Complete English as a Second Language for Cambridge Secondary 1
Stage 7 TEACHER PACK

Complete English as a Second Language for Cambridge Secondary 1 directly supports the Cambridge Secondary 1 English as a Second Language curriculum framework, enabling learners to tackle the Checkpoint test and rise to the challenge of Cambridge IGCSE® with confidence. This Teacher Resource Pack directly supports teachers in building understanding.

- Fully prepare for exams – comprehensive coverage of the course
- Develop advanced skills – engaging, real-world material extends performance
- Progress to the next stage – differentiated extension material eases the transition to 14–16 study

Empowering every learner to succeed and progress

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Complete English as a Second Language for Cambridge Secondary 1
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Introduction


Each Student Book 7, 8 and 9 introduces students to nine engaging themes designed to help them to develop the vocabulary needed in a range of different contexts. Each level is carefully aligned to the latest Cambridge Secondary 1 English as a Second Language curriculum, providing strong coverage of five key skills: reading, listening, speaking, writing, and use of English. The Teacher Packs will help you to lay a firm foundation for students preparing for the Checkpoint test and further study of English as a Second Language at IGCSE®.

This Teacher Pack 7 is designed to help you guide your students through the Complete English as a Second Language for Cambridge Secondary 1 Student Book 7, and provides resources to develop students’ skills in class, as well as to set homework and prepare them for assessment. Each unit comprises of seven spreads, which are mapped closely to the Student Book 7 content. Some of the features in the book are explained below.

1. Unit scope and sequence chart

A scope and sequence chart can be found on pages 2–3 of the Teacher Book and is designed to help you easily navigate the book. This provides a full overview of the Student Book and the themes, learning objectives and writing genres covered in each unit.

2. Learning objectives

Each unit opens with a list of all of the learning objectives covered in that unit, with a reference to the page in the Teacher Book where these are covered. You will also find a syllabus matching grid on the CD which lists all of the learning objectives from the Cambridge curriculum framework and where they are covered in both the Teacher Book and the Student Book.

3. Student Book activities

Student Book activities are divided by key skills: reading, listening, speaking, writing and use of English. Each activity in the Student Book has a corresponding box in the Teacher Book, with guidelines for you to get the most out of the activities. These include ways in which you can prepare students, help them to understand any difficult vocabulary and extend the activities in order to stretch them and better ensure learning. Here, you will also find the answers to all Student Book activities to check students’ understanding.

4. Workbook activities

The Workbook provides supplementary work for students to complete independently, at home or in class. The Workbook 7 unit themes match those in Student Book 7, and extra practice is provided for the key skills covered in the Student Book. Answers for the Workbook activities are provided in the Teacher Book to enable you to go through these with your students in class, as a class or individually, to check students’ understanding.

5. Extension activities

If you have time to fill, we have provided additional activities not in the Student Book for students to complete in-class. These comprise of more research-based, creative or collaborative tasks for students to complete individually, in pairs or in groups. They provide an opportunity for students to put into practice and consolidate the vocabulary and skills they have learned.

6. Challenge activities

We recognise that your students will learn at different paces, so all of the activities in the Student Book are differentiated from A to C. Each unit also includes at least one more stretching Challenge activity, which you can set more able students to complete on their own in class or at home.
7. Reading corner
The Reading corner in each unit is a longer and more engaging extract designed to expose students to a range of different writing genres. These include non-fiction, fiction and poetry, and we hope these will encourage your students to find pleasure in reading in English, while also improving their reading and writing skills.

8. Writing workshop
In addition to smaller writing tasks throughout the unit, the Writing workshop gives students the opportunity to practise writing an extended piece (to help prepare students for the writing part of the Checkpoint test). Each Writing workshop will mirror the writing genre in the corresponding Reading corner, thereby covering a wide range of writing genres, and will be supported with careful scaffolding.

9. End-of-unit activity
These short activities focus on one of the skills learned in that unit, to summarise and consolidate learning. Worksheets and audio recordings needed for these activities can be found on the CD.

10. Reflection on learning
Each Student Book unit ends with an opportunity for students to check their progress by completing a short Progress check quiz on what they have learned, with answers in the Teacher Book. Students also complete a Progress assessment chart which helps them to think about how well they have understood each of the skills covered in the unit, and where they need help. Both of these help you to ascertain each student’s understanding and any areas for development.

11. Teacher reflection
You are also encouraged to reflect on what students enjoyed, what they learned, what they found difficult, how you performed as a teacher, what you have learned from teaching the unit, and where you might improve next time. This is part of an ongoing commitment to excellence to raise lifelong learners of English who are confident, responsible, reflective, innovative and engaged.

CD content
You will find some additional material on the CD, including:
- audio recordings to accompany activities in the Student Book, Teacher Book and Workbook
- transcripts of audio recordings
- printable classroom resources
- curriculum matching grid.
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Setting the scene

Our natural world

Write the unit title on the board. Explain to the students that the theme of this unit is the natural world and it will focus on space, animals and the environment. Look at the photographs on page 8 of the Student Book together. Read the quotations and discuss the meaning of ‘astronaut’ (a person who travels in space) and ‘natural history’ (the study of animals and plants). Ask the students whether they have heard of Tim Peake, Stephen Hawking or David Attenborough. If possible, show pictures of each and tell the students a little about them. Tim Peake is a British astronaut who flew into space to join the International Space Station in December 2015. Stephen Hawking is a physicist at Cambridge University who talks about space and time. He has motor neurone disease and the film *The Theory of Everything* was made about him in 2014. David Attenborough is a naturalist and broadcaster who has been making television programmes about the natural world for over 60 years.
Our natural world

Word builder

The questions in this section introduce students to some of the new vocabulary that they will find in the unit. Ask students to fill the gaps in the sentences, working on their own. When they have finished, ask them to check their answers with a partner. Then ask them to read the sentences out loud and check their pronunciation is correct.

**Answers:**

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

Speaking

Students can start by thinking about the questions independently before discussing their opinions with a partner. Before they start, remind them to use the words from the Word builder activity in their discussion. You could also put other vocabulary on the board to help the students in this task. (Examples: space, rocket, float, gravity, breed, conserve, resources, etc.) Write on the board some other words and phrases that will help them to express their opinions. (Examples: In my opinion …, I think that …, I believe that …, What I mean is …, I am not sure …, I agree that ….) Encourage the students to listen to each other’s opinions and ask questions to ensure they understand.

Workbook page 2: Our natural world

Page 2 of the Workbook gives students practice in answering questions relating to the theme of the unit.

**Example responses:**

1. This free choice of ideas might include: family, a teacher, the school library, television.
2. The thing I like most about the natural world is the sea.
3. I would like to learn more about animals that live in the sea.
4. The change I would like to make would be to have less rubbish on the beach.
5. I will put up posters asking people to take rubbish away from the beach. (Make sure students complete this answer as a sentence.)
6. Dear Ronnie

I want to tell you about how people should be encouraged not to leave their rubbish on the beach because it can hurt the birds and animals that live in the sea. I am planning to put up posters to tell people about this. Can you help me draw the posters? It will be great for the animals if you can.

Thanks and see you soon

Charlie

Animal names

Explain to the students that when an animal or plant is discovered for the first time it is given a name and sometimes it is named after a person. The attenborosaurus, for example, is an extinct sea creature that was named after the naturalist David Attenborough. Ask the students to use the Internet to find out about the attenborosaurus. When they have done their research, ask the students to imagine that they have just found the bones of a dinosaur that has never been discovered before. Tell them that the dinosaur will be named after them. They can add ‘saurus’ to their own name to make the name of the dinosaur. Then, ask them to work in small groups and describe their dinosaur to each other.
Ten facts about space!

Prior knowledge
Students read an informative text with factual information about the solar system and then answer some questions before writing some facts about one of the planets. Elicit from students what they have learned about the solar system in other lessons in school, or from their own reading or other sources. Ask them to think of as many words as they can that relate to space and the solar system.

Students may be familiar with the terms ‘non-fiction’, ‘fiction’, ‘fact’ and ‘opinion’ from primary level. Write the terms on the board. Then focus the students’ attention on the title of the text ‘Ten facts about space!’ Ask them what kind of text they think this will be (non-fiction). Give some other examples of non-fiction text (newspapers, biographies, reference books, etc.). Discuss the meaning of the word ‘fact’ (something that is true or certain) and how a fact differs from an opinion (an opinion is someone’s view or belief about something and may not be based on fact or knowledge). Ask students for examples of non-fiction text they have read and ask whether it included facts or opinions, or both. Ask what kind of information they think the ‘Ten facts about space!’ will contain (facts, not opinions).

Understanding
Ask the students to read the text again and then answer the questions on their own.

Answers:
A  1. sand, ice and carbon dioxide
    2. more than 800 years
    3. about 500,000
    4. blue
B  1. b factual information about the planets and other objects in our solar system
    2. a they have no liquid water
C  1. c Comets come from the time when the solar system was formed.
    2. b small pieces or parts that have broken off something
Writing

In this activity students will use the Internet or books in the library to research information about one of the planets in the solar system. They will then write five interesting facts about their chosen planet. Before the students begin their research, explain that in a library they might choose to look in the reference book section, which will include encyclopedias and other reference books. If they use the Internet for their research, you could suggest that they find information on the NASA website (www.nasa.gov). Remind the students to check in a dictionary (online or printed) to find out the meaning of any words they come across during their research that they do not understand. Before they start writing, remind students about the features of the ‘Ten facts about space!’ text that they have read: technical words, present tense, information that is true. Explain that they should use these features when they write their own five facts. When the students have written their facts, ask them to compare them with those of a partner.

Speaking

Students will present their five facts about their chosen planet to the class. Let them have up to two minutes for their presentations. Encourage them to use some of the vocabulary from the Word builder exercise on page 9 of the Student Book and check that they are speaking fluently. If they are having difficulty, encourage them to speak in shorter sentences (they can lengthen these when they are more confident). At the end, ask them which fact they liked the most about their planet.

Workbook page 3: Koalas

Page 3 of the Workbook gives students practice in reading a non-fiction text and answering questions on the text.

Answers:
1. B marsupials
2. A Koalas can sleep for as many as 20 hours a day.
3. A koala needs a good sense of smell to select the best leaves to eat/for the selection of the best leaves. (either of these)
4. A koala needs a good sense of hearing to detect predators./A koala needs a good sense of hearing for the detection of predators. (either of these)
5. If the eucalyptus trees are cut down, there will be less food for koalas to eat./If the eucalyptus trees are cut down, koalas might become endangered. (either of these)

Extension

Researching the International Space Station

Ask the students to use the Internet or school library to find out more information about the International Space Station. Ask them to write three interesting facts they find out. Then ask them to write three sentences explaining how daily life on the International Space Station is different from how it is on Earth. (Check students understand there is lower gravity at the International Space Station and that means astronauts and all other objects there will be floating and they can think about what problems that will cause.) This will enable students to practise giving reasons and explanations for ideas. Explain to the students that there are no right or wrong answers, but when they have finished they should check their sentences and the reasons they give with a partner.
Countable and uncountable nouns

In this section students develop their knowledge of countable and uncountable nouns. Most students will be familiar with the term ‘noun’ from primary level. Remind them that a noun is a word that names a person, place or thing. Work through the explanation and examples of countable nouns on page 12 of the Student Book. Give some more examples of nouns they can see in the classroom (examples: ‘chair’, ‘table’, ‘pen’, ‘book’). Ask them to think of other countable nouns and use numbers to say exactly how many there are.

Now read through the explanation of uncountable nouns and the examples. Explain that uncountable nouns often name things such as ideas or concepts. Give some more examples, such as ‘happiness’, ‘love’, ‘knowledge’ and ‘advice’. Explain that uncountable nouns also name substances that we cannot count, such as ‘rice’ and ‘sugar’ and things such as ‘travel’ and ‘money’.

Read the explanation about using ‘a’ or ‘an’ or ‘some’ with countable and uncountable nouns and give some more examples to ensure understanding before students answer the questions.

Using countable and uncountable nouns

Ask the students to complete the answers in pairs and then check their answers with another pair.

Answers:

A 1. a comet and b scientist
   2. a water and c ice

B 1. The sun is a star at the centre of our solar system.
   2. There is some water in the glass.
   3. Some planets in our solar system are made of gas.
   4. Vesta is an object that is orbiting the sun.
   5. There is some sand in my shoe.

How many and how much?

In this section students develop their knowledge of quantifiers that can be used with countable and uncountable nouns. Read through the examples of words and phrases (quantifiers) that can be used with countable nouns, such as ‘many’, ‘a few’, ‘several’ and ‘a small number of’.

Give the students other examples of quantifiers we use with countable nouns (examples: ‘lots of’, ‘a number of’, ‘not many’, ‘most of’, ‘enough’). Now read the examples of the quantifiers we can use to describe how much there is of an uncountable noun and give some more examples (examples: ‘much’, ‘not much’, ‘any’, ‘a bag of’, ‘a box of’). Ask the students to give some examples of nouns that could be used with these quantifiers before they start the exercises.
I also saw a rocket – I wonder where it landed? I can’t wait to camp again – it was so much fun!

4. Suggested responses:
   Eva: I love being able to see plenty of stars in the sky.
   Lucia: Sometimes it is cloudy, but there are only a few clouds tonight.
   Eva: It’s very dark, but there is a bit of light from the moon.
   Lucia: If I were an astronaut, I would want to take lots of photos of the Earth from space.
   Eva: I’m cold and thirsty now. Shall we go inside and have a cup of hot chocolate?
   Lucia: Yes. Are you hungry, too? I brought a bunch of bananas with me.

Practising quantifiers with nouns

This task gives students more practice using quantifiers with countable and uncountable nouns. Either write the questions on the board or use the photocopiable sheets available on the CD.

Choose the correct word or phrase from the box below to complete the following sentences.

<table>
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<tr>
<th>enough</th>
<th>much</th>
<th>a lot of</th>
<th>some</th>
<th>a few</th>
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1. I have _______ homework to do.
2. We haven’t got _______ time to finish our game.
3. There isn’t _______ rice left.
4. There are only _______ people coming, so I think we have enough chairs.
5. I need _______ advice as I don’t know what to do!

Answers:
1. I have a lot of homework to do.
2. We haven’t got enough time to finish our game.
3. There isn’t much rice left.
4. There are only a few people coming, so I think we have enough chairs.
5. I need some advice as I don’t know what to do!
Singapore Zoo

Prior knowledge

Explain to the students that they are going to listen to a recording of a zoo keeper who works at Singapore Zoo and then answer questions about what she says. As a pre-listening activity, ask the students whether they have ever visited a zoo and, if so, where it was. Ask them what animals they saw and which they found most interesting. Discuss why we keep animals in zoos (for example: to conserve endangered animals; to see animals we might not otherwise see; to learn more about how the animals behave; to breed the animals). Show the students where Singapore is on a world map or globe. Then ask them to work in small groups to find out about the zoo on the Internet. When they have done their research, discuss with the whole class what they have found out (for example: the zoo attracts over 1.5 million visitors a year; the zoo has over 300 species of animal; some of the animals are endangered in the wild, including orangutans and white tigers; the animals are kept in spacious enclosures rather than cages with bars).

Track 1.1: Singapore Zoo

Play Track 1.1 once and ask the students whether they think the zoo keeper enjoys her work at the zoo. Which animals does the zoo keeper mention? Discuss the meaning of difficult words such as ‘sections’ and ‘stimulating’. Write the phrase ‘protected for the future’ on the board. Ask the students what they think this means. Can they work out the meaning from the context? Play the recording a second time before the students answer the questions. The full transcript for Track 1.1 can be found on the CD.

Writing an advertisement

Explain to the students that they are going to produce an advertisement for Singapore Zoo. First, ask the students what an advertisement is (something that tries to persuade someone to do something, such as buy something or visit somewhere). Give some examples of different kinds of advertisements (leaflets, magazine advertisements, radio advertisements, posters, etc.). Find some examples of persuasive language in the advertisements you have shown. (Examples: short sentences, persuasive adjectives such as ‘best’, ‘fantastic’, ‘brilliant’, rhetorical questions such as ‘Do you want a great day out?’) Explain to the students that they should use features such as these to make their advertisements as persuasive as possible.

Understanding

Answers:
A  1. 16
  2. happy
  3. orangutans
  4. breakfast

B  1. b  She wants to give the monkeys more space to play and more to think about.
  2. c  helping to protect endangered animals

C  Example answers:
  1. The new area will give the monkeys interesting things to do and think about as well as somewhere fun to play.
  2. The zoo is helping to protect endangered animals so they will not become extinct in the future.
**Challenge**

In this task students will research an endangered animal before giving a presentation to the class about why it should be saved. Tell the students that they should first find out more about the endangered animals at Singapore Zoo. You may wish to give some students some support by giving them some examples: panda, white tiger, orangutan, king cobra, Malayan tapir, golden lion tamarin, white rhino, douc langur, white rhinoceros, etc. They can research in school or at home, using school computers, library books or any other resources that are available. Tell them to make some notes, including words and phrases they can use in their presentation that will convince or persuade the class that their animal should be saved. Give them up to two minutes to give their oral presentations. Ask the groups to ask one question to each presenter at the end of their presentation.

**Planning a new animal enclosure**

Ask the students to imagine they are zoo keepers. Which zoo animal would they like to be a keeper for and why? Ask the students to plan how they would design their enclosure. Tell them to think about the size and shape of the enclosure, as well as the features they might include to keep the animals entertained.

When they have decided on their plans, ask the students to present them to each other, working in small groups. Who has come up with the most innovative plan for their animal? Ask the students to vote for their favourite plan (but they can't vote for their own plan).

**Workbook page 5: Recycling**

Page 5 of the Workbook gives students more practice in listening and answering questions on what they have listened to.

**Answers:**
1. There is a huge **crane** on the building site.
2. The finished products travel on a **conveyor belt** to be packed into boxes.
3. Rubbish is sorted at the local **recycling plant**.
4. The man who works in our local museum is an **expert** on paintings.
5. My mother has a beautiful **jade** necklace.
6. Athens, in Greece, was built in **ancient times**.
7. B smaller
8. A sewing machine
9. B glass
10. A history expert.
11. This is a free response. Suggested response:  
   *No, I don't think Katya is upset that she could not keep the object. I think she is pleased it is in the national museum and pleased she has a free ticket to visit the museum.*
Adjectives

In this section students will develop their knowledge of adjectives, including compound adjectives and participle adjectives. Start by reminding students that an adjective is a word that we use to describe a noun and write some simple examples on the board. The students may be familiar with the word ‘compound’ from primary level. Read through the explanation of compound adjectives on page 16 of the Student Book. Write some more examples on the board (examples: ‘well-known,’ ‘part-time’).

Remind students of the meaning of the word ‘participle’ (a word formed from a verb, often ending in ‘–ing’ or ‘–ed’). Explain that participle forms of verbs are often used as adjectives. Adjectives that end in ‘–ed’ describe emotions or how people feel about something (examples: surprised, bored). Adjectives that end in ‘–ing’ describe the thing that causes the emotion (examples: surprising, surprising).

Read the examples on page 16 of the Student Book and write some other examples on the board (examples: ‘Monkeys are interesting,’ ‘I am interested in monkeys;’ ‘He thinks tigers are frightening,’ ‘He is frightened of tigers’).

Using adjectives

Answers:
A multi-coloured
snow-covered
sweet-smelling
high-speed

B 1. The zoo keeper has an interesting job.
2. I was surprised to see so many giraffes.
3. I saw some endangered white tigers.
4. The monkeys had an amazing area to play in.

C Accept any sentences that make sense using the compound adjectives and nouns correctly. Suggested responses:
There is a multi-coloured parrot in the trees. (picture A)

Comparative adjectives

In this section students will develop their knowledge of comparative adjectives. Start by explaining that comparative adjectives are used to compare two things. Draw the outline of two trees on the board – one much bigger than the other. Explain that if we want to compare the two trees, we can use comparative adjectives (examples: ‘The tree on the left is bigger than the tree on the right;’ ‘The tree on the right is smaller than the tree on the left’). Ask students to pick out the comparative adjectives (bigger, smaller).

Work through the explanation and examples in the box on page 17 of the Student Book. Give the students some more examples of words and phrases we can use when comparing two things (examples: ‘much … than’ or ‘not … as’). Tell them how these can be used in sentences (examples: ‘The tree on the left is much taller than the tree on the right;’ ‘The tree on the right is not as tall as the tree on the left’). Ask students to think of other examples.

Explain that when an adjective has one syllable, we usually add ‘–er’ to make a comparative adjective (fast, faster). When an adjective has two syllables we sometimes add ‘–er’ (narrow, narrower) and sometimes we use the word ‘more’ (famous, more famous). When an adjective has three or more syllables, we use the word ‘more’ (powerful, more powerful).
Remind the students of the spelling rules when adding ‘–er’. When an adjective ends in ‘e’, we drop the ‘e’ before adding ‘–er’: late, later. When an adjective ends in ‘y’ we change the ‘y’ to ‘i’ before adding ‘–er’: early, earlier. When an adjective ends in a consonant, vowel and consonant, we double the consonant before adding ‘–er’: big, bigger. Draw students’ attention to the ‘Remember’ feature on page 17 of the Student Book and give the students some more examples of two-syllable adjectives that can take either ‘–er’ or ‘more’.

Workbook page 6: Adjectives

Page 6 of the Workbook gives students more practice in the use of compound adjectives, participle adjectives and comparative adjectives.

Answers:
1. sharp-toothed, well-known, snow-topped, bad-tempered, icy-cold
2. It sounded like a mouth-watering menu.
3. The children were excited about the nature trip.
4. My grandpa is so kind-hearted.
5. Suki has a lot of energy. She is much more high-spirited than her brother.
6. Luke said, “That spelling test was far trickier than the one we had last week.”
7. The traffic is far more slow-moving today than yesterday.
8. “I have so much work to do,” said Rosa. “I’m busier than ever!”

Practising comparisons

This task will give students some extra practice in using comparative adjectives. Write the following pairs of nouns on the board. Then ask the students to work in pairs and write a sentence that compares each of the two nouns.

Example sentences:
1. Earth/Neptune
2. sun/Pluto
3. Mount Everest/Vesta
4. pandas/lions
5. elephants/mice

Example sentences:
1. Earth is closer to the sun than Neptune.
2. The sun is much bigger than Pluto.
3. Mount Everest is not as high as Vesta.
4. Pandas are more endangered than lions.
5. Elephants are much heavier than mice.
Recycle, recycle, recycle

Prior knowledge
In this section students will discuss the subject of recycling before working with their peers to plan a new product from something that has been previously used. To introduce them to the subject, elicit from students what they know about recycling. They may be familiar with recycling certain items at home, in their school or in their community. Explain that many communities are becoming more concerned about what happens to the rubbish we throw away and try to reduce the volume of waste that is produced. Ask what items they think can be recycled and whether they have recycled any waste this week. Ask the students to look at the photographs on page 18 of the Student Book and then answer the questions.

Speaking
Organise the students into pairs for this activity. Before they start, ask the students what products they can see in the photographs on page 18 of the Student Book. Write these on the board with some other vocabulary that will help them when discussing the questions (for example: plastic, glass, battery, cardboard, metal, light bulb, rubbish dump, waste, reuse, etc.). Elicit responses in a short class discussion afterwards.

Possible responses:
1. Rubbish that is not recycled is usually taken to large rubbish dumps to be buried.
2. They can all be recycled in part.
3. They can be broken down and reused to make more of the same product or other products.

Word builder
This activity will help students to learn some new vocabulary that they can use in their discussions about recycling. Ask students to use the words in the word box to fill the gaps in the sentences, working on their own. When they have finished, ask them to check their answers with a partner.

Answers:
Every year, more and more plastic bottles are taken to landfill sites. It will take hundreds of years for them to rot down. One way to help the environment and conserve the Earth's resources is to recycle as much of our waste as possible.
**Speaking**

Organise the students into small groups for this activity. In the first part of the activity, the students discuss with their group the importance of recycling and the impact on the environment if we do not recycle our waste. Remind the students of the vocabulary they can use for giving their opinions (see page 3). Ask the students to share their ideas with the class, giving as many reasons for recycling as they can.

In the second part of the activity, students work in their group to plan to make a new product from something that has previously been used. Encourage them to brainstorm ideas as a group. What waste product are they going to use? Will their new product be useful or will it be ornamental, like a work of art? When they have decided on their plan, ask them to present their ideas to the whole class. Encourage them to decide what each person will talk about, with each student speaking for between one and two minutes. They should cover the following points:

- what waste product will be used
- where the waste product will obtained
- what they plan to make
- what the new product will look like
- whether the new product has a purpose
- what other materials will be needed to make it.

**Workbook page 7: Living in space**

Page 7 of the Workbook gives students practice in answering questions relating to a recording and in acting out a conversation with a partner.

**Answers:**

1. C 12
2. B a soapy cloth
3. B they are thrown away
4. scientists on the ground
5. For this activity, ask the students to work in a pair at home if they can. If no one can, then you could do the speaking part as a class activity in the following lesson.

**Writing a formal letter**

This task will give students practice in writing a formal letter as well as an opportunity to use some of the vocabulary they have learned in this section. Ask them to write a letter to their local community leader asking them to recycle more waste products in their area. Before they start, remind them how a formal letter should be laid out with the address of the sender in the top right corner, the date below, and the name and address of the person the letter is being sent to on the left. Remind them of the kind of language that should be used in a formal letter and how the letter should be signed off (Yours sincerely or Yours faithfully). They should explain what kind of waste or which products they think should be recycled and why. Ask them to write about 100 words. When they have finished, ask them to exchange their letter with a partner and check they have given reasons for their points and that they have followed the correct format for a formal letter.

**Suggested response:**

**Controller:** Hello, is that Astronaut Ahmed on the International Space Station?

**Astronaut:** Yes, it is, hello Mission Control.

**Controller:** So, what can you see?

**Astronaut:** I can see Earth from space. It looks so beautiful.

**Controller:** Wow, that sounds amazing. What is the first thing you did today?

**Astronaut:** Well, I had a wake-up call. Then I washed with a soapy cloth before breakfast.

**Controller:** And what else have you done today?

**Astronaut:** I’ve carried out some scientific experiments. I’ve also done my daily exercises to keep fit.

**Controller:** That is great to hear. See you back on Earth in 18 days.

**Astronaut:** Yes, see you then.
Reading corner

Prior knowledge
Students read an extract from *Sky Hawk*, a wildlife adventure story by Gill Lewis. They answer some questions about the text before writing their own description of a setting for a story. Before they read the text, elicit examples of other adventure stories the students have read. The students may be familiar with the word ‘setting’ from primary level. Remind them that a setting is the place where the events in a story happen. Explain that in adventure stories, writers use powerful adjectives to describe the setting of their story. They include words and phrases that help the reader imagine what they can see, hear, smell and touch there.

Before they read the text, explain to the students that the two main characters in the story are Iona and Callum. Iona has found a hawk (a type of bird) in a forest that she wants to keep safe, so she is keeping it secret. Callum follows Iona to the forest and she shares her secret with him.

**Sky Hawk**
Read the extract with the class as well as the Glossary words and their definitions. Students may need support with other difficult vocabulary, so discuss the meaning of any other unfamiliar words (for example, moss, lightning, cracks, grip, wedge, ridges, disappeared, hauled, platform, spreading, crates, balanced, driftwood, high tide, random). Can the students guess the meaning of the words from the context?

Ask the students where the text is set (a forest). Ask them to find some powerful adjectives that the writer uses to describe the setting (sunlit, damp, pale, tiny, etc.). Can they find examples of words and phrases that appeal to the readers’ senses (‘sunlit space’, ‘pulled some damp moss with my fingers’, ‘slid her fingers and toes into the tiny cracks in the bark’, ‘tried to grip the tree trunk’, ‘smal ridges of bark’, ‘my feet and hands slid’, ‘I whispered’, ‘Open your eyes Callum’, etc.).

Understanding
Ask students to answer the questions on their own.

Answers:
1. So that Iona could show Callum her secret (the hawk at the top of the tree).
2. It was spring and it was sunny.
3. Iona climbed it more easily. She had climbed it before. The writer uses phrases such as ‘In no time’ and ‘pulled herself up’ to describe how Iona climbed the tree. To describe how Callum climbed the tree, the writer uses phrases such as ‘each time my feet and hands slid’ and ‘hauled myself up’ to describe how Callum climbed the tree.
4. To make seats, so she could sit in the tree.
5. A nest.
Writing workshop

Writing a description
Tell the students that they are going to plan and write a description of a secret place and describe something that happens there. Remind them of the forest setting in the Sky Hawk extract they have read. Remind them also about the powerful adjectives used to describe the setting, as well as the words and phrases that appealed to the senses, helping us imagine the setting. Ask students as a class to suggest settings where a secret place might be. Before they plan their setting, explain to the students that they can use one of the places they discussed as a class or use another idea of their own.

Now encourage them to think of powerful adjectives to describe their setting, including words and phrases that appeal to the senses as well as some comparative adjectives. Now they need to think of something that happens in the secret place.

When they have finished planning, ask the students to write their description of the setting and what happened. When they have finished, ask them to check their spelling and punctuation and correct any mistakes. Then they can proofread their partner’s work.

Workbook page 8: Describing an animal
Ask the students to choose an animal they would like to write about and make some notes about it.

Suggested responses:
My wild animal is a Bengal tiger.
It lives in India.
It eats meat.
It looks like a big cat with orange and black stripes.
I am interested in it because I wonder how such a large animal can move so quietly.

The students then use the Internet to find out more about their animal before writing a paragraph about it. If students do not have Internet access, ask if they would be able to ask a relative or a friend to help them complete the information.

Suggested responses:
• The tiger lives in a warm place.
• It usually lives alone.
• It hunts and kills its food.
• It is endangered.
• It has been affected by humans because not only have the forests where it lives been chopped down, it has also been hunted.

Students now write their paragraph.

Suggested response:
I have chosen to write about the Bengal tiger because I have always been interested in it and wanted to find out more about this dangerous but beautiful animal. It lives in a warm place and usually lives alone. It is very powerful and hunts and kills its food. However, it is endangered because the forests where it lives have been chopped down and the tiger has also been hunted.

Continuing the story
Ask the students to continue the story about Iona and Callum in the same style as the section they have read and use their imagination to write about what could happen next in the story. Tell them to write the next paragraph of the story, saying what happens to Iona and Callum.
Progress assessment

Progress check

1. One mark. a) the sun is a star at the centre of the solar system. [1]
2. One mark. Accept either spanner or space junk. [1]
3. One mark for each item (examples: newspaper, paper cup, plastic bottle). [3]
4. One mark for each noun – one countable and one uncountable. [2]
5. One mark for each countable noun used to fill the gaps (examples: When I go to my nature reserve, I like to take a notebook and a pair of binoculars). [3]
6. One mark each.
   a) Singapore Zoo has a large number of monkeys.
   b) I would like some information about recycling.
   c) We have plenty of time, so we will not be late.
7. Two marks. Award-winning is an example of a compound adjective. Example sentence: He created an award-winning zoo. [2]
8. One mark each: smaller, more entertaining, colder, slower. [4]
9. One mark for each sentence that uses the comparative adjectives correctly.
   Example responses:
   - Cheetahs are smaller than tigers.
   - Monkeys are more entertaining than snakes.
   - Penguins live in colder parts of the world than lions.
   - A bus is slower than a train. [4]
10. Example responses:
    - Where the setting is.
    - Which adjectives to use. [2]

Total marks: 25

Answers:
1. B types
2. countable noun: telescope; uncountable noun: space
3. a large amount of
4. C The jade frog was worth a lot of money.
5. Example responses: man-eating, sharp-toothed, short-haired, big-eyed
6. Example responses: A lion is faster than a tortoise. A tortoise is quieter than a lion.
7. C going to sleep
8. Example answer: There is a high mountain near my home and the views all around are beautiful. On a clear day, you can see three different countries from the top!

Reflecting on your learning

Have a discussion with the class about how they will continue to use the different skills they have covered in this unit. Students should then work independently on the progress assessment task. For each of the skills, ask them to tick the box that they think most fits how well they are doing. Now move on to the action plan questions. The aim is to encourage students to identify which skills they think they need more practice in, while reinforcing the skills they can do well. Give students the opportunity to practise the skills they have identified and revisit the action plan after a few weeks, encouraging students to compare later attempts with the first.

Workbook page 9: Our natural world quiz

Students can do this quiz in the class under timed conditions or on their own at home.
Progress assessment

Teacher reflection
1. Which parts of the unit did the students enjoy most? Why was this?
2. Was there anything that the students found difficult in this unit? How can I make sure this is easier next time?
3. Considering the learning objectives and content, what did the students successfully learn while studying this unit?
4. Considering the learning objectives and content, what did the students struggle with while studying this unit? Why was this? What could I do to help them more?
5. Which parts of the unit did I teach well? How did I achieve this?
6. Which parts of the unit did I struggle to teach well? What can I do to improve this?
7. Next time I teach this unit, is there anything I can do to improve the learning experience for my students?

End-of-unit activity

Listening

This activity will allow students to evaluate the unit and identify what they have found easy and interesting in the unit. Explain to the students that they will hear a conversation between Mohammad and Abdul about the topics in this unit. Listen to Track TB1.1 together and then ask them to answer the questions below. A transcript of Track TB1.1 can be found on the CD.

1. What fact does Mohammad say he has learned about the solar system?
2. What does Mohammad say he is using more of in his writing?
3. Where is the zoo that Mohammad has heard about?
4. What are Abdul and Mohammad going to do next?

Let the students answer the questions while they are listening. Give them the answers when they have listened to the recording twice (see the photocopiable sheet on the CD).

Answers:
1. That it takes more than 800 years to fly from the Earth to Pluto.
2. adjectives
3. Singapore
4. Plan a trip to visit a zoo.

When they have answered the questions, ask them to think of a fact that they have learned about the solar system and something they have learned about Singapore Zoo. Ask them to share their responses with the class.

Reflection