscape. As you are listening, answer the questions.

For each of these questions, circle the correct answer A, B or C.

2. Which of the following does Zaha say speeds up soil erosion?

A
B
C

3. What can happen when it rains after the tourists have visited?
   A The top layer of soil is washed away, together with important nutrients.
   B It is easier for insects to feed on small plants.
   C More tourists choose to travel by bus or car.

Write answers to these questions.

4. What does Zaha give as an example of air pollution?

5. What system would Zaha like to introduce to the natural landscape?

6. Do you think Zaha’s idea is a good one? Why, or why not?
Determiners and quantifiers

1. Underline all the determiners and quantifiers in the following sentences.
   a. All visitors can obtain a free map of the Grand Canyon area from the information centre.
   b. Every year millions of tourists visit the Grand Canyon and most of them go to the South Rim.
   c. Visitors must leave no litter behind and they must not walk on any plants.

2. For each gap in the following notice, circle the most suitable word or phrase from the list below.

   Notice for all visitors
   We are now allowing ...(a)... visitors into the national park ...(b)... day. In recent years, ...(c)... visitors have come to enjoy ...(d)... the sights and sounds that nature has to offer here. Unfortunately, ...(e)... harm has been done to the area and this has now become ...(f)... a serious problem. ...(g)... the plants are at risk. ...(h)... problem is that visitors often leave behind ...(i)... rubbish. To deal with this problem, we have provided ...(j)... waste bins.

   - a. few, fewer, much
   - b. each, some, all
   - c. a few, any, thousands of
   - d. all of, each, every
   - e. many, a large number of, a lot of
   - f. most, quite, more
   - g. Many, Much of, Many of
   - h. Other, Another, More
   - i. large numbers of, several, pieces of
   - j. more, a large amount of, much

3. Underline the words and phrases in the box that can only be used with uncountable nouns.

   - a couple of, much, a small amount of, a slice of, hundreds of, plenty of, a little, a bar of
Formal speech

Track 1.2 In the recording you will hear Seo-yun describing a forest near where she lives.

1. As you are listening, circle the adjectives you hear her use about the forest. (Tip: only circle the adjectives she uses for the forest, not all of the adjectives she uses.)

   - magical
   - beautiful
   - dangerous
   - enormous
   - far
   - well-known

2. Now imagine that the local government has decided to cut down the ancient wood near your town. Someone from the government is coming to your school and you have been asked to give a short speech to ask them not to cut the wood down. In your speech:
   - explain why the ancient wood should be protected
   - suggest where new houses and shops can be built instead
   - use powerful adjectives to describe the wood
   - use formal language (because you are giving a speech to someone from the government).

   Write your speech here:

   ........................................................................................................................................................................
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3. When you have written your speech, practise reading it aloud. If possible, record it.

   Remember

   Although much spoken language is informal, a speech uses formal language. Use precise vocabulary (for example ‘marvellous’ rather than ‘good’) and no contractions. Avoid using words and phrases such as ‘well’ and ‘you know’.
Writing a travel diary

Which of the following would be suitable for a descriptive travel diary? Put a tick or cross in each box.

☐ Using informal language
☐ Using formal language
☐ Describing what you can see, smell, hear and touch?
☐ Including dates
☐ Using powerful adjectives

When we read about a natural landscape, either in a story or in a travel diary, we need to imagine what it is like to be there. How can the writer create a clear picture in words of what the natural landscape is like? Think of three things.

You are now going to write an entry in your travel diary about a natural landscape you have been to. Explain why you liked it and what made it special to visit. Write 100–120 words.

Once you have written your diary entry, check your spelling and punctuation. If possible, ask someone else to read it. Do they think you have made a clear picture of your natural landscape?
Quiz

1. Write one way we can protect our natural landscapes.

2. Which of these does **not** require a permit at the Grand Canyon? Circle the correct answer A, B or C.
   - A making a film
   - B taking a selfie
   - C building a camp

3. Underline the nouns that are **both** abstract and uncountable.
   - advice
   - equipment
   - luggage
   - information

4. Erosion is when you learn something about nature – is this true or false? If you have written false, correct the sentence:

5. Which natural landscape did Zaha say already limited ticket numbers?

6. Fill the gaps in the following sentences with the most suitable determiner or quantifier from the brackets.
   - a __________________ of the soil’s nutrients have been washed away. (Much/Many)
   - b __________________ of us arrived early. (Both/ Either)
   - c We didn’t leave __________________ litter behind when we left. (some/any)

7. What was the name of the forest Seo-yun spoke about? (You can listen to Track 1.2 again if you need to.)

8. You are a member of the local town government. You have to decide whether to save a local beach made of volcanic rock or an ancient lake. Which do you decide to save and why? Write 60–80 words.