Complete English as a Second Language for Cambridge Secondary 1
Stage 8 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

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

Also available:
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978 0 19 837816 7

Use of English

Adjectives

- Compound and participle adjectives
  - The colour was really the best of the year. We were very excited.
  - The Most Popular

- Embedded critical thinking skills
  - Do you think this is a travel guide or a book on history?
  - Do you think this is a travel guide or a book on history?

Completing and extending material

- Differentiated extension material
  - The colour run is the most colourful event of the year.
  - The most popular event of the year is the colour run.

- Comprehensive coverage of the course
  - The colour run is the most colourful event of the year.
  - The most popular event of the year is the colour run.

- Transition to 14-16 study
  - The colour run is the most colourful event of the year.
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- Empowering every learner to succeed and progress
  - The colour run is the most colourful event of the year.
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Complete English as a Second Language for Cambridge Secondary 1
Stage 8
Chris Akhurst, Lucy Bowley, Clare Collinson, Lynette Simonis
Series editor: Rachel Beveridge

Complete English as a Second Language
Cambridge Secondary 1
Cambridge University Press

Oxford excellence for Cambridge Secondary 1
Oxford University Press

This resource pack is part of the Complete English as a Second Language series for Cambridge Secondary 1, which provides comprehensive coverage of the course, differentiated extension material, and supports teachers in building understanding.

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CAMBRIDGE CHECKPOINT AND BEYOND
Oxford excellence for Cambridge Secondary 1

Chris Akhurst, Lucy Bowley, Clare Collinson, Lynette Simonis
Series editor: Rachel Beveridge
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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 8 is designed to help you guide your students through the Complete English as a Second Language for Cambridge Secondary 1 Student Book 8, and provides resources to develop students’ skills in class, as well as to set homework and prepare them for assessment. Each unit comprises seven spreads, which are mapped closely to the Student Book 8 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 vi–vii 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 8 unit themes match those in Student Book 8, 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 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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*RAW TEXT*
Learning objectives

In this unit, students will:

- Understand the main points in texts, including some extended texts. pages 4, 14 8Re1
- Understand specific information in texts, including some extended texts. pages 4, 14 8Re2
- Recognise typical features at word, sentence and text level in a growing range of written genres. page 15 8Re7
- Use a growing range of familiar and unfamiliar paper and digital reference resources to check meaning and extend understanding. pages 5, 13, 15 8Re9
- Use a range of abstract nouns and compound nouns. pages 6–7 8Uw1
- Use a wide range of quantifiers for countable and uncountable nouns and a growing range of noun structures. pages 10–11 8Uw2
- Use a wide range of determiners and pre-determiner structures. page 10 8Ug1
- Understand the main points in unsupported extended talk. pages 5, 8 8L1
- Understand most specific information in unsupported extended talk. pages 5, 8 8L2
- Use formal and informal registers in their talk. page 13 8S1
- Explain and justify their own point of view. pages 3, 9, 13 8S3
- Interact with peers to negotiate, agree and organise priorities and plans for completing classroom tasks. page 13 8S6
- Use a growing range of appropriate subject-specific vocabulary and syntax to talk about curricular topics. pages 3, 9, 12, 13 8S7
- Brainstorm, plan and draft written work at text level, with limited support. page 15 8W1
- Compose, edit and proofread written work at text level, with limited support. page 15 8W2
- Use, with limited support, style and register appropriate to a limited range of written genres. page 15 8W5
- Spell a range of high-frequency vocabulary accurately. pages 9, 15 8W7

Natural landscapes

The main photograph on page 8 of the Student Book is of the Giant’s Causeway in Northern Ireland. The Giant’s Causeway was formed from volcanic rock and is now a World Heritage Site. One way to introduce this topic is to read students the myth of how the Giant’s Causeway came to be (see the photocopiable sheet on the CD). Alternatively you may know a myth around a natural landscape in your own country that you could use to begin the topic. The other two photos on the page are of Mountain Plateau La Puna in northern Argentina and the Martin Brod waterfall in Bosnia Herzegovina. Ask students to read the three quotations. Ask them which one is the closest to how they feel about natural landscapes.

Thinking ahead

Start by asking students what they think of when they hear the phrase ‘natural landscapes’. Ask: What do they look like? What are they made from? How important are natural landscapes for wildlife? Ask them to think about the questions on page 9 of the Student Book in small groups.

Example answers:

1. mountains, deserts, forests, lakes, rivers, seascapes, sand dunes, icy landscapes
2. clean air, the beauty of a natural environment, quiet, peaceful, lots of interesting wildlife.
3. Students may agree, that we should change natural landscapes if that means we can use the land for housing, farming or natural resources; or they may disagree, saying that you should never change the natural landscape because it could harm wildlife and destroy its beauty.
Natural landscapes

Word builder
The activity in this section introduces students to some vocabulary related to natural landscapes. Ask students to work in pairs to match the words on the left with the definitions on the right. When they have finished, they could test one another on the spelling of the words to improve accuracy. As an extra vocabulary activity, you could ask students to think of words that mean the opposite to the ones in the Word builder.

Answers:
1. unspoilt – not damaged by humans
   remote – a long way from where people live
   undeveloped – still in a natural state
   unexplored – not investigated by humans
   uninhabited – without anyone living there
2. a correct
   b incorrect; Example answer: The mountains are so close that it is really easy to walk to them.
   c correct
   d incorrect; Example answer: There were no people living on the small uninhabited island.
   e correct

Speaking

Speaking about landscapes
Students work in pairs to talk about the natural landscapes that they would like to photograph, explaining their choices. As they are working, check pronunciation and check that they are correctly using vocabulary from the Word builder.

Workbook page 2: Natural landscapes
Page 2 of the Workbook gives students practice in answering questions relating to the theme of the unit. Students will show their understanding of relevant vocabulary and start thinking about issues related to protecting natural landscapes.

Answers:
1. ancient, weather-worn, unspoilt. Check that students have circled the words, as the question asked, and not, for example, underlined the words.
2. Make sure students have written about a natural landscape and not a man-made one.
3. Example answers: Good – people need places to live, factories, shops and other buildings provide jobs, people need hospitals and schools that are close by; Not good – more pollution, destroys a beautiful landscape, harms the wildlife that lived in the landscape
4. Example answers: Advantage – tourists bring money and jobs into the local area; Disadvantage – tourists often leave rubbish, which looks unpleasant and can harm wildlife
5. Example answer: We should always take our rubbish away from natural landscapes.

Film landscape
Tell the students that they are film directors. They are in the middle of filming a drama about lost love. Explain that they need a scene where the main actor walks through a natural landscape; the composer will add music later. What kind of natural landscape would they choose for the scene and why? They should discuss their ideas with a partner and then discuss what music they would ask the composer to use.

Extension

rubbish away from natural landscapes.
Different landscapes

Prior knowledge
Students will read four descriptions of natural landscapes and then answer some questions. Further facts about the four natural landscapes in the photographs are:

- The Great Barrier Reef is 2,300 kilometres long. There are 30 species of whales and dolphins, 1,625 species of fish, 33 species of sharks and rays and 600 types of hard and soft coral.
- The Victoria Falls forms the border between Zambia and Zimbabwe. The rate of the flow of the water is 1,088 cubic metres per second on average. (This refers to the amount of water that travels along a river per second).
- The Atacama Desert is about the same size as Iceland. Some of the oldest mummies were discovered in the Atacama Desert and are about 9,000 years old.
- Lake Baikal is about the size of Belgium. From around November, the lake is frozen for five months of the year.

Reading

Different landscapes

The students will read about some natural landscapes. Ask them to read the text through once. Then, before they answer the specific comprehension questions on page 11 of the Student Book, ask them these questions to check their general understanding of the text:

1. Where is the Great Barrier Reef?
2. What are ‘falls’?
3. Why would it be difficult to live in the Atacama Desert?
4. In which country is Lake Baikal?

Answers:

1. off the east coast of Australia
2. waterfalls
3. because there is almost no rain there
4. Siberia

Understanding

Ask the students to read the four texts again and then answer the questions in pairs.

Answers:

A
1. a Germany
2. c The water produces spray that looks like smoke and the noise is as loud as thunder.
3. a Some parts have never had any water.
4. c 1/5

B
Sabera would go to the Victoria Falls. Max would go to the Atacama Desert. Chet would go to the Great Barrier Reef. Ava would go to Lake Baikal.

C
Students’ own answers. Students need to choose one place and you could suggest they give at least two reasons. Give them a few minutes to prepare for this before they explain their choices to their partner.
**Challenge**

Throughout the book, you will find Challenge boxes for the students. These boxes contain activities that will challenge the more able students and motivate them as they complete activities that are both challenging and interesting.

You can make this listening activity more challenging by telling the students you will play it only once, just as in real-life listening they would hear it only once. The students will listen to a quiz show. The host is asking Kiril questions about the Sahara Desert. Ask the students to listen and answer the questions themselves.

A photocopyable version of the full transcript of Track 1.1 is available on the CD.

**Answers:**
1. 9.4 million square kilometres
2. Algeria. Tell the students that Chad, Egypt, Libya, Mali, Mauritania, Morocco, Niger, Western Sahara, Sudan and Tunisia also contain parts of the Sahara Desert.
3. Rock. Tell the students that although there are large areas of sand dunes, most of the Saharan landscape is rocky with very little sand.
4. Mouse or squirrel. Rat would also be an acceptable answer although it is not mentioned specifically in the listening.
5. The jerboa burrows into the sand to get out of the sand and keep cool.

As a further challenge, you could then give the students (either individually or in small groups) one of the countries mentioned in question 2 (countries that include parts of the Sahara Desert). Ask them to research facts about their country – location, population, climate, capital city, what the flag looks like, for example – before reporting back to the class to talk about their country for one or two minutes.

**Workbook page 3: The Grand Canyon**

On page 3 of the Workbook, students read a text about the Grand Canyon and then answer questions about the reading to test their understanding.

**Answers:**
1. B 29 km
2. B 5 million
3. any day of the year / all year round
4. Any two from: to go camping, to make a film, to get married
5. to park easily before the crowds get there
6. Example answer: Because you are high up and it is glass below, you would feel as if you are walking in the sky.
7. Example answer: It is very beautiful here and I can see everything – but my legs feel a bit like jelly!

**Extension**

**Quiz show**

You are going to be a quiz show host. Prepare three questions about a natural landscape and ask the questions to your partner. You may have to prepare these questions at home, using the Internet or a library. If your partner cannot answer them immediately, allow them up to a week to find out what the answers are.
Nouns

Abstract and compound nouns
In this section students develop their understanding of abstract and compound nouns. Begin by reminding students that abstract nouns name ideas, experiences and concepts rather than objects we can see or touch. Elicit some examples and write them on the board.

Now read through the first section of the box on page 12 of the Student Book and the first bullet point in the Remember feature. Explain that while many abstract nouns are made by adding suffixes to verbs or adjectives, many abstract nouns do not use suffixes at all (examples: luck, anger, belief, fear, sight, thought). Remind students of the meaning of the term ‘compound nouns’ and write some examples on the board (examples: bus stop, notebook, alarm clock, classroom). Explain that the first word usually gives us more information about the second word, describing what kind of thing it is or what its purpose is.

Read through the second section of the box and tell the students that compound nouns are sometimes confused with adjectives describing nouns. Write some examples of compound nouns and adjectives describing nouns on the board and ask the students to pick out the compound nouns (examples: adjectives describing nouns: black marker, central square, white snow, wild animal; compound nouns: blackbird, central heating, whiteboard, wildlife).

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

Answers:
A 1. a Our guide gave us lots of information.
   b Before darkness fell, we saw a spectacular sunset.
   c The rain didn’t spoil our enjoyment.

2. Possible answers:
   scuba diving rainwater
   waterfall rainfall
   thunderstorm raindrop

B Abstract Compound
   excitement waterfall
   power raincoat
   surprise walking shoes
   amazement footpath
   adventure rainbow

Countable and uncountable nouns
Begin by writing some nouns on the board in two lists with the headings ‘Countable’ and ‘Uncountable’. Elicit some more examples and then read through the box on page 13 of the Student Book. Draw students’ attention to the bullet points giving examples of uncountable nouns that refer to substances, abstract ideas, weather words and activities. Elicit some more examples for each type. Focus students’ attention...
Using countable and uncountable nouns
Ask the students to complete the answers in pairs and then check their answers with another pair.

Answers:

A Countable Uncountable
eggs salt
oranges spinach
carrots toothpaste
onions milk
potatoes sun cream
tomatoes shampoo

B Dear tour guide
I am planning a trip to the Atacama Desert. Please can you send me some information about the scenery in the area? What is the weather like? Is there any wildlife? Will I need to take any/some warm clothing for night-time? Is it a good place for activities such as camping?

C Example answers:
How many rooms are there in the hotel?
I don’t have much room in my backpack.
Do you like chocolate?
I have bought her a box of chocolates.
Do you have time to play tennis after school?
I go swimming about three times a week.

Workbook page 4: Nouns
Page 4 of the Workbook gives students practice in using abstract, compound, countable and uncountable nouns.

Answers:

1. arrangement suggestion
   invitation security
   happiness silence
   difference achievement

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

3. a air countryside
   b advice information
   c weather lightning
   d sightseeing backpacking

4. a Will you buy me a paper and some paper for my printer?
   b We took some bread rolls, cheese and water with us.
   c I didn’t have much room in my case for the clothing I needed.

Practising nouns
Ask the students to write two paragraphs about a natural landscape or another place they have visited. Tell them to include at least three abstract nouns and three compound nouns. Tell them to think about:

- what they saw there
- what they did there
- what they took with them
- how they felt when they were there.

When they have written their paragraphs, ask them to write the nouns they have included under four headings: Abstract, Compound, Countable and Uncountable. Explain that some of the nouns will need to be included in more than one list. You may wish to write some vocabulary on the board to help them.
The Wave, Arizona

Prior knowledge
As a pre-listening activity, ask the students: Where can you find waves and how are they formed? Remind them that they might have covered this in a science lesson. We usually think of waves in the sea, lapping against the shore, or rising high for surfers to ride on. What other kinds of wave can the students think of? (Waves can be found as sound waves, radio waves, microwaves. All waves carry the familiar up-and-down motion to transfer energy.) Explain to the students that the Wave in Arizona, USA, was formed after wind wore the sandstone away, the ‘waves’ being formed as the wind changed direction.

Word builder
The activity in this section introduces students to some words they will hear in the recording. Ask students to work in pairs to match the words on the left with the definitions on the right. When they have finished, ask them to check their answers with another pair.

Answers:
Arizona – one of the 50 states in the USA, in the west of the country
decade – ten years
sandstone – a type of rock that is often yellow, red or brown
spectacular – very exciting or surprising
hiking – walking for a long distance across country
training – skills someone has been taught

Track 1.2: Tour guide
Ask the students to look at the photograph of the Wave on page 14 of the Student Book and ask them how they would describe it. Now tell them they are going to listen to a tour guide talking to a group of tourists at the Wave and then play the recording while you listen together.

A photocopiable version of the full transcript of Track 1.2 is available on the CD.

Understanding
Ask the students to listen to the recording again and answer the questions on their own.

Answers:
A 1. b 2. c 3. c
B 1. wind and water 2. Any two from: dinosaur tracks / the sand cove / the second wave / Cheeseburger Rock 3. tell the guide
C 1. There has been a big increase in tourist numbers.
2. so they would not trip or get thirsty (health and safety reasons)
3. Example answer: I would feel really excited because only a few people get the chance to see this stunning scenery.
Extension

Spelling: Suffixes and double letters

Several words in the listening exercise have double letters in them. Ask the students to look at the listening transcript and highlight the words containing double letters that have been formed by adding a suffix (make sure they do not include words such as ‘million’ that were not formed by adding a suffix). The words they should highlight are: winning, sunny, travelled, stopping, hotter, unforgettable. You might like to revise the use of double letters when adding suffixes with the students. Remind students of the general rule that if a word ends in a vowel (a, e, i, o, u) plus a consonant, then when a suffix is added, the consonant is usually doubled.

Example: ‘stop’ ends in a vowel (o) plus a consonant (p). If the suffixes –ed or –ing are added, we double the consonant p to give ‘stopped’ or ‘stopping’.

Ask students to add a suffix of their choice to these words – how many suffixes can they think of for each word?

swim run travel hot

Example answers: swimmer, runny, travelled, hottest

Remember there are exceptions. For example when the last consonant is y – there is no doubling of y, so play would be played (not playyed).

Workbook page 5: Interview with Zaha

Page 5 of the Workbook is a listening exercise, for students to complete on their own as homework or in class. When students have completed the exercise, you may want to listen to Track WB1.1 together, stopping at any unfamiliar words. Check students’ answers and play again if necessary to make sure students have understood.

A photocopiable version of the full transcript of Track WB1.1 is available on the CD.

Answers:
1. Tourists can have a bad impact on the natural landscape. Their actions can increase the chance of soil erosion, which means important nutrients may be washed away.
2. C shoes with heels
3. A The top layer of soil is washed away, together with important nutrients.
4. the cars and buses that bring the tourists
5. a ticket system to limit tourist numbers
6. Make sure students have said whether or not they think Zaha’s idea is a good one, and given a reason for their answer.

Example answer: I think Zaha’s idea is a good one because limiting the number of tourists will help to protect the natural landscape for the future.

Listening

Speaking: One-minute call
Tell the students they are going to be able to make a one-minute call from the Wave to a person of their choice. In that minute they will have to describe where they are, what they can see and how they feel. Tell them their partner will be the person on the other end of the call.
Determiners and quantifiers

Determiners

In this section students develop their understanding of determiners and pre-determiner structures. Begin by reading through the first section of the box on page 16 of the Student Book and give some examples of how each determiner can be used in a sentence. Draw students’ attention to the second bullet point in the Remember feature. Remind students that:

- ‘any’ can be used with plural countable and (singular) uncountable nouns
- ‘a/an’ can be used with singular countable nouns but not with uncountable nouns.

Focus students’ attention on the determiners beginning with ‘wh-’ (‘what’, ‘which’, ‘whose’) and explain that these question words are known as determiners when they are used before nouns or at the beginning of noun phrases. Read through the information in the last two paragraphs of the box and explain that words that we use before determiners are called ‘pre-determiners’. We use them to give more information about the noun or noun phrase. Explain that when ‘what’, ‘rather’, ‘quite’ and ‘such’ are used before ‘a/an’, they are usually followed by an adjective before the noun or noun phrase. (Examples: What a beautiful day! It was such an interesting place!)

Draw students’ attention to the exclamation marks at the end of the examples and explain that ‘such’ and ‘what’ are often used in exclamations to express strong opinions or surprise.

Using determiners

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

Answers:

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

Quantifiers

Students may be familiar with a range of quantifiers such as ‘many’, ‘a few’ and ‘plenty of’, but they may not be familiar with the term ‘quantifier’. Read through the first paragraph of the box on page 17 of the Student Book along with the examples in the table. Discuss the meaning of the quantifiers and ask the students to give examples of nouns that could be used with each one. Give examples of how they can be used in sentences.

Focus students’ attention on the Remember feature in the margin and explain that when quantifiers are used before determiners (as pre-determiners) or before pronouns, we use ‘of’ before the noun. Read the examples and give some other examples of quantifiers used in this way (examples: ‘both of’, ‘each of’, ‘either/neither of’, ‘none of’, ‘some of’, ‘most of’, etc.).
**Workbook page 6: Determiners and quantifiers**

Page 6 of the Workbook gives students practice in using determiners and quantifiers.

**Answers:**

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

2. a. fewer  b. each  c. thousands of
d. all of  e. a lot of  f. quite
g. Many of  h. Another  i. pieces of
j. more

3. a. a couple of  much  a small amount of
   b. a slice of  hundreds of  plenty of
   c. a little  a bar of

**Camping trip**

Ask the students to work in pairs for this activity. Tell them to imagine that they are going on a camping trip at the weekend with their family. They will be going by car and they will need to take some suitable clothes and some food for the weekend. Tell them to draw up a list of all the things they need to take, using numbers, quantifiers and quantity expressions such as ‘a packet of’ to describe how many or how much they will take of each item. You may wish to write some vocabulary on the board to help them, including both countable and uncountable nouns (examples: tent, sleeping bag, camping stove, torch, bicycle, guidebook, permit, sunglasses, backpack, jacket, trousers, shorts, sweatshirt, bowl, plate, knife, fork, spoon, dish, mug, cooking utensil, frying pan, barbecue food, eggs, tea, coffee, milk, sugar, pasta, bread, cheese, chocolate, water, fruit juice, salt, pepper, soap, washing-up liquid, cloth, towel).
Describing natural landscapes

Prior knowledge
The photographs on page 18 of the Student Book will serve as stimuli for students to think of interesting adjectives to describe natural landscapes. Focus the students’ attention on the photographs. Explain that they are of the Everglades in Florida, USA, the Atlas Mountains in North Africa, the Veldt grasslands in southern Africa and limestone peaks on the Yulong river in China.

Describing natural landscapes
Ask the students to think of adjectives to describe the photos, two for each photo, so eight different adjectives in total. Then, they discuss these with a partner. Before they complete question 2, bring them together as a class and ask them to give you the two best adjectives for each photo while you write these on the board. This will give them vocabulary to draw on while they work in groups of four to answer question 2 (discussing the natural landscapes they would most like to visit). Make sure they are giving reasons for their choices and are using suitable adjectives.

Word builder
This activity will help students to learn some new vocabulary that they can use in the next activity, where they collaborate to create an advertisement. Ask students to complete the matching exercise in question 1 and then move on to answer question 2. When they have finished, ask them to check their answers with a partner.

Answers:
1. protect – keep something safe
   scenery – attractive natural things you see in the countryside
   surroundings – the conditions around a place or person
   environment – the air, land and water where animals and plants live
   magnificent – very good or very beautiful
2. a. The mountains were huge and magnificent.
   b. I enjoyed visiting the lake, but the surroundings were not so pleasant.
   c. The nature group wanted to protect the local environment.
   d. I decided to try and paint the beautiful scenery.
Create an advertisement
Tell the students they are going to create an advertisement for their favourite natural landscape. Since the advertisement is to persuade people that the landscape should be protected, the language used needs to be positive and all the best parts of the site need to be highlighted. Students can work in groups for this activity and then present their advertisement to the class.

Landscape lyrics
Ask students to think of their favourite song. They do not need to tell you which one they have chosen. They now have to think about a particular natural landscape, or natural landscapes in general. Using some of the vocabulary and adjectives they have practised in the chapter, ask them to write new lyrics for the music, expressing their views about the natural landscape.

Workbook page 7: Formal speech
Page 7 of the Workbook gives students extra practice in writing and speaking using formal language. First, they will hear a recording of someone using adjectives to describe a forest and will answer a question to test their listening skills. Then, they will write a short formal speech to read aloud.

A photocopiable version of the full transcript of Track WB1.2 is available on the CD.

Answers:
1. magical, enormous, beautiful (Note that Seo-yun also uses ‘far,’ ‘well-known’ and ‘dangerous’ but in the negative, so these words on their own are not used to describe the forest.)
2. Example speech: The ancient woodland near to the town should be protected because there are plants which grow there and nowhere else in the country. These plants are important for the animals that live in the area, but are also very important for scientists who want to understand why plants grow here and nowhere else. The whole landscape is unique and must be allowed to remain for future generations to see and study. The new houses and shops must not be built here and must not destroy the area. The new houses and shops can be built near our neighbouring town instead, where there is no ancient woodland to protect.
3. You may want to ask students to read their speeches aloud in class. They could work in pairs to read their speeches to each other, check pronunciation and think about the content – is there anything they would change? While they are working, check their pronunciation and that they have used the formal register correctly.
Reading corner

Prior knowledge
Remind the students that some people write a daily diary about what has happened to them during the day. Explain that if someone is on holiday or travelling somewhere interesting, this record is called a travel diary. Ask the students if they have ever written a travel diary when they travelled somewhere. If so, why did they write one? If not, why not?

Travel diary
Tell the students they are going to read part of a travel diary written by a tourist in Rotorua, New Zealand. Explain that Rotorua is a town where there are several different kinds of natural phenomena, including volcanic rock, geysers, mud pools and sulphur. People travel across the globe to this little town to see these sights.

Understanding
Ask students to answer the questions on their own.

Answers:
1. New Zealand
2. Any two from: lakes, geysers that send hot water into the air, mud pools, colourful terraces
3. for over 200 years (Make sure students have said over 200 years and not just 200 years.)
4. the smell
5. Example answer: I would like to visit Rotorua because there are sights and smells there that I might never see or smell anywhere else and that is really exciting.
Writing workshop

Writing a travel diary
The students will now write an imaginary travel diary entry. This could link to the natural landscape they chose in the advertisement activity on page 19 of the Student Book. First, tell them to imagine where they are writing their travel diary and ask them to make some notes about where they are and what the natural landscape looks like. Then they can also note down how they are feeling right now in the middle of the natural landscape.

Remind students that unlike stories, travel diaries are factual and written in the first person (using ‘I’). They record what the traveller can see and is experiencing or what they have seen on the day the diary is being written. They are like a written form of photography, capturing a moment in time in the life of the traveller. A travel diary uses informal language, so contractions are allowed.

Ask the students to work with a partner to list other features of informal language. (Answers they might come up with include: shorter, simpler words; less formal sentence structures, possibly with some words being omitted, for example: ‘So much to write!’; a more ‘friendly’, personal tone.)

Encourage students to find examples of travel diaries before they begin writing. They could go to a library and look in the factual travel section to find examples. If they are unable to get to a library, online bookshops often have sample pages to read online and so students can look for the travel diaries in the same way as they would in a library, and then read some of the sample pages.

Workbook page 8: Writing a travel diary
Page 8 of the Workbook is a writing workshop for students to complete on their own as homework or in class. You may want to go through the exercise in class first to make sure students understand.

When they have completed the diary entry, check that students have understood the ways to create a clear picture of the landscape (used powerful adjectives and described what they can see, hear, smell and touch) and used informal language.

You could ask them to read out their travel diary entries in class, in pairs or small groups. As the task was to write about a natural landscape they had visited, you could ask if anyone in the class has described the same natural landscape. If so, which location was the most popular in the class?

Interview role-play
Tell the students that this extension relates to the place they wrote about in their travel diary. Now they must imagine they have met someone who has been there. Tell them to write five questions they would ask the visitor. They should write answers to their five questions.

Finally, ask the students to act the interview out with a partner.
Progress check

1. One mark for each sentence that uses one of the words correctly:
   Example answers: Our boat passed an uninhabited island. I took photos of the gorgeous scenery. The beautiful sandy beaches looked completely unspoilt. [3]

2. One mark for each item and a reason why they would take that item:
   Example answer: I would definitely take my phone so I could take some amazing photos of the falls. I think I would also take an umbrella so I don’t get too wet! [4]

3. One mark.
   the freshwater seal [1]

4. One mark each:
   a Our tour guide gave us some excellent advice about places to visit.
   b We had such terrible weather when we went to Australia. [2]

5. One mark for each appropriate adjective:
   Example answers: magnificent, spectacular, dramatic [3]

6. One mark.
   decade [1]

7. One mark each:
   b Both of them have been to New Zealand.
   c Neither of us has been to New Zealand. [2]

8. One mark each:
   b Rotorua smells of old eggs.
   c People have visited Rotorua for hundreds of years. [2]

9. One mark each:
   A geyser is natural hot water that comes up through rock. You could see a geyser in Rotorua, New Zealand. [2]

10. To get the full five marks, the answer should:
    be in the form of a travel diary entry (1 mark); name a natural landscape and describe it (2 marks); explain why it should be protected (1 mark). Finally, there should be a range of vocabulary used and language should be grammatically correct (1 mark).

Example answer: Today I've visited the most amazing natural landscape – the Great Barrier Reef, which is off the east coast of Australia. It is a beautiful formation of coral, but today much of it is dying. It needs to be protected for sea life to live on it. [5]

Total marks: 25

Workbook page 9: Natural landscapes quiz

The quiz on page 9 of the Workbook is a summary of the content you have covered in the unit. You can set this as homework or to complete in class. Go through the answers in class, and check that there are no gaps in students’ understanding.

Answers:
1. Example answer: We can limit tourist numbers to natural landscapes.
2. B taking a selfie
3. advice equipment luggage information
4. False. Erosion is when something such as soil is gradually worn away (usually by wind or water).
5. the Wave, Arizona
6. a Many of the soil’s nutrients have been washed away.
   b Both of us arrived early.
   c We didn’t leave any litter behind when we left.
7. the Golden Forest
8. Make sure students have made a choice here and given at least one reason why.
Progress assessment

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 on page 23 of the Student Book. 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. The aim is to encourage students to identify which skills they think they need more practice in. 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.

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
This activity will allow students to reflect on the unit and evaluate what they have learned. Ask students to think about the natural landscapes they have thought about in this unit. They have mostly been unchanged for centuries, apart from a few new tourist centres.

Now tell them to imagine they have been away and are returning after a hundred years. One of the natural landscapes has been destroyed. Ask the students to explain the destruction of which natural landscape would upset them the most. Ask them to explain to the class reasons for their views.