Contents

Introduction ........................................................................................................ iv

1 Foodies’ delight ............................................................................................. 2

2 Amazing arts ................................................................................................ 18

3 Terrific technology .................................................................................... 34

4 Unnatural nature ........................................................................................ 50

5 Fabulous hobbies ....................................................................................... 66

6 Alarming journeys ...................................................................................... 82

7 Heroic history ............................................................................................ 98

8 Exciting escapades .................................................................................... 114

9 Tremendous television ............................................................................... 130

Reading: Sky Hawk by Gill Lewis ................................................................... 146

Language and literacy reference ................................................................. 147

Word cloud dictionary ................................................................................ 153

Supplementary teaching material can be accessed at www.oxfordsecondary.com/checkpoint-english-resources
Introduction

Oxford’s *Complete English for Cambridge Secondary 1* is an enquiry-based course designed to develop students’ skills and confidence in English. Recognising the multilingual and multicultural nature of today’s world, the approach supports your students in becoming life-long learners who are agile, independent, 21st century thinkers.

Carefully aligned to the latest *Cambridge Secondary 1 English curriculum framework*, you can be assured that Oxford’s *Complete English for Cambridge Secondary 1* is meeting your students’ learning goals. Arranged under engaging themes, each of the nine units covers topics and skills that facilitate learning across the curriculum as well as providing a firm foundation in preparation for IGCSE® First or Second Language English courses of study.

**Student Book and Workbook**

The guiding principles for *Student Book 8* and *Workbook 8* are creativity and engagement. Units, which do not have to be followed in a linear fashion, are designed to be accessible to students in any culture and to promote cross-cultural understanding. The course as a whole aims to increase students’ awareness and competency in all aspects of English. Students are encouraged to:

- explore the content of texts from or set in countries around the world
- create different types of writing, including poetry and play scripts
- collaborate on grammar tasks and in speaking and listening activities
- engage with new concepts and the writer’s craft
- develop evaluation and reflective skills.

All units facilitate Cambridge Secondary 1 Checkpoint learning objectives, building on the Cambridge Primary English curriculum framework and Stage 7. The central learning objectives for each unit are provided at the beginning of each unit in the teacher book. Please note that learning objectives may only be partially covered within a particular unit, with other aspects of the objective covered elsewhere. Some objectives may therefore appear in more than one unit. This holistic approach ensures that, through the nine units of the Student Book, Workbook and Teacher Pack, the curriculum framework is covered fully in an engaging and logical way.

The Workbook is designed as a stand-alone component. As a write-in resource it is connected to but not dependent upon having a copy of the Student Book in hand. The Workbook is ideal for consolidation and extension of concepts and skills that have been covered in a class session using the Student Book.

**Reading**

Each unit opens with a ‘Thinking time’ session in which students examine new ideas and are encouraged to begin exploring the theme of the unit. This leads on to readings from modern and pre-twentieth century non-fiction, media texts, news articles and genre fiction. Reading extracts are accompanied by Word cloud and Glossary boxes. Word clouds can be used to introduce students to new vocabulary, to explore meanings and usage in context. Words that appear in the Word cloud are sometimes a semantic group, sometimes a word-class group, depending upon the extract. Word builder exercises allow students to familiarise themselves with, and utilise, the words in the Word cloud. Glossary features are also present with some extracts, to help students with words or phrases that may not be found easily in a dictionary because they are uncommon,
Students practise writing for different purposes linked to the texts they have read. Stage 8 includes: creating an information leaflet on eating healthily, writing a speech on artificial intelligence, writing a report for a school magazine and an article for a newspaper, writing a story about a superhero. Each task requires students to structure and organise their ideas coherently, using a range of sentences and presentations for particular effects.

All writing tasks are carefully structured, offering step-by-step guidance so that students effectively plan and organise their ideas coherently, using a range of sentence structures and punctuation to create particular effects. Each unit also contains essential grammar and spelling practice to improve technical accuracy.

**Speaking and listening**

Stage 8 speaking and listening tasks include collaborating on creative tasks such as interviews, giving and listening to short talks, promoting a charity, discussing topical issues to improve active listening and oral skills for debates and presentations at a later stage in students' school careers. Group and pair work tasks enable students to explore complex ideas and feelings in a safe environment, and develop confidence in giving perceptive responses that show an awareness of another person's viewpoint. Activities incorporate a fun element, but there is a serious purpose behind what students are asked to do; it is invaluable preparation for oral assessments in both First and Second Language English exams, and later for group and team work at pre-university level. Being able to conduct a discussion, draw together ideas and promote effective sharing of those ideas is a key life skill.

**Formative and summative assessment**

Throughout the units, students' work is assessed through teacher, peer assessment and/or self-assessment, with the objective of improving specific competencies and self-confidence. Workbook 8 enables students to practise and expand on what they are doing in lessons individually for homework. Answers and suggested answers can be found within the lesson notes for each unit in this book.

**Teacher Pack CD**

Here you will find:

- Transcripts of listening tasks as printable word documents
- Audio files for each of the listening tasks shown with this symbol in the Student Book
- Photocopiable resources

*Complete English for Cambridge Secondary 1* offers teachers and students trusted and experienced authors who have crafted an English programme in line with the goals of Cambridge International Examinations whose desire is to develop learners who are:

- Confident
- Innovative
- Responsible
- Engaged
- Reflective

Acknowledging and celebrating the multilingual classroom, this course supports and stretches both monolingual and bilingual students in their English learning.
Learning objectives

In this unit students will:

- Give short presentations and answer questions, maintaining effective organisation of talk. 
  Pages 2–3 8SL1
- Use a range of reading strategies to find relevant information and main points in texts, distinguishing between fact and opinion where appropriate. Pages 4–5 8Rx2
- Explore the range, variety and overall effect of literary, rhetorical and grammatical features used by poets and writers of literary and non-literary texts, considering informal or formal style as well as the choice of words to create character. Pages 4–5 8Rw2
- Demonstrate controlled use of a variety of simple and complex sentences to achieve purpose and contribute to overall effect. Pages 6–7 8Wp2
- Demonstrate understanding of the effects created by features of diaries, magazines and newspaper reports. Pages 8–9 8Rv4
- Demonstrate understanding of the main features of text structure of each genre and text type studied. Pages 8–9 8Rv2
- Spell most words correctly, including some complex polysyllabic words and unfamiliar words. Pages 10–11 8Ws1
- Learn the spelling of difficult and commonly misspelled words and develop strategies for correcting spelling. Pages 10–11 8Ws2
- Adapt speech, non-verbal gesture and movement to meet an increasing range of demands. Pages 12–13 8SL2
- Engage with more demanding material through perceptive responses to other students’ talk, showing awareness of the speaker’s aims and extended meanings. Pages 12–13 8SL5
- Identify the most appropriate approach to planning their writing in order to explore, connect and shape ideas. Pages 14–15 8Wa1

Setting the scene

The opening of this unit can be used as a way to explore diverse cultural preferences in eating habits and provide students with vocabulary for constructive criticism. Encourage students from different ethnic backgrounds to talk about typical snacks. Go on to compare and contrast the consumption of snacks in your classroom.

As you conduct the class discussion, ask individuals to expand on what they are saying and clarify their points. Use phrases such as ‘can you be more precise?’ or ‘tell us more about...’ Explain to students how these phrases can be used in discussions and when commenting on each other’s speaking skills.

Foodies’ delight

Taking about 5–10 minutes, draw out students’ views and prior experience in an informal way. Ask students if they have:

- explored ways to encourage young people to eat healthily
- collaborated to devise an advertisement
- created an information sheet about healthy eating
- considered whether a wide choice of products is good or bad for us
- reflected on what makes a certain meal or snack their ‘favourite food’.
Foodies' delight

What foods could you choose from?
Who cooked or prepared the foods?

2/9/16 4:19 PM

Do you think you make the right

Where were you?
Why did you choose those foods?
What did you choose?

2/9/16 4:18 PM

836472_English_for_Cambridge_TG8_U01.indd   3
Image 73x796 to 323x817

836466_English_for_Cambridge_SB8_U01.indd   2
Image 83x694 to 191x742

A matter of choice

Begin by asking the whole class for examples of foods bought because of the packaging. Then ask how much of what we eat is actually good for us. Students could write down their favourite foods and tick those that are healthy. Direct students to the quotations and ask them to talk in pairs or small groups about how and why we try new foods: on the basis of what we have been told about taste; on appearance (wrapping); or on what advertising tells us?
Students then take turns answering the questions in this section of the Student Book. Set a time limit. Students then come together in larger groups to explain their choices and reasons. Listeners may interrogate each speaker’s reasons, as in a debate. Remind students to listen attentively and demonstrate they are responding to what someone has said.

Thinking time

If you have a fairly big class, discuss question 1 with the whole group, then assign questions 2 and 3 to pairs. Arrange pairs into groups of 4 and set a time limit for question 4. Each group should have a leader who reports back to the class. Assign ‘group leader’ roles to as many students as possible for Speaking and listening tasks.

Communicating effectively

A follow-up activity could be a recorded pair-work ‘food history’ interview. Students need to think about what they ate as young children and why and how their tastes have changed. Students then listen to the recording to see how well they explained their thoughts, and whether a listener could appreciate their point of view and preferences adequately.

Chocolate enquiry

Give students the quotation ‘I like all foods as long as they contain chocolate’. Ask them to find out about the history of chocolate. This activity can be adapted, with Activity 1 providing stretch, while Activity 2 is for students who would benefit from improving their use of vocabulary.

1. Stretching students
This can be a small group or pair work activity. Ask students to prepare a chocolate fact booklet for the class. It should include:
The origin of chocolate
Its introduction to Europe and North America
Who grows cacao beans
Different types of chocolate
Data on chocolate consumption in your country
Note: There are numerous sites and articles about chocolate for adults on the Internet; many ‘useful facts for kids’ sites are specifically for the USA. Students can do a search on their own, but direct them also to information on: http://www.thestoryofchocolate.com

2. Supporting students
This is a pair work activity. Ask students to each find ten facts about chocolate and write them down on a sheet of paper. They should then cut the sheet into ten ‘fact slips’ and pass them to a partner. Each partner chooses how to order their facts and writes them in continuous writing of between 100–200 words. A suitable order may be chronological or grouped by type of fact, e.g. geographical or statistical. When they have finished, partners show their writing to the original ‘fact finders’, who check what they have written as a peer-marking exercise.

My life on a plate – Food interviews

Each of the options asks students to consider food choices and changes of taste or preferences.
A blog about food choices

Prior knowledge

Before you start the reading, ask students to predict how many different types of cereal there are in their local supermarket. If students are not familiar with shopping for food, ask them to guess how many types of chocolate or soft drinks are available in a nearby shop.

In preparation for the reading and subsequent work on making choices, ask students to work in small groups and discuss the names of all the cereals and biscuits they can think of. They should then look at the names of the products and decide how many are a means of describing the product itself, such as ‘Crunchie’. Discuss how product names can also act as an advertisement, such as ‘Bliss’ or ‘Raspberry Delight’. A fun activity here is for groups to invent a new product with an appealing name then design eye-catching packaging.

Spoilt for choice

This reading relates to choice more than food itself. For background information on Barry Schwartz’s book about choice see: http://www.ted.com/talks/barry_schwartz_on_the_paradox_of_choice/transcript

Schwartz states, ‘The secret to happiness is low expectations’: the more choice we are offered, the more likely we are going to be disappointed with the choice we make because we are thinking about how something else might have been better.

As this may be challenging for some students take a few minutes to analyse its form and content before they start on the ‘Understanding’ questions. Ask them to work in pairs and do a brief ‘wh-’ analysis. They should try to identify:

What it is about (varieties of food or choice); who they think it is written for (target audience); and where (the text includes the word we, who are we?). Option 1 of the extension activities stretches students while other students can be asked to write a first-person account of being faced with too many choices in a shop, or when choosing which new mobile phone they would like.

Suggest the title ‘Which one to choose’ and ask students to write 200 words for a blog post aimed at readers of their age.

Understanding

1. 165
2. People like choice. They think it makes them happier; enables them to find the ‘perfect’ product (cookie).
3. Students use their own words to say why too many choices can be problematic.
5. Focus on being pleased with what you have got.

Vocabulary

Model a word family from the Word cloud on the board and direct students’ attention to the explanation of root words and words for being ‘contented’ on page 5 of the Student Book. If you have a largely bilingual group, spend a few moments trying to find direct translations for ‘happy’ and ‘content’, and examine the subtle differences.

When taking feedback on this activity, you could add an on-the-spot word field activity to increase and consolidate vocabulary. The objective is to find alternatives to two over-used words: ‘sweet’ and ‘nice’. Ask the class to think of their favourite sweet product (this can include cakes and pastries). They should jot down adjectives to describe the product and the sensation of eating it without using the words ‘sweet’ or ‘nice’.

Finding alternatives for ‘sweet’ is challenging, but there are many ways to say ‘nice’. Offer ‘sugary’ and ‘delicious’ as examples. Two students write the adjectives in separate columns on the board. Finish when the class runs out of suggestions. Students can then check their suggestions in a thesaurus. Alternatively, start with the thesaurus then ask for additional adjectives.
The class now works individually with dictionaries to create a word family for two more of the words from the Word cloud. They can then compare their choices in pairs or small groups. If students are unsure about how to start, set them all the same word: ‘perfection’.

**Word families**

1. Words from root word ‘happy’ include: happily, happiness, unhappy, unhappiness.
2. From the same word class as ‘happy’: happier, happiest, unhappier, unhappiest.
3. Synonyms for ‘happy’: content, cheerful, joyful, jolly, delighted, ecstatic, merry, smiling. Accept synonyms that also relate to happy as in ‘happy to do something’: pleased, glad, and so on.

**Stylistic techniques**

1. Examples from the blog, matched to technique:
   a. ‘It makes us happier, right?’
   b. ‘165 kinds’
   c. ‘like a computer given too much data to process’
   d. ‘all this choice must be a good thing’
   e. ‘we think that somewhere there must be the perfect cookie’
   f. ‘it’s incredible!’

2. Before students begin this short writing task, clarify with the whole class the form and purpose of a blog post such as this, and why people write them. Students are asked to write an opening on a topic about which they feel strongly. Depending on the size and nature of your class, discuss briefly the following suggestions:
   - Having lots of choice is excellent.
   - School food needs to be improved.
   - What makes me really happy.

Alternatively, ask students to work in pairs at the brainstorming ideas stage, but to do the writing individually. When marking, check to see that students have completed at least five sentences and used some or all of the stylistic techniques on page 5 of the Student Book.

**Option 1: Stretching more able students**

Select sentences and paragraphs from the transcript below on buying jeans (some editing may be necessary) and ask students to read them: http://www.ted.com/talks/barry_schwartz_on_the_paradox_of_choice/transcript. Then ask them to write a script for a radio talk on the choices involved when buying another product they use on a regular basis or would like to own, such as a racing or mountain bike, a mobile phone or trainers, a snowboard or skis. Instruct students to address quality and value for money, as well as the name-brand kudos factor. This extension activity could be carried out in pairs and completed as a whole class listening activity.

**Option 2: Similes and clichés**

The accompanying CD contains photocopiable material for this unit on the subject of similes and clichés, and can be used to help students improve their vocabulary. Non-native English speakers may find it particularly useful as it increases language awareness.
Foodies’ delight

Sentences and sentence punctuation

**Prior knowledge**

Before starting the activities on this page, read the explanation of simple, complex, and compound sentences with the class.

Ask students for examples of when they have done some or all of this sentence grammar before, then reactivate dormant knowledge by modelling examples on the board. Be sure to explain that a complex sentence may have only two clauses, but one will be subordinate, so they do not assume all two-clause sentences are compound sentences.

If your students are less familiar with sentence grammar, ask them to copy and label your examples, then write one of their own beneath each. Students should attempt to complete the exercise on page 6 of the Student Book on their own. When they have finished, they may compare their answers with partners and make adjustments before handing work in to be checked for accuracy.

**Sentences and sentence punctuation**

1. ‘Sit down at the end of the dining room.’
2. Students turn unfinished phrases into complete sentences by adding words.
3. a. Simple
   b. Complex (conditional with a main clause and a subordinate clause)
   c. Simple (it is a long sentence but there is only one clause)
   d. Complex
   e. Compound
4. The following are suggested answers. Accept alternatives that use the phrases, clauses, and conjunctions appropriately.
   a. i. The crying baby suddenly laughed.
      ii. The grumpy cook yelled loudly.
   b. i. He carelessly dropped a large, floppy pancake and yelled loudly.
      ii. The grumpy cook yelled loudly and the crying baby suddenly laughed.
   c. i. The grumpy cook yelled loudly and the crying baby suddenly laughed, which was very funny.
      ii. When he carelessly dropped a large, floppy pancake on the floor and yelled loudly the crying baby suddenly laughed, which was very funny.
5. Students’ own answers. Suggested example answer: The grumpy cook with a big moustache yelled loudly (when/because) he carelessly dropped a large, floppy pancake on the floor in the kitchen and the crying baby suddenly laughed, which was very funny.

**Commas for parenthesis**

Before completing this exercise, draw students’ attention to the Key concept feature about parenthetical phrases, on page 7.

1. a. ,famous for its steamed crab,
   b. ,based at Manchester United football ground,
   c. ,highly intelligent animals with a remarkable memory,
   d. ,using 4,000 kilograms of mozzarella cheese,
2. Suggested parenthetical phrases below. Accept logical alternatives.
   a. It is important to eat at least five portions of fruit and vegetables, preferably freshly bought, every day.
   b. Shopping, which I do every weekend, is my favourite pastime.
c. Penang, a place I have always wanted to visit, is in Malaysia.

d. Come to Crest Café, famous for its syrup pancakes, for an amazing meal!

**The expanding and shrinking sentence!**

To practise identifying and using parenthetical phrases, set the following Workbook task as homework or a silent classroom activity. Students may peer mark subsequently, but it is advisable to check students’ answers before moving on.

**Suggested answers** (accept logical alternatives):

1. a. The elderly man, wearing a green woollen hat, walked down the street and stopped at a scruffy yellow door.

   b. The door opened slowly and he saw his sister for the first time in thirty years; she had a large parrot on her shoulder.

   c. The parrot, which was bright blue and green, flew away and his sister screamed loudly at him to catch it.

2. Suggested answers below; accept logical alternatives. If students repeat the pronoun ‘they’ more than once in a, ask them how rephrasing these sentences would improve the paragraph. In b, ask students which words they need to change or cut out to avoid repetition.

   a. The children were being chased along the beach by their friend. They ran till they could run no more. They decided to go into the woods. They ran very fast then they hid and waited until it got dark.

   b. Put the butter and sugar into a bowl. Stir well until it’s fully mixed. Add the eggs a bit at a time. Beat well and when it’s really smooth, stir in the flour until it is all mixed together.

**Extension**

**Writing a recipe – using simple sentences and adverbs**

A good way to help students who are struggling to understand sentence grammar and/or parts of speech, is to ask them to write out a recipe. Show them a sample recipe and ask them to copy the format, with a list of ingredients followed by the method of preparation and cooking instructions.

When they come to write the method stage, remind them how to construct a simple sentence using one verb only, such as: ‘Stir in the flour.’ Ask them to use only simple and compound sentences in the method stage, but to include adverbs for **when** and **how**.

As they write, students can identify how we use adverbs of time and manner (when and how) in instructions. For example, ‘Before you start’; ‘next, beat the eggs’; ‘stir in eggs slowly’; ‘after it comes to the boil’; ‘fry rapidly’.

When students have finished writing out their recipes, ask them to colour all verbs in blue and all adverbs in green. Explain how an adverb describes a verb, so blue (for verbs) mixed with yellow (for adjectives) makes green.

For best results, try to do this activity using real food in the classroom. It could be double-decker sandwiches, or a mixed salad with dressing. **Acting** on words, and identifying how and why we use certain constructions in the process, is much more meaningful for students who struggle with visual aspects of language learning. Tactile or kinaesthetic learners benefit greatly from ‘doing and learning’.

An alternative way to demonstrate recipes is to act them out as a television food programme using imaginary ingredients. This can be an individual, pair or small group activity. Ask students to create a running order to show what needs to be done and when, such as mixing the ingredients or putting the food in the oven. Explain programmes of this nature need to be timed exactly and each person needs to know precisely what to say and when. Set a time limit (maximum ten minutes). If possible, show an extract from a popular food programme as an example. Ask students to video theirs so they can discuss their performances as a class or in groups. Individuals should make notes on how clearly they speak and what they can improve. Students should offer constructive criticism to peers.
Are children consuming too much sugar?

**Prior knowledge**
Ask students if they have ever considered how much sugar they consume in an average day. According to an article in The Telegraph, ‘How much sugar is in your soft drinks?’ (Telegraph Food, 1 May 2015), ‘Research last year found that many smoothies and juices aimed at children contained up to seven teaspoons of sugar per 200ml, which is one teaspoon more than full fat Coke.’ See: http://www.telegraph.co.uk/foodanddrink/foodanddrinknews/11576198/How-much-sugar-is-in-your-soft-drinks.html

This topic may have been covered in Biology or a tutor group session, so before the class starts reading, ask them to predict the content of the article. Do they expect to see a warning, and if so, why? You could then direct them to the Word cloud and ask them what tone the words suggest the article might take if it includes: concerned, frightening, poison, staggering, threats, and worse.

**Understanding**

1. 35 g of sugar.
2. Attractive ‘funky’ bottles and packaging; water is nearly as expensive.
3. Removed vending machines and replaced snacks and drinks with healthier alternatives.
4. Students reword ‘despite protests’ – accept alternatives such as ‘even though students complained’, or ‘ignoring students’ complaints/objections’.
5. The article warns against sugar content in soft drinks.

**Word builder**

1. Students should explain how each word in the Word cloud creates a negative impression.
2. Positive lexical field: health-giving vitamins, energy boosting, bright, appealing, funky.

**Extension**

**Writing a blog article – ‘Sugary poison’**
Ask students to write a blog article for teenagers, suggesting ways to reduce sugar in their daily diet. Their articles should include how and why they currently consume too much sugar and suggest ways to reduce sugar intake with appealing alternatives. Remind students to consider carefully their choice of words and lexical field(s). They should make a list of key words to be included and write out their topic sentences for each paragraph before starting.

Students doing this on the computer can include diagrams and/or illustrations and photographs. Remind the class they will need to say where images come from and cite references if they use data or wording from web pages. Take this into consideration when marking the students’ work (form and content), and give constructive feedback on use of English and technical accuracy. This writing activity is useful preparation for coursework later in their school careers.

**Speaking and listening**

**Should there be a law against advertising sweets?**
In many countries it is now illegal to advertise tobacco on television. Propose to your class that the advertising of sweets and chocolates should also be prohibited. Organise students into groups of 5–8. Each member of the group takes one of the roles below. Name one person in each group to act as leader. Set a time limit. Take feedback...
Workbook

1. Are you bored with breakfast? Are you looking for something new to tingle your taste buds?
Well, look no further – Raspberry Whiz Crunch is here! It’s a brand new cereal made from delicious toasted whole-wheat grain, crunchy clusters of oats and luscious raspberry yoghurt flavoured nuggets. Made from pure organic grain, with real juicy raspberries, this cereal tastes good and does you good too! Look out for this scrumptious new way to start your day – on supermarket shelves now!

Extension

Lexical fields in news media texts
For homework, ask students to choose either print media or radio broadcast news, and select one short item on a current health or welfare issue, such as the sugar article in this unit. They should copy the article or record the news item and write down the lexical field that gives the item its tone, bias, or point of view. Remind them to cite their sources. They should then bring the news item to class. Working in small groups, students take turns to show or play their news item and their peers identify the lexical fields.
More spelling ‘rules’

Prior knowledge
Invite students to say words they can never spell properly and write them on the board correctly. Leave them visible for the duration of this exercise. Ask individual students to read the ‘rules’ aloud, going around the class, and invite students to comment on each. Encourage the class to do the exercise without a dictionary at first. When they have attempted to find an example and/or exception for each rule, they can then use the dictionary to check their suggestions and add more.

Practising your spelling
1. Further examples can include:
   - Rule 1. Examples: queue, quarter, quintet, and so on.
   - Rule 4. Examples: trick, elastic. Exception: drumstick (note the -ick ending is usually in compound nouns such as drum+stick and home+ick).
   - Rule 5. Examples: rising, saving.
   - Rule 6. Examples: altogether, welfare, useful. Explain also the spelling of fulfil – using one l.
2. For the ‘look, say, cover, write, check’ task you can put students in pairs or small groups and do it as a mini spelling bee.
3. Invite students to play around with words and images in pairs or small groups, but set a time limit.

Spelling activity 1 – Confusing homophones
Explain to students that homophones (or homonyms) are words that sound the same but have different spellings. Write allowed/ aloud and knew/ new on the board and ask for further examples.
Now write up the following ten words related to food and ask the class to find their homophones: cereal; flour; pear; piece; waste; scent; currant; dessert, meat, course.
Depending on your class, you can use this to strengthen spelling or to develop vocabulary. To strengthen spelling, students can work in pairs to make a list of more words that sound the same (they do not have to be linked by theme). They then choose five words they frequently confuse and three more they do not often use and write them in sentences to demonstrate their meanings.
To develop vocabulary, ask students to copy the following ten words: stationary; cite; sore; bough; cellar; council; feint; meddle; horde; principle.
They should then:
   a. find their meanings in a dictionary
   b. find their homophones.

Creating your own game
Organise small groups and assign a leader to each group. Ask students to discuss ideas for games to improve spelling. They may need pencils and paper to design games with accompanying rules. They should test out their ideas in their own groups, then play the game with others in the class. Set a time limit.

Spelling bee
Set this spelling exercise for homework or do it as a silent classroom activity. You can then mark it together in class.
1. a. argument
   b. basically
Tricky spellings – plurals for -o endings

Explain that in English we usually add an s or es to make plurals, such as word/words or box/boxes. However, there are many exceptions to this rule.

- When a word ends in y, we change it to an i and add es, as in baby/babies or pony/ponies.
- When a word ends in o, we sometimes add es, but not always.

Give students these ten awkward words and ask them to work together to make them plural. You can add more words they find tricky when they have finished. (Answers are in brackets.)

Note that musical instruments ending in o need s to make the plural.

- hero (heroes)
- hippo (hippos)
- piano (pianos)
- echo (echoes)
- tomato (tomatoes)
- cello (cellos)
- photo (photos)
- motto (mottoes)
- volcano (volcanoes)
- radio (radios)

Spelling activity 2 – Heterophones

Heterophones (or heteronyms) are words that have the same spelling as another word, but a different meaning and different pronunciation. Hetero = different and phone relates to sound. Give examples of some common heterophones such as an object (noun) and to object (verb) and ask the class for further examples. These could include: insult, direct, produce, record, project, research, conduct, progress, present, address, rebel, etc.

Students may work together to create a list that shows the use of the words and whether they are verbs or nouns. To consolidate the activity, individuals should select five pairs of words and write them in sentences to demonstrate how we use them.

Word game – International cookery

Give students a thesaurus and a dictionary and ask them to look up five words related to cooking. These may include cooking utensils but not ingredients. The Oxford English Thesaurus for schools has a useful ‘word web’ for cooking on page 141. The object of the game is for students to select less common cookery-related words (verbs or nouns) and mime them in a guessing game. For example, mime the word ‘sieve’ (show how a sieve sieves flour), demonstrate using a wok or putting on an apron and ask the class to name the item you are using.

When students have chosen their own words they should get into groups of 4–5. One student starts by miming his/her first word, for example ‘frying’, and the group tries to guess what it is. The first person to say the correct word takes the next turn. The game ends when a student has used up all their words, but set a time limit. Be warned, this can get noisy.

Grammar

Spelling activity 2 – Heterophones

Heterophones (or heteronyms) are words that have the same spelling as another word, but a different meaning and different pronunciation. Hetero = different and phone relates to sound. Give examples of some common heterophones such as an object (noun) and to object (verb) and ask the class for further examples. These could include: insult, direct, produce, record, project, research, conduct, progress, present, address, rebel, etc.

Students may work together to create a list that shows the use of the words and whether they are verbs or nouns. To consolidate the activity, individuals should select five pairs of words and write them in sentences to demonstrate how we use them.

Vocabulary

Word game – International cookery

Give students a thesaurus and a dictionary and ask them to look up five words related to cooking. These may include cooking utensils but not ingredients. The Oxford English Thesaurus for schools has a useful ‘word web’ for cooking on page 141. The object of the game is for students to select less common cookery-related words (verbs or nouns) and mime them in a guessing game. For example, mime the word ‘sieve’ (show how a sieve sieves flour), demonstrate using a wok or putting on an apron and ask the class to name the item you are using.

When students have chosen their own words they should get into groups of 4–5. One student starts by miming his/her first word, for example ‘frying’, and the group tries to guess what it is. The first person to say the correct word takes the next turn. The game ends when a student has used up all their words, but set a time limit. Be warned, this can get noisy.
Healthy eating – a radio discussion

Prior knowledge
Before students listen to a discussion on how to promote healthy eating, ask the class to write a few words to define their individual understanding of ‘healthy eating’, and take feedback. Direct them to the Word cloud and check they understand the word ‘field’. Then briefly visit the word family ‘nutritious’ and the meaning of the verb ‘to nourish’ and the noun ‘nourishment’.

Note: there is a lot to cover in this part of the unit, so you may want to divide your class into groups according to their strengths and needs. Students struggling with language could spend more time on the word-level tasks, while linguistically competent students can go directly to the Developing your language section.

Understanding

1. They should eat what their mothers prepare/give them/put on their plates.
2. Protein, vitamins, nutrients, some fat, calcium.
3. Sugar and salt.
4. a. By making healthy food sound interesting and appealing, and using an appropriate style of language/words they understand.
   b. Accept either answer from 4a. that shows sound reasoning.

Student-book answers

Writing appropriately for the reader

1. Not too formal, but not childish.
2. Students’ answers should contain sound reasoning for their choices.
3. Other ideas might include: font; layout; use of we not they; first person and second person (we or you); mnemonics, rhymes, or jingles.
4. For this part of the exercise, students can work in small groups. Finished leaflets can be taken to tutor groups or to Biology lessons, or left in the school dining hall.

Word builder

Students can work together on this exercise, but they should make notes individually.

1. Students will need a dictionary for this task.
2. Accept examples of foods for each category, but query and ask students to justify their choices orally if they look dubious. Peers can correct as required.
3. Suggested words include: balanced (diet), minerals, amino-acids, energy.

Your favourite foods

Organise the class into groups of four or five with a group leader. Ask them to discuss their favourite foods using the questions suggested. Set a time limit. While students are speaking, circulate to ensure that there is turn-taking and quieter students are having their say. At the end of the session, ask leaders to summarise their groups’ preferences and ideas then open the topic of what we could and should live without for general discussion.
Punctuation of sentences

Students are asked to mark the beginning and end of each sentence then insert capital letters and end-of-sentence punctuation. The corrected paragraphs are given below.

Cooking for Kids and Teens was started in 2013 by two mums who wanted their kids to learn how to cook and knew they couldn’t do it alone. It started with two mums and three kids in Laila’s kitchen. Now Cooking for Kids and Teens runs classes across the country. Click here to find a class near you. We want kids and young people to learn how to make simple, wholesome food and understand that FOOD IS FUN!

Our classes for juniors aged 6 to 11 include after school clubs, weekend workshops, preschool ‘fun with food’ sessions and the very popular day camps for primary kids. Cooking with new ingredients and flavours will encourage your child to try new foods and expand their diet. They will go from cooking simple individual dishes to making a whole meal from scratch.

We have created special sessions for teens and young adults aged 12 to 16 where they can have fun with friends and learn how to cook well for themselves when they go off to college. Our classes include guidance on nutrition and hygiene as well as the opportunity to invite friends and family to sample their cooking and admire their skills.

Survey – Food for life

In this interactive writing activity students will design a very brief survey and write a report for their class. The objective is to find out which foods members of the class believe they need on a daily basis, and which they could not live without. Each student needs to formulate the appropriate questions and decide who to ask. Explain how surveys use a cross-section of the public and tell students they need to consider which people to ask in their class to get as wide a selection of opinions as possible. After finding the results to their questions, students then write a brief report on their findings. They may include their personal opinions on the results but they should write in a formal register.

Stage 1: Ask students to design two questions which will provide them with information on: a. what foods their peers think are necessary for their well-being; and b. what foods they could not live without.

Stage 2: Each student approaches a given number of students in the class (minimum five, maximum ten depending on the size of your group). They should make anonymous notes on the replies to their questions, or they may record answers. They should not write down anybody’s name.

Stage 3: Students analyse their results and make notes for their reports.

Stage 4: Students write up their notes using two subheadings of their own choosing: a. for foods their peers think are important to eat every day; and b. foods they would not want to live without.

Stage 5: Students read their reports in groups and compare their results. If you have a small class this can be done as a whole-class activity. Encourage your class to write out at least two drafts before they complete their final report. Collect the final drafts to mark for writing skills and technical accuracy.

Speaking and listening – Choosing a charity

Ask students to select a charity they consider worthy and feel strongly about. They should make notes on what it does and why people should support it. These notes are to be used for a 3-minute persuasive speech for the whole class. Students may use visual aids to demonstrate aspects of the charity but they may not read a script. At the end of the session, after everyone has spoken, ask the class to say or vote on which charities they would support and who were the most persuasive speakers.
**Promoting healthy eating**

**Prior knowledge**

Before you start this activity, take a few minutes to review previous material relating to healthy eating, and what constitutes a healthy snack or beverage. Go on to review the difference between formal and informal English and ask whether a letter to a head teacher would include the same sort of language as a television advertisement aimed at teenagers.

Review and recycle what students know about using persuasive language and persuasive writing techniques. Discuss how an advertisement differs from writing a persuasive letter, emphasising that while both may include emotive language, the latter should include a constructive argument and claims that can be supported by evidence.

**Planning your product**

Tell students they are going to design and promote a healthy snack or drink, and they need to plan their product and an advertising campaign. This activity involves writing, so at this stage it is best undertaken individually, although students can help each other out with ideas and editing. Provide each student with a large piece of paper (A3) and direct their attention to ‘Planning your product’ on page 14 of the Student Book. Allow time for students to research products and ingredients, and to design their product and its packaging.

**Promoting your product**

The letter and advertisement-writing tasks for this activity are outlined under the Writing and Speaking and listening headings on the next page. Set the planning stage of ‘Writing a letter’ for homework if time is limited in class.

**Writing to persuade**

Remind students that when they are writing to persuade they are ‘arguing a case’ so they need to develop each point logically and convincingly. This means not making exaggerated claims that no one will believe. The first paragraph acts as an introduction to their argument or point of view. It should tell the reader about the topic, the need for a change, or the benefits of a new product. Subsequent paragraphs should then develop one idea or one point at a time. In this style of writing it can be effective to start each paragraph with the topic sentence and expand on that. For example: *Eating less sugar will mean that students are fitter and healthier. Healthier students who eat wisely and take regular exercise are more attentive in lessons.* This rest of this paragraph would then show how and why, using facts and statistics to support the claim.

Persuasive writing can also include personal anecdotes and experience. The final paragraph, before the conclusion, can contrast how things are now with how they should or could be in the future, including the benefits to those involved. An effective conclusion should refer back to the introduction and briefly summarise the arguments made.

Before you set the formal letter writing task on page 14, review on the board aspects of persuasive writing. Suggest students: write a clear, reasoned introduction; build their argument (using examples, data or statistics if possible); compare the benefits of their new product with less healthy options; summarise their argument and end on a positive note.

Remind them that typical persuasive techniques use: short sentences, rhetorical questions, tripling (three words or phrases to emphasize a point), and emotive vocabulary.
WORKBOOK

**Writing**

**Writing your letter**

When you come to the writing stage for this topic, take a few minutes to review tone and register, and set the formal letter task as an individual assignment. When students have completed a first draft, they may share with a partner for peer editing, then again for final editing and proofreading, but each student should produce a formal letter. This is excellent practice for Checkpoint and further exams; it is also a very useful real-life skill. At the end of the task, collect all the letters then hand them out randomly (not to partners or known friends), for students to read and comment on. Take feedback.

**Speaking and listening**

**Devise a TV advertisement for your healthy drink or snack**

If possible, show a selection of advertisements and discuss target audiences, presentation, and persuasive features.

Ask students to watch and make notes on other advertisements at home, and take feedback the next day as a class.

For the Speaking and listening task, depending on time, you could arrange your class into groups for similar products such as fizzy drinks, salty snacks, and dried fruits, and ask them to create their television scripts then rehearse and perform them together. Whether they are undertaken individually or in groups, set time aside to watch all the finished advertisements. Encourage students to discuss their persuasive features and use of language in general.

**Workbook**

**Keeping in touch with friends and family**

1. Students write a short email invitation to a friend. Mark for style and content.
2. Students should write a carefully worded letter that shows what they have been given and expresses their thanks politely, regardless of whether they like the gift or not.

**Extension**

**Editing a formal letter**

Give students a copy of the short letter below, or write one similar. Include numerous spelling and grammar mistakes and use an inappropriate register. Ask students to edit and/or rewrite it.

This letter is to the head of a school, proposing a new way of providing snacks at morning break.

**Dear Head,**

Me and my mates want to start a shop for us kids during morning brake. We'll get bottles of mineral water and stuff from the local supermarket and sell it at a bit of profit. That extra bit of money can go to the school sport's fund or whatever else you think's a good idea. We won't get cola's nor anything too sugary because parent's are always complaining about the cost of dentist's. But we want crisp's – everyone wants crisp's because they've got salt in them and we mostly like salty stuff.

We'll set the shop up in the dining hall that way kids can drop their empty bottles and packets in the bin their.

Hope you like out idea.

Jose (with Noor, Dima, Anton, Yasmin, Barbie, Hassan and Carla (in mr Watts class)
Foodies’ delight

Progress check

Student Book progress checks are designed to help students revisit what they have learned in a relatively informal manner. They should be completed in class if possible, and in silence. But do not impose exam conditions. You may want to allow students to refer to both their Student Book and Workbook as need be. When they have finished, read the answers aloud and let students mark their own or a partner’s. Collect their answers in later to see what progress students are making and what areas need repeating or practising.

End of unit test

1. ‘Paralysis’ (inability to choose) and disappointment. [2]
2. Words that come from the same ‘root word’. [1]
3. Accept any three words from the same word family. [3]
4. Explanations may include mention of punctuation and clauses or verbs. Do not accept answers such as: ‘they start with a capital letter and end with a full stop’. [1]
5. Students write one simple, one compound, and one complex sentence. [3]
6. The sentence contains extra or inessential information that can be deleted. [1]
7. A group of words to create a particular effect. Students give a suitable example of a lexical field and three words belonging to it. [2]
8. Demonstrates or indicates content of paragraph. Students give an example of a topic sentence. [2]
9. Accept any two spelling rules. Students should include examples of words that follow each identified spelling rule. [4]
10. Accept one way of spelling a difficult word of the student’s choice. [1]
11. a. Yours faithfully
   b. Yours sincerely. [2]

12. Accept any four persuasive features with explanations, such as: tone, register and colloquial language; use of second person ‘you’ or first person ‘we’; positive lexical field, and so on. [8]
Ask students to do the Progress check in silence, then open the topic for feedback and discussion. Ask students to say which areas they would like to review or revisit before moving on to the next unit. If you are doing this early in the school year, before students are fully comfortable with each other, they could write their paragraphs on slips of paper and hand them in at the end of the lesson. Spend a few minutes discussing with the class how they will use the different persuasive techniques covered in this unit as they proceed through school and further education, then in their working life. Discuss why learning how an advertisement is created and how it affects people is useful knowledge, then go on to discuss the different ways they may one day have to write a letter in a formal register.

Once the class has completed the Reflection section, return to the quotations in the Student Book. Ask students if they now see any of the quotations in a new way after examining healthy eating in this unit. Take feedback on what students have enjoyed doing in the unit, such as inventing new snacks, and make a list on the board of topics and language tasks they would like to revisit.

**Workbook**

**Foodies’ delight quiz**

1. Accept any three synonyms for the word ‘scared’ such as: frightened, afraid, terrified.
2. a. Accept any sentence with a coordinating conjunction such as: and, but, or.
   b. Accept sentences with subordinating conjunctions such as: although, however.
3. Accept three different ways to expand the simple sentence: ‘The mouse ran into a hole.’
4. Accept three techniques writers use to keep the reader interested, with examples, such as: use of rhetorical questions, dramatic or shocking statements, similes, data, use of powerful words and vocabulary for target audience, and so on.
5. a. Start with ‘Dear Uncle…’, and end with ‘Love’ or ‘Best wishes’.
   b. End with ‘Yours sincerely’ (if starting with ‘Dear Mr/Mrs/ Ms…’) or ‘Yours faithfully’ (if starting with ‘Dear Sir/Madam’).

**The buying game**

A fun round-up activity for this unit and a good way of practising a bit of brain gym is to play this memory game. Seat the class in a circle where they can all see each other and tell them they are going to play an alphabet memory game. Give them the opening line: *I went to the hypermarket* (or the market or mall, or name a specific type of store) *and I bought an anorak* (or any appropriate item beginning with ‘a’). The next person has to repeat what you have said then add an item beginning with the next letter, ‘b’: *I went to the hypermarket and I bought an anorak and a pair of boots*. The third person has to repeat what you have both said then add an item beginning with ‘c’, and so it goes on for the 26 letters of the alphabet.

To prevent the game becoming tedious, keep the pace moving. Explain that each student has a maximum of 30 seconds to think of an item for their letter of the alphabet. Students are eliminated when they can’t think of an item or when they cannot remember what has gone before. Turn a blind eye to visual clues, for example, the ‘b’ student waggling their feet for ‘boots’, but do not allow any other form of helping.

This game can be played as a warm-up activity for many topics such as animals at the zoo or walking down a street by simply changing the wording to, for example, *I went to the zoo and I saw* or *I walked down the street and I saw*. Allow students to be fairly inventive with difficult letters, for example, accept ‘yellow scarf’ for ‘y’.

A printable version of the full transcript for this unit is available on the CD.
Complete English for Cambridge Secondary 1 Stage 8

This Teacher Resource Pack directly supports teachers in building student understanding.

- Fully prepare for exams – comprehensive coverage of the course
- Develop advanced skills – a fully integrated and engaging approach extends performance
- Progress to the next stage – differentiated extension material eases the transition to 14–16 study

Empowering every learner to succeed and progress

- Complete Cambridge syllabus match
- Comprehensive exam preparation
- Reviewed by subject specialists
- Embedded critical thinking skills
- Progression to the next educational stage

Also available:
978 0 19 836466 5 978 0 19 836469 6