Complete English as a Second Language for Cambridge Secondary 1
Stage 9 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 student 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

Complete English as a Second Language for Cambridge Secondary 1 Stage 9 TEACHER PACK

Authors
Chris Akhurst
Lucy Bowley
Clare Collinson
Lynette Simonis
Series editor: Rachel Beveridge

Also available:
978 0 19 837814 3
978 0 19 837817 4

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 student 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
## Contents

Introduction ............................................................................................................... iv  
Scope and sequence ................................................................................................. vi  

1. Humans and nature ................................................................................................. 8  
2. Record breakers ..................................................................................................... 24  
3. Unusual careers ..................................................................................................... 40  
4. Famous buildings ................................................................................................. 56  
5. On your own .......................................................................................................... 72  
6. Tomorrow's world ................................................................................................. 88  
7. What lies beneath our feet .................................................................................... 104  
8. Food and culture ................................................................................................... 120  
9. People who changed the world ............................................................................. 136  
10. Pathways: Wonderful weather ........................................................................... 152  

Answers: Practice questions for Checkpoint ........................................................ 165

Grammar reference ................................................................................................. 174

Use of English glossary ........................................................................................... 179
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 9 is designed to help you guide your students through the Complete English as a Second Language for Cambridge Secondary 1 Student Book 9, 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 9 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 9 unit themes match those in Student Book 9, 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
Each short end-of-unit activity focuses 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.

Pathways to IGCSE®
Student Book 9 and Workbook 9 also include an additional Pathways chapter which acts as a bridge between Cambridge Secondary 1 and Cambridge IGCSE®. This chapter introduces some of the skills students will develop at IGCSE level, including summary writing, descriptive writing and persuasive speech.

Practice questions and test
In addition to the Pathways unit, the Student Book includes some practice questions to help assess students’ progress, identify any weaknesses and help prepare students for the Checkpoint test. The Workbook includes a full practice test paper, modelled on the Checkpoint test, for students to complete in exam conditions in class or at home.
### Scope and sequence

<table>
<thead>
<tr>
<th>Unit</th>
<th>Theme</th>
<th>Reading and comprehension</th>
<th>Listening and comprehension</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Humans and nature</td>
<td>Blog: My summer with Kabu</td>
<td>Presentation about the effect of microbeads in our seas</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Article on a community project</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Record breakers</td>
<td>Non-fiction: Descriptions of youngest record breakers</td>
<td>Interview with a young record breaker</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Article about record-breaker Roy Castle</td>
<td>Jessica Watson</td>
</tr>
<tr>
<td>3</td>
<td>Unusual careers</td>
<td>Article about a tea blender</td>
<td>Interview with a violin restorer</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Graphic novel: extract from Steve Jobs: Insanely Great</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Famous buildings</td>
<td>Newspaper article</td>
<td>Interview with an architect</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Information leaflet: The decorated houses of Tiébélé</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>On your own</td>
<td>Interview: Walking alone across Mongolia</td>
<td>Friends discuss being on your own</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Fiction: The village by the sea</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Tomorrow’s world</td>
<td>Opinion article on space colonisation</td>
<td>Friends discuss the pros and cons of space colonisation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>A letter to my future self</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>What lies beneath our feet</td>
<td>Article on the Earth’s structure</td>
<td>A city explorer describes her job</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Article on an underground discovery</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Food and culture</td>
<td>Fiction: extracts from Heidi</td>
<td>Radio programme on breakfast around the world</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Food blog</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>People who changed the world</td>
<td>Article on Mark Zuckerberg</td>
<td>A formal speech to open a new hospital ward</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Report on the Wright brothers</td>
<td></td>
</tr>
<tr>
<td>Language, grammar, spelling, vocabulary</td>
<td>Writing</td>
<td>Speaking</td>
<td></td>
</tr>
<tr>
<td>----------------------------------------</td>
<td>---------</td>
<td>----------</td>
<td></td>
</tr>
<tr>
<td>Abstract and compound nouns</td>
<td>Non-fiction: Writing a persuasive email</td>
<td>Expressing and giving reasons for opinions</td>
<td></td>
</tr>
<tr>
<td>Countable and uncountable nouns</td>
<td>Non-fiction: Writing an article</td>
<td>Giving a presentation in groups</td>
<td></td>
</tr>
<tr>
<td>Determiners</td>
<td></td>
<td>Using formal and informal language</td>
<td></td>
</tr>
<tr>
<td>Quantifiers</td>
<td></td>
<td>Negotiating classroom tasks</td>
<td></td>
</tr>
<tr>
<td>Adjectives ending in -ing or -ed</td>
<td>Writing a blog</td>
<td>Expressing and giving reasons for opinions</td>
<td></td>
</tr>
<tr>
<td>Powerful and extreme adjectives</td>
<td>Writing a biography</td>
<td>Using subject-specific vocabulary</td>
<td></td>
</tr>
<tr>
<td>Comparative and superlative adjectives</td>
<td></td>
<td>Designing an advertising poster</td>
<td></td>
</tr>
<tr>
<td>Adverbs of manner</td>
<td></td>
<td>Negotiating classroom tasks</td>
<td></td>
</tr>
<tr>
<td>Sentence adverbs</td>
<td></td>
<td>Giving a class talk</td>
<td></td>
</tr>
<tr>
<td>Prepositional phrases</td>
<td>Writing a formal letter</td>
<td>Expressing and giving reasons for opinions</td>
<td></td>
</tr>
<tr>
<td>Prepositions after nouns, adjectives and verbs</td>
<td>Writing a job description</td>
<td>Role playing and using language to persuade</td>
<td></td>
</tr>
<tr>
<td>Pronouns: demonstrative, indefinite, reflexive, possessive and for quantities</td>
<td>Writing a formal email</td>
<td>Researching and presenting a topic in pairs</td>
<td></td>
</tr>
<tr>
<td>Relative pronouns and relative clauses</td>
<td>Writing to summarise someone’s opinion</td>
<td>Using subject-specific vocabulary</td>
<td></td>
</tr>
<tr>
<td>Active and passive forms</td>
<td>Writing a leaflet</td>
<td>Giving a persuasive speech</td>
<td></td>
</tr>
<tr>
<td>Causative forms</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Present continuous</td>
<td>Writing a descriptive text</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Past continuous</td>
<td></td>
<td>Expressing opinions</td>
<td></td>
</tr>
<tr>
<td>Present perfect (simple and continuous)</td>
<td></td>
<td>Negotiating classroom tasks</td>
<td></td>
</tr>
<tr>
<td>Past perfect (simple and continuous)</td>
<td></td>
<td>Group discussion and presentation</td>
<td></td>
</tr>
<tr>
<td>Future forms: present simple, present continuous, ‘will’ + verb, ‘shall’ + verb</td>
<td>Writing a descriptive email</td>
<td></td>
<td></td>
</tr>
<tr>
<td>be going to + verb, future continuous and future perfect</td>
<td>Writing a summary</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Phrasal verbs</td>
<td>Writing an informal letter</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prepositional verbs</td>
<td></td>
<td>Expressing and giving reasons for opinions</td>
<td></td>
</tr>
<tr>
<td>Questions</td>
<td>Writing a short descriptive text</td>
<td>Group discussion and class presentation</td>
<td></td>
</tr>
<tr>
<td>Reported speech</td>
<td>Writing a story</td>
<td>Expressing ideas and opinions</td>
<td></td>
</tr>
<tr>
<td>Reported, indirect and embedded questions</td>
<td></td>
<td>Using subject-specific vocabulary</td>
<td></td>
</tr>
<tr>
<td>Gerunds as subjects and objects</td>
<td>Writing a diary entry</td>
<td>Using questions to check understanding</td>
<td></td>
</tr>
<tr>
<td>Noun phrases</td>
<td>Writing a short descriptive text</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Infinitives after adjectives and verbs</td>
<td>Writing a food blog</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Infinitives and gerunds</td>
<td>Writing two imaginative blogs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Conjunctions</td>
<td>Writing a formal email</td>
<td>Expressing opinions and ideas</td>
<td></td>
</tr>
<tr>
<td>Modal verbs</td>
<td>Researching and writing a short descriptive text</td>
<td>Role playing an interview</td>
<td></td>
</tr>
<tr>
<td>Conditional sentences</td>
<td>Writing a journal entry</td>
<td>Negotiating classroom tasks</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Group discussion and presentation</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Using questions to check understanding</td>
<td></td>
</tr>
</tbody>
</table>
Humans and nature

Write the unit title on the board and explain that this unit focuses on humans and their relationship with nature. Ask students to look at the photos on page 8 of the Student Book and explain what the pictures mean. Then read the three quotes to the class and ask them what they think each one means. Explain that Albert Einstein was a German physicist who developed many popular scientific ideas during his lifetime. Henri Matisse was a French artist who influenced artists in Paris at the end of the nineteenth and first half of the twentieth centuries. Frank Lloyd Wright was an American architect perhaps best known for designing the Guggenheim Museum in New York.

Thinking ahead

In this section, students will think about the relationship between humans and nature. Before focusing on the questions, you could start by discussing why this relationship is important (so life on Earth is protected; so plants and animals are kept alive) and what might happen if we ignore it (more and more animal and plant species will become extinct; the world will become more polluted, perhaps forever). Now discuss each of the questions in turn and ask students to give reasons for their opinions.
Humans and nature

Vocabulary

Word builder
This section will introduce some of the vocabulary students will encounter in the unit. Ask students to match the words on the left to the correct meaning on the right, before using the correct words to fill in the gaps in the notice below the word box.

Answers:
beneficial: good for
destructive: causing damage
protection: keeping safe
responsibility: a duty to do something

treatment: care, action to make better
vital: very important

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

It is vital that local people take responsibility for the protection of the woods, to save them from these destructive plans.

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

Speaking

There are two activities in this section. In the first, students will look at the photos on pages 8 and 9 of the Student Book and discuss which one best shows the relationship between humans and nature. Ask them to give reasons for their choices.

In the second activity, students will discuss the plans mentioned in the Word builder activity to build new houses on woodland. Ask them if they think the plans should go ahead or if they have any different ideas. Tell them to use the words from the Word builder activity to help them in this part.

Workbook page 2: Humans and nature
Page 2 of the Workbook gives students practice in answering questions relating to the theme of the unit.

Example answers:
1. a A beehive has been put on the roof of the school. This is good because it will encourage bees to come to the area.
   b A new shoe factory has been built. This is harmful to the air in the area.
   c A motorway will reduce traffic in the town centre. This is good because there will be less air pollution in the town centre.
2. I would like more bee-friendly flowers to be planted because it will help bees, butterflies and other insects come to the area.
3. People need to think about nature because their actions can change the environment. People sometimes have to help nature if other people have caused harm and they want to put it right.

Thinking about humans and nature
Ask students to write down three things they think of when they hear the phrase ‘humans and nature.’ These things could be a place, an adjective or an object. Ask them to tell a partner what they have thought of and to explain to their partner the reasons for those ideas.
My summer with Kabu

Prior knowledge

Students are going to read a blog written by a student who helped rescue Kabu the lemur in Madagascar. Divide the class into two groups. Ask one group to find out three geographical facts about Madagascar and the other group to find out three facts about the wildlife which lives in Madagascar. When both groups have their three facts, they need to share them with students in the other group, who will decide which of the three facts is the most interesting and why.

My summer with Kabu

Before students read the blog, ask them what they know about blogs. Explain, if necessary, that a blog is an informal online piece of writing, usually updated regularly by the author. It will usually give information about what the author has been doing, often that day, as well as describe how the author feels and what plans the author has for the following day, to encourage readers to return the next day and read the latest blog entry. After this discussion, ask students to read the six words in the Glossary to check that they understand the meaning. They can then read the blog. Encourage them to work out the meaning of unfamiliar words by looking at the context. They can use a dictionary if necessary.

Understanding

Ask students to read through the blog again and then answer the questions.

Answers:

A 1. c almost two months
   2. b he had a broken leg

B 1. in the nature reserve
   2. No – ‘he raced away to join the rest of his group’.

C Remind students that they are writing about the feelings of the writer of the blog, not their own feelings. Write a few examples of feelings on the board to act as a starting point, for example: happy, proud, sad, content, bored. Remind students that they need to include two reasons. Example answers: I think the writer will feel proud at the end of the blog because Kabu has been nursed back to health and has now been released. The writer might also feel a little sad because he knows he might never see Kabu again.
Speaking

For this part, students will have to do some research. This can be in the local town library, school or college library, or online. Explain that some animals are endangered or at risk. Tell them ‘that risk’ means there is some possibility the species will be harmed, and ‘endangered’ means that the population of that species has been significantly lowered. Make sure students have chosen a species which lives in Madagascar. After they have completed their research, they have to decide in pairs which animal they will help, giving reasons for their choice.

Writing

Students are going to write a short factual blog about helping an animal. Remind them that any language they use can be descriptive but also needs to be realistic. Tell them they can choose any animal in the world to help. They will write a short paragraph of between 40 and 60 words. When they have written their paragraph, have them swap it with a partner who will read it and check that it includes information relating to each of the three bullet points in the writing activity on page 11 of the Student Book.

Workbook page 3: Cornish Seal Sanctuary, Gweek

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

Answers:
1. It is orphaned/injured/sick.
2. Look at the other animals; enjoy the wide open spaces; have a drink/snack in the café.
3. whale, pelican
4. by caring for sick animals and then returning them to the wild
5. Example answer: I would like to learn more about the penguin because I will never see one in the wild.

Extension

Discussing ways to help nature

Ask students where they would go to help nature if they could travel anywhere in the world. Ask them to tell a partner where they would go and what they think they might do to help when they get there.
Use of English

Nouns

**Abstract nouns and compound nouns**
Begin by asking students what they remember about abstract nouns from the preceding year and elicit some examples. Remind them of the meaning of ‘suffix’ (letters added to the end of words to make new words) and write some examples on the board (–ment, –ion, –ation, –ity, –ance, –ence, –ness, etc.). Read through the first section in the explanation box on page 12 of the Student Book, including the examples in the table, and draw students’ attention to the first point in the Remember feature. Give some more examples of abstract nouns that do not include a suffix (anger, fear, sight, thought).

Elicit the meaning of the term ‘compound noun’ (a noun consisting of two or more words that functions as one word) and read through the second section of the box in the Student Book, along with the second point in the Remember feature. Remind students that compound nouns can be made from different parts of speech, such as noun + noun, adjective + noun and noun + verb (+ –ing), and write some examples on the board (timetable, full moon, car park, horse riding).

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

**Answers:**

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

**B**
1. relationship; arrangement; imagination; suggestion; importance; happiness; equality; intelligence
2. backpacking; wildlife; rescue centre; woodland

**Countable and uncountable nouns**
Begin by eliciting some examples of countable and uncountable nouns and write them on the board in two lists with the headings ‘Countable’ and ‘Uncountable’. Remind students that uncountable nouns often refer to substances and materials (bread, cotton, etc.), abstract ideas (knowledge, advice, etc.), weather words (rain, snow, etc.), activities (swimming, reading, work, etc.) and collections of things (furniture, luggage, etc.).

Read through the explanation box on page 13 of the Student Book and draw students’ attention to the points in the Remember feature. Explain that we cannot use ‘a/an’ or numbers with nouns that always have a plural form, such as ‘trousers’ and ‘belongings’. Give some more examples of nouns that can be countable and uncountable, depending on how they are used. (Examples: Would you like an ice cream? Do you...
Student Book answers

Using countable and uncountable nouns

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

Answers:

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

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

C Before students answer this question, explain that when they use the nouns as countable nouns they can use the plural forms.

Example answers: The vet has a lot of experience./I had some great experiences on my holiday. He spent quite a lot of time looking after the lemur./How many times have you visited the nature reserve? The quality of the lemur’s life will be better now its leg has healed./Do you think you have the right qualities to be a vet?

Workbook page 4: Nouns

Page 4 of the Workbook gives students practice in using nouns.

Answers:
1. The sanctuary provides protection and security for injured seals.
2. The manager thanked the staff for their commitment and assistance.

Use of English

like ice cream? I have seen that film five times. Do you have any time to spare?) (Note that students will look at determiners in more detail on pages 16–17 of the Student Book.)

3. We heard an interesting presentation about the conservation projects the sanctuary is involved in.
4. Do you think it is our responsibility to help animals that are harmed by pollution?
5. global warming    6. headline
7. climate change    8. daytime
9. feedback         10. self-confidence
11. signpost        12. bestseller
13. The sanctuary is located in beautiful countryside near the coast.
14. I was enjoying my walk in the sunshine when I saw a seal on the sand.
15. There are no clouds in the sky today, although the forecast predicted rain.
16. Pollution can affect the quality of the air we breathe and the water we drink.
17. She has patience and determination, which are important qualities in her job.
18. Many people who love nature visit this area to see the wildlife and spectacular scenery.

Practising nouns

On the left-hand side of the board, write the following suffixes: –age, –al, –ant, –dom, –hood, –ism and –ist. Give some examples of nouns that can be made using these suffixes (baggage, approval, consultant, boredom, neighbourhood, tourism, novelist). On the right-hand side of the board, write the following words: arrive, post, assist, free, art, child, criticise. Ask students to use a suffix on the left with the words on the right to make nouns. They can use a dictionary to help them if they wish. When they have written down the nouns, ask them to write down whether each noun is countable or uncountable or both.

Answers:
arrival (uncountable), postage (uncountable), assistant (countable), freedom (uncountable), artist (countable), childhood (uncountable), criticism (countable or uncountable)
Microbeads in our seas

Prior knowledge
In this activity, students will listen to a talk explaining the impact microbeads have on marine life. Explain that microbeads are very small plastic beads which are often found in shower gels and facial scrubs. As we wash, they get washed away but are too small to be trapped by water filters and eventually end up in the sea, where they can be eaten by fish which later turn up on our plates. Ask students whether they use these products, and how often.

Track 1.1: Microbeads in our seas
Students will listen to a talk given by Sanjeev about the way humans affect the natural environment when they use products which contain microbeads. Start by explaining words in the Glossary, checking that students understand their meanings. Then ask students to listen to Sanjeev and complete the four sentences in the Understanding section using the words from the word box. A full transcript for Track 1.1 can be found on the CD.

Understanding
Answers:
A 1. Today, I will be focusing on **plastic**.
2. Skin **washes**(cleansers) and face **cleansers**(washes) are growing in **popularity**.
3. You might check the smell and the price of your shower **gel** but do you check all the **ingredients**?
4. We need to protect the **natural environment** of the sea.
B 1. **b** to clean the skin
2. **c** birds and fish eat them

C 1. Example answers: drink bottles, toys, fishing equipment, skin cleansers, face washes, shower gel
2. 90 per cent
3. Example answer: He says people should stop using products which contain microbeads because it is harmful to the sea environment and it causes plastic to get into the food chain.
Finding alternatives to microbeads

Ask students in pairs to think of three products which may contain microbeads. They must then think of three alternatives they could use instead of these products and explain why they have made these choices. For example: “My face wash contains microbeads. In the future, I will use a face wash which contains salt granules rather than microbeads because salt is a natural resource and would not harm the sea or the fish in the sea when it is washed into the water.” Make sure students use a different explanation for each change.

Workbook page 5: Forestry Commission

Page 5 of the Workbook gives students more practice in listening and answering questions on what they have listened to. A full transcript for Workbook Track 1.1 can be found on the CD.

Answers:
1. C over 20 years
2. C going into schools
3. He worked abroad to learn about a wide range of trees.
4. He checks trees in the forests for diseases; he checks fungi on the trees; he goes into schools to talk about the work of the Forestry Commission.
5. Example answer: The part which interests me the most is the tree-planting programme because I like the idea of growing new trees to replace the ones that have been cut down.
6. Example answers: ash, beech, birch, elm, maple, pine, willow
7. Example answers: Elm is used to make furniture; willow is used to make cricket bats.

Challenge

In this activity, students will practise using the prefix ‘tele-’. Remind them that a prefix is a word beginning which changes the meaning of the word. For example, as ‘micro’ means very small, ‘mega’ means very big. Ask students if they can think of words that contain the prefix ‘tele-’.

Example answers: telescope; television; telephone
Determiners and quantifiers

**Determiners**

Begin by reminding students that determiners can refer to particular things or people, or to people and things less specifically (examples: specific: the, this, that, these, those, my, your, his, her, its, our, their, whose, which; general: a/an, another, any, other, what). (See also the photocopiable sheet on the CD.) Read through the explanation box on page 16 of the Student Book. Remind students that we use ‘this’ and ‘these’ to talk about things that are close to the speaker, and we use ‘that’ and ‘those’ for things that are further away. (Examples: Look at this label. Can you see those fish?) Remind students that many words that can be used as determiners (‘this,’ ‘that,’ ‘these,’ ‘any,’ ‘another,’ ‘what,’ etc.) can also be used as pronouns. If the word comes before a noun it is a determiner. (Examples: ‘another’ as determiner: Would you like another glass of water?; ‘another’ as pronoun: I’ve had a glass of water, but I’d like another; ‘what’ as a determiner: What time is it?; ‘what’ as a pronoun: What did you do today?) Focus students’ attention on the point in the Remember feature and remind them that words that we use before determiners are called pre-determiners. Remind them that ‘quite,’ ‘such’ and ‘what’ are often used before ‘a/an’ in exclamations or to express strong opinions or surprise. (Examples: What an amazing place! It was such an interesting talk!)

**Quantifiers**

Begin by reminding students that quantifiers are determiners that give information about the quantity or amount of countable and uncountable nouns (examples: all, few, many, much, enough, none of, a large amount of). Like other determiners, they can be used before nouns and noun phrases (many trees, some good advice). They are often used as pre-determiners, often followed by ‘of’ (a few of these trees). Remind students that some quantifiers can be used with countable and uncountable nouns, some can only be used with countable nouns and others can only be used with uncountable nouns (see the photocopiable sheet on the CD for examples).

**Using determiners**

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

**Answers:**

**A**
1. Have you checked the ingredients?
2. Which birds are harmed by microbeads?
3. Look at all this plastic on the beach.

**B**
Sasha: Which toothpaste shall I buy? Look at this one – it contains plastic!
Myra: What a horrible thought!

Sasha: I heard such an interesting talk yesterday about microbeads. They get into our oceans where fish and other sea creatures eat them and they end up in their stomachs.
Myra: Companies should stop using them. And we should find another type of toothpaste!
Use of English

Read through the explanation box and Remember feature on page 17 of the Student Book. Remind students that we can use quantifiers such as 'all', 'some' and '(a) little' to talk about how much there is of an uncountable noun. When we want to be more exact, we can use phrases such as 'a bar of', etc. Elicit other examples (a tube of, a cup of, a bag of, a grain of, a jar of, a can of, a drop of). Give some other examples of sentences using 'less' and 'fewer', 'much' and 'many', 'little' and 'few', and 'neither', 'either' and 'both' to ensure students know when we use these quantifiers.

Student Book answers

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

Answers:
A  a large amount of plastic; a small number of toys; millions of microbeads; a tube of toothpaste; a bar of soap
B 1. Both gels contain plastic.
   2. Pollution can harm all seabirds.
   3. People should use fewer plastic bags.
   4. I wish there was less rubbish in the sea.
C Example answers: There was room in the back of the van for several items of furniture. A small amount of land in the area is covered with trees./Would you like a piece of cake?

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

Answers:
1. Look at this fruit tree. It is covered in apples.
2. Do you know what kind of tree this is?
3. He reminded visitors that they shouldn’t leave any rubbish behind.
4. Nick said he learned a lot about trees by visiting other countries.

Pre-determiner practice
This extension activity gives students more practice in using pre-determiners. Explain that there are several types of pre-determiner: multipliers (twice, double, five times, etc.); fractions (half (of), a third (of), etc.); intensifiers (rather, such, quite, what, etc.); and quantifiers such as 'all (of)' and 'both (of)'. Explain that we use multipliers to talk about quantities that are more than a specified amount, we use fractions to talk about quantities that are less, and intensifiers for emphasis. We use many quantifiers before determiners, often followed by 'of' (example: many of the trees). Now ask students to fill the gaps in the following sentences with suitable pre-determiners (see also the photocopiable sheet on the CD).

1. At least __________ the trees in this forest are over a hundred years old.
2. Their new house is almost __________ the size of their last one.
3. __________ an amazing day we’ve had!
4. This is __________ a beautiful forest!
5. Are __________ your parents coming to watch the match?
6. He is almost __________ my age.

Example answers:
1. At least half the trees in this forest are over a hundred years old.
2. Their new house is almost double the size of their last one.
3. What an amazing day we’ve had!
4. This is such a beautiful forest!
5. Are both (of) your parents coming to watch the match?
6. He is almost twice my age.
Improving the world around you

Prior knowledge

Ask students to look at the three photos on page 18 of the Student Book. First, ask them to describe what they can see in each photo. Then ask them to link all three photos – what do they all show?

Speaking

Divide the class into groups. Students have established in the pre-speaking task what is wrong in each photo and now they need to give reasons, examples and explanations for this. They can then move on to explaining why and how each area can be helped. Make sure all members of each group have contributed their ideas and selected clear reasons for their choice. Students within each group will need to vote on a final choice before sharing the details of that choice with the rest of the class. Has each group made the same choice or have different choices been made? Ask students why they think this is.

Planning a talk on the natural world

In this activity, students will work in pairs to prepare and give a two-minute talk on one change people can make that will improve the natural world. Explain that you will be timing them and they need to practise the length of their talk, as two minutes can be longer than they might think. To make sure each student in the pair contributes to the talk, remind pairs that they both need to describe at least one way people can make the change they have identified. During the planning stage each pair will also discuss whether or not they are optimistic about the future of nature, and give a reason why they feel the way they do.

Tell students that the ending of the talk is important because it is the last chance they will have to be persuasive and the final sentences will be the ones the audience will remember. How can they make their final ideas more persuasive and more memorable? Remind them that to do this, they should include some interesting and relevant factual adjectives. Tell them to choose some of the phrases in the speech bubbles on page 19 of the Student Book to include in their talk. When each pair gives their talk, time them – were they able to speak for two minutes?
Workbook page 7: Nature project

On page 7 of the Workbook, students are tasked with researching how to attract owls and hedgehogs to a nature project. They then prepare notes for a presentation to summarise their findings and ideas, for example:

To make the area more attractive to hedgehogs and owls, I would plant more oak trees for long-term growth. In the short-term, I would provide shelters, plant more hedges and build insect houses in order to provide a food supply.

Students can give their presentations in class, if time allows. Listen for fluency and pronunciation, and correct where necessary.

Discussing changes to the environment

Ask students, in different pairs, to take turns telling each other two ways the environment will change if humans do not look after it. Ask them to give a reason for each change they have identified. You may wish to include some research time before this activity so that students can explore other environmental issues not addressed in the Student Book.
Reading corner: Community project

Prior knowledge

Ask students about ways in which people can help their local community – what things are done and how does this happen? You can put some examples on the board for them. For example, ways of helping include: group litter pick, helping seabirds affected by an oil spill, raising money for a local nature reserve, walking/cycling instead of using a car. Ways of making it happen include: advertising in a local newspaper, on a radio station, television programme or social media, or posters on notice boards and in shop windows.

Community project

Ask students to look at the words in the Glossary on page 20 of the Student Book. They need to make sure they understand these words which will appear in an article about a community project. Ask them what an article is (a factual piece of writing usually found in a newspaper or online fact-based forum, newspaper or magazine). Now ask students to read the article and answer the questions in the Understanding section.

Understanding

Ask students to answer the questions on their own.

Answers:
1. Carrie, Jenna and Sophie
2. Most people would not be at work and so would be able to help them.
3. To request some litter-grabbers
4. They put them up in their school, around the park, and delivered 20 to the houses nearest the park.
5. Example answers: the girls wanted to help the local area; the park needed cleaning; the girls wanted a gold community badge.
Writing an article

Tell students that they are going to write an article about a local community project. First, remind them that an article is usually a fact-based piece of formal writing, an example of which they have just read. Articles should be interesting and informative and the writer needs to maintain the attention of the reader throughout. Ask students to develop some ideas from the prompts listed under ‘Planning your article’. As they plan, remind them to think about all four of the bullet points and make sure they have developed each point clearly before they start writing. Their ideas must be supported with reasons and examples, using language that explains things clearly to the reader. Write these examples, which students can use, on the board:

The reason for this is . . .
This is due to . . .
The result of this is . . .
This causes . . .
After this has happened . . .

When students have written their article, they will need to edit and proofread it. Remind them to make sure they have included all the content from the planning stage, then ask them to check that the language they have used is accurate, spelled correctly and has been punctuated correctly as well.

Workbook page 8: Giving nature a helping hand

On page 8 of the Workbook, students will write an informal email to a friend telling them about a project that has been set up to help nature and benefit a local community. Good answers will make use of the prompts provided and draw on the source text without repeating the formal wording used in the text. Check students’ work for correct spelling, grammar and punctuation.

Identifying the benefits of community work

Ask students to discuss in pairs how they would persuade someone to help out with a local community project. Tell them to discuss the benefits and write their findings on two lists with the headings: ‘positive feelings’ (for example: sense of achievement, increased confidence) and ‘other benefits’ (for example: winning an award, being able to mention it on a CV or at a job interview). Students can refer to their planning notes from the Writing workshop activity for ideas to help them with their lists.
Progress check

1. b beneficial [1]
2. The bone had a small fracture that could only be seen when the vet took an X-ray of the lemur’s leg. [3]
3. a Some of the animals at the rescue centre are injured.
   b That’s a great idea!
   c He had a lot of experience of working with animals. [3]
4. Example answer: We should not use microbeads in our soaps and gels because they will end up in the sea and harm the fish and other animals which live there. [1]
5. Example answer: Let’s all do this together. [1]
6. I had such (a) an interesting day. (b) That lemur I told you about was released back into (c) the wild. (d) Its leg was finally better! [4]
7. Example answers: rubber gloves, rubbish bags, litter grabbers [2]
8. a We need to clear away all the rubbish from the park.
   b They collected a few plastic bags.
   c Many volunteers turned up. [3]
9. Example answer: water pollution – plastic in the water; soil pollution – chemicals from pesticides in the soil; air pollution – smoke from factories going into the air [3]
10. Example answer:
    Hi Simon
    I’m planning to plant more trees in our neighbourhood and it would be great if you could help. I have raised money to buy the trees and I know you have a car and I wonder if you could pick up the small trees and bring them along to the community park on Sunday?
    Thanks so much,
    Monika [4]

Total marks: 25

Workbook page 9: Humans and nature quiz

The end-of-unit 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: Increase the number of beehives in the local area.
2. Example answer: People’s help means that the environment is protected now and in the future.
3. sea lions, otters, penguins
4. gas, wood, glass, stone
5. different types of trees
6. b false
7. a A few of the trees in this forest have a disease.
   b We mustn’t chop down either of these two trees.
   c Don’t leave any rubbish behind in the forest.
8. nocturnal
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, both in their written work and spoken language. 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. 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 students enjoy the most? Why was this?
2. Was there anything that 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 students successfully learn while studying this unit?
4. Considering the learning objectives and content, what did 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
Tell students that often when we think of humans and the environment we think of negative things. However, humans can also have a positive effect on the environment. Ask students to add five more ideas to this list:

- keeping animals safe in a nature reserve so they live free from harm
- researching what is the best diet for a species and then making sure it gets that diet
- keeping people informed so they know the best way to treat animals
- using small cameras to film animals so we understand the way they behave and communicate

Discuss your ideas as a class.