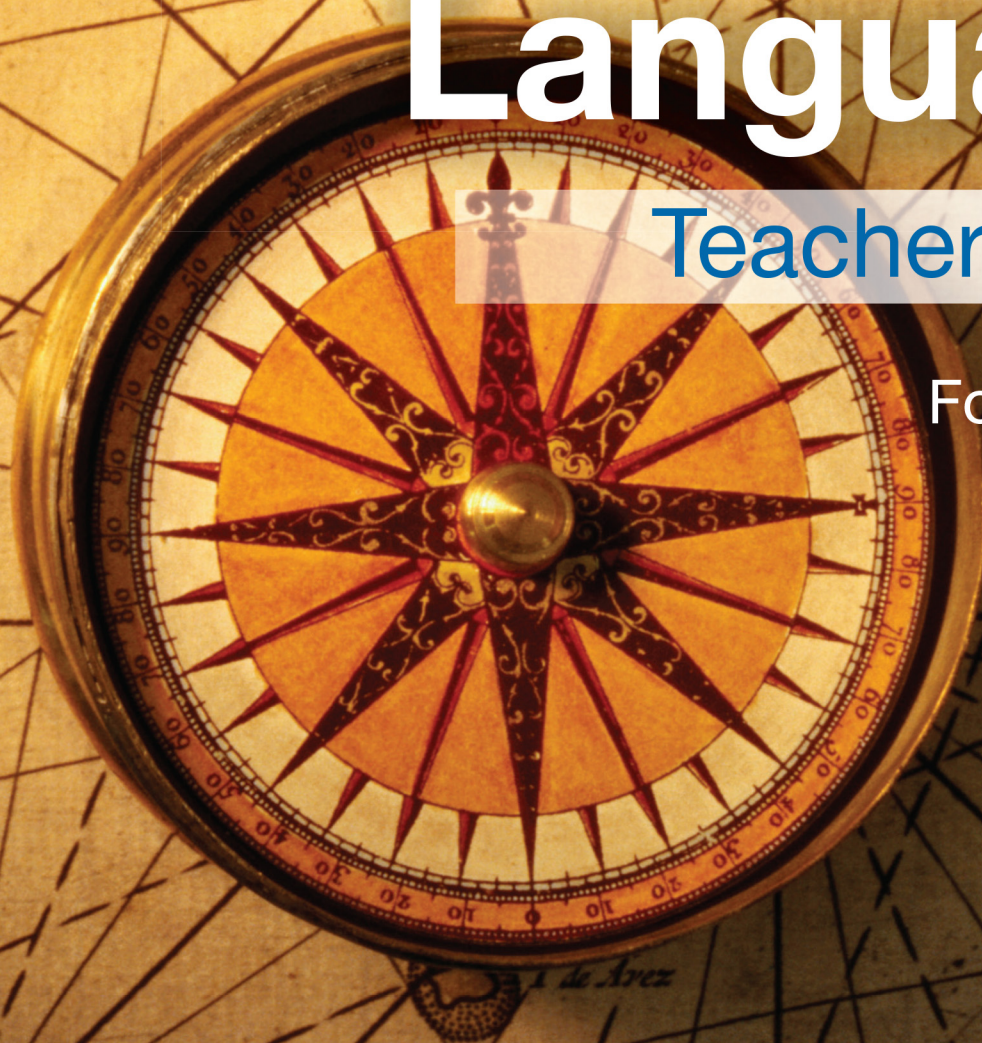


Peter Lucantoni
Introduction to

English as a Second Language

Teacher's Book

Fourth edition



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English as a Second Language

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Contents

Introduction	iv
Unit 1 How many planets are there in space?	1
Unit 2 What's a living creature?	6
Unit 3 What's a hurricane?	11
Unit 4 Are there any monsters in the ocean?	15
Unit 5 What's an ecosystem?	19
Unit 6 Can bees scare elephants?	23
Unit 7 Can penguins see under water?	27
Unit 8 How hot are chilli peppers?	31
Unit 9 Who was Ibn Battuta?	35
Unit 10 What's the best job for a teenager?	39
Unit 11 Who are the Maasai?	43
Unit 12 What does a triathlete do?	46
Unit 13 How much water do you use?	49
Unit 14 How important is oil?	53
Unit 15 How do you say 'bridge' in your language?	56
Unit 16 Where are the Seven Wonders of the Ancient World?	59
Unit 17 What impact does fashion have on teenagers?	63
Unit 18 What does that sign mean?	67
Acknowledgements	72

Introduction

This Teacher's Book supports the *Introduction to English as a Second Language*, Fourth edition. It is assumed that students following this course will not yet be in a position to focus on the IGCSE English as a Second Language examination itself.

The Teacher's Book provides the following:

- full guidance on how to approach all the tasks in the Coursebook
- suggestions for differentiated activities to use with mixed-ability classes
- answers to all the exercises in the Coursebook

The course provides students with a broad content-based Coursebook, exposing them to a wide variety of topics, themes and vocabulary, while at the same time consolidating essential language in the Use of English sections. Each of the 18 themed units is divided into sections, covering speaking and thinking skills, reading and vocabulary, writing, listening, use of English, and project work.

The Coursebook is divided into two parts: *The world around us* and *Human endeavour*. Each part is subdivided into units covering key questions such as How many planets are there in space?, What's an ecosystem?, Who was Ibn Battuta? and How much water do you use? Students are encouraged to learn for themselves through an inductive approach that encourages them to notice aspects of language in contextualised examples. While the book is content-based, it does not assume any previous knowledge of a particular subject. However, students are continually encouraged to work things out for themselves and to use alternative sources of information to find solutions to tasks and problems. For those in secondary or high-school contexts, they may be able to draw on other curriculum subjects.

Many units in the Coursebook contain information about learning skills. These are tips and strategies that students can apply during their learning to make it more effective. Also, every unit contains at least one Did You Know? box, which will provide students with some additional information on something they have read or heard about in the unit. Every unit also contains two Use of English sections, which highlight important areas of language and how it is used. Students are encouraged to notice examples of language in context (in the listening and reading texts) and use these as examples for their own language production, both spoken and written.

Many teachers will be working with mixed-ability groups of students. This Teacher's Book provides a variety of techniques that teachers can use to support weaker students and challenge stronger students. It may be useful to look through all the differentiated activities at the start of the course, to get an idea of the techniques suggested for various activities. Just because a differentiated activity appears in Unit 10 does not mean it cannot be applied to an activity earlier (or later) in the course.

For writing activities, no word limits are given as this will depend very much on your students' abilities. Remember that not all students need to be writing the same number of words in response to a writing task. If your students will eventually be taking the IGCSE English as a Second Language examination, the maximum number of words required is usually 150–200, so you can use this as a target for stronger students towards the end of this course. For this reason, 'sample' answers for writing tasks have not been provided.

Peter Lucantoni

UNIT 1: How many planets are there in space?

Unit introduction

Each unit begins with a brief overview of the topics and Use of English areas that students will read about. In this first unit, the topics are **space and space travel** and the **Hubble Space Telescope**. The Use of English areas are **passive verb forms**, **wh- question forms** and **time sequencers**.

A Speaking and thinking (Coursebook pages 7–8)

1 Pairs

If you think that students will not know the names of many of the planets in English, you could immediately direct them to the image on page 7 and the anagrams in Activity A2. However, if they are happy to discuss the questions without too much support, give them a few minutes to do so, monitoring their discussions but not interfering. The aim is to introduce students to the unit topic and to give them some freedom to talk without fear of correction.

2 Pairs

Many students enjoy working with letters and doing puzzles, so this type of activity provides some variety and an opportunity for visual and kinaesthetic learners to do well. There are nine anagrams for students to unscramble. There is no reason why you should not give two or three examples if you feel students will struggle. Note that the names of the planets are always spelt with a capital first letter.

ANSWERS: a Neptune, b Jupiter, c Mercury, d Pluto, e Venus, f Saturn, g Mars, h Earth, i Uranus

3/4 Pairs

Activity A3 discusses where the different planets got their names from and asks students to think about the names of the planets in their own language. In Activity A4, students match the list of gods/goddesses to the planets. Once again, it does not matter if students do not have too much knowledge at this stage. Provide as much support as you think is necessary.

ANSWERS:

Position	Name	God/goddess
1	Mercury	winged messenger of the gods
2	Venus	goddess of love and beauty
3	Earth	
4	Mars	god of war
5	Jupiter	king of the gods
6	Saturn	god of farming and agriculture and father of Jupiter
7	Uranus	god of the sky and heavens and father of Saturn
8	Neptune	god of the sea
9	Pluto	god of the underworld

B Listening (Coursebook page 8)

1 Pairs

Give students time to think about the information in the table in their notebooks and to guess how the planets got their names. They will find the answers in the listening activity that follows. There is no need to provide any answers at this stage.

2 Alone, then pairs

Prepare students for the audio. Make sure they understand who they are going to hear talking (Taran), what the topic is going to be (how the planets got their names) and what they need to do (check if their ideas in Activity B1 were correct). When students are ready, play the audio once and then let students check their answers with a partner.

TRACK 2

Have you ever wondered how the planets got their names? I mean, why are they called Mercury and Uranus and Jupiter, and so on? Not exactly easy to remember, are they?

Well, all of the planets, except for Earth, are named after Greek and Roman gods and goddesses. Jupiter, Saturn, Mars, Venus and Mercury were given

their names thousands of years ago, but nobody knows exactly when nor by whom.

The other planets – Uranus, Neptune and Pluto – were not discovered until much later, when telescopes were invented, and so their names were given more recently: Uranus in 1781, Neptune in 1846 and Pluto as recently as 1930. The tradition of naming the planets after Greek and Roman gods continued for these last three planets as well.

Going back to the oldest planets, Mercury, the winged messenger, was named after the Roman god of travel. The name was given because Mercury is the fastest planet – it completes one revolution around the sun in just 88 days. Venus was named after the Roman goddess of love and beauty because this planet appears as the brightest and most beautiful in the sky, after Earth's moon.

Some of you might know that Mars was the Roman god of war, but why was the name given to this planet? Well, Mars is red in colour and this colour was associated with blood in battles.

Jupiter got its name because it's the largest of all the planets – the king!

Saturn was the Roman god of agriculture, but it is not exactly clear how the planet got its name.

Uranus, the father of Saturn, is positioned next to it, and got its name from the ancient Greek god of the sky.

Neptune has a beautiful blue colour and so the Romans named it after their god of the sea.

Pluto, which is no longer classified as a planet, is the furthest from the sun and is always in darkness, just like the underworld, the place beneath the ground in mythology.

Our planet, Earth, is not named after a god or goddess – it's an English/German word which simply means 'the ground'. Boring, huh?!

3 Whole class, then alone, then pairs

It is a useful strategy to encourage students to think about the key word/s in questions, as this will help them to identify where to find the answers in a text (both listening and reading). It is also a good idea to get students to think about the **type** of answer each question is looking for, and to make possible predictions. For example question B3a asks *When were the planets Jupiter, Saturn, Mars, Venus and Mercury named?* The key words are *When*, *named* and *the planets*. *When* and *named* mean that students

need to listen for a date/year. The answer could be that Jupiter, Saturn, Mars, Venus and Mercury were all named at the same time (likely), or that there is a different date for each planet (unlikely, as this would mean listening for four different dates, and then writing them down before proceeding to the next question).

Students listen and write the answers in their notebooks, then check with a partner. The audioscript appears on page 150 of the Coursebook, so you can refer students to this as an additional (and student-centred) checking method.

ANSWERS:

- a thousands of years ago
- b (i) 1781, (ii) 1846, (iii) 1930
- c Mercury
- d blood in battles
- e Jupiter
- f because of its beautiful (sea) blue colour
- g Pluto

C Use of English: Passive verbs (Coursebook pages 9–10)

1/2 Alone, then whole class

Before beginning Activity C1, focus on the blue box about passive verbs and ask students to complete the rule: *The passive is formed with the verb **to be**, followed by the **past participle** of a main verb.*

Students start Activity C1 on their own, focusing on the underlined verbs in sentences a–c. All the verbs are in the passive form (voice).

For Activity C2, look at the first sentence together and explain to students who or what is the person or thing affected by the action (*all of the planets ... are named* and *Jupiter, Mars, Venus and Mercury were given ...*). The doer is not specified in either example here.

Then get students to look at sentences b and c and identify who or what is affected by each action, and to ask themselves who the doer is.

ANSWERS: b *this colour* was associated, c *Pluto* is no longer classified; we do not know who the doer is

3 Alone, then pairs

Give students a minute or so to complete a copy of the table in their notebooks, then get them to check with a partner.

ANSWERS:

were given = **past simple**
was associated = **past simple**
is classified = **present simple**

4 Pairs

Now that students know the pattern for forming passive verb forms, they should be able to find the answers here quite easily.

ANSWERS:

present perfect = *have/has been* + past participle

past perfect = *had been* + past participle

5 Pairs or whole class

Focus on the picture of the Hubble Space Telescope (HST) and ask students if they have ever heard of it and, if so, what they know about it. Discuss this as a class or split students into pairs to talk about it.

6 Alone, then pairs

Students work on their own and read the text. While they read, they should write the correct passive forms of the verbs in brackets in their notebooks, then check their answers with a partner.

ANSWERS:

a was launched

b have been delighted

c are used

d is hidden

e is slightly curved

f is made

g is turned

h are transmitted

i is sent

j is streamed

k are turned

l is collected

m is stored

D Reading (Coursebook pages 10–12)**1 Small groups**

Put students into small groups in order to talk about questions a–d. There are no right or wrong answers, so encourage students to talk freely. You should not interfere, but monitor and provide support if required. Make sure you give positive feedback at the end of the discussions.

2/3 Small groups

Students continue their discussions by looking at the picture and answering the questions. Once again, it does not matter if they guess the answers incorrectly.

4 Pairs

Throughout the Coursebook, new words and phrases are introduced and it is often suggested that students use paper and/or digital reference sources

to make sure they understand this new vocabulary. You can ask the whole class to check all the words, or allocate different words to different students, depending on the amount of time available and how difficult you think they might find the words or phrases.

5 Alone, then pairs

Another recurring activity throughout the Coursebook asks students to think about vocabulary items in their own language and to provide a translation for an English word. In this way, they can build up their own bilingual dictionary. Encourage students to make a note of the grammar (part of speech) for new words and to add an example sentence so that new words are recorded in a meaningful context, as shown in the table on page 11. When students have completed their own table for this activity, get them to share their answers with a partner.

ANSWERS: ambitious = adjective, centrepiece = noun, daring = adjective or participle, habitable = adjective, manoeuvres = noun, obstacles = noun, severed = adjective or verb, withstand = verb, zap = verb

6/7 Alone, then pairs

Students read the text and check their answers to Activity D3. If you prefer, they could do Activity D7 at the same time. However, they should work alone and only pair up to check their answers once they have finished both activities.

ANSWERS (D6):

2 metres = arm

3 metres by 2.8 metres = length and width

2.1 metres = height

900 kilograms = weight

50.8 centimetre diameter = wheels

ANSWERS (D7): **a** centrepiece, **b** ambitious, **c** zap, **d** obstacles, **e** daring, **f** manoeuvres, **g** withstand, **h** altitude, **i** severed, **j** habitable

8 Alone, then pairs

Remind students to think about the key word/s in each question and to predict the type of answers required. They should work alone, then compare their answers with a partner.

ANSWERS:

a to find out if Mars is, or was, suitable for life and to learn more about the red planet's environment

b allows it to carry many scientific experiments

c a full Martian year is 687 Earth days

d from 26th November 2011 to 6th August 2012

e fiery

f a supersonic parachute, rockets, sky crane

E Use of English (Coursebook page 13)

Focus first on the blue box, which contains important information about *wh-* questions and the word order required for these.

1 Whole class, then pairs

Do the first example with the class, checking that they understand why *what* is the object of the question. Then in pairs students look at questions b–f, deciding if *who*, *what* or *which* is the subject or the object and answering the questions.

ANSWERS:

- b *who* = subject, NASA
- c *what* = subject, a supersonic parachute
- d *who* = subject, NASA personnel
- e *which* = subject, Twitter and Facebook
- f *what* = subject, (various answers possible)

2 Whole class, then alone, then pairs

Look at the first part of this question (a) with the class and check that students understand what they have to do. Then students write their answers and check them with a partner.

ANSWERS:

- b Who designed the assembly to *roll over obstacles*?
- c What severed *the link*?
- d What was *used for the final part of the landing sequence*?
- e *What is Curiosity's main mission*?
- f *How did scientists feel when the rover beamed back information*?

F Writing (Coursebook pages 13–14)

1 Whole class, then pairs

Go through the expressions from the unit texts that describe **when** something happened. Make sure students understand that using phrases, rather than individual words, can make their writing more effective and interesting. Then, in pairs, students look again at the *Mars Curiosity* text and find more examples of time sequencers.

ANSWERS: On 26th November 2011, on 6th August 2012, Firstly, Then, When

2/3 Alone

Students build up information about space achievements by looking back at the texts in the unit and selecting at least four more important events to add to the ones in Activity F2. This will give them a total of nine or ten pieces of information, which they should combine into a paragraph, using time sequencers as appropriate.

4 Alone

For this activity, students use the notes given to write a paragraph about missions into space.

SAMPLE ANSWER:

During the early 1960s, many attempts were made by the USSR to reach Mars, but all ended in failure for a variety of reasons. The first success was in 1964, when the USA's *Mariner 4* sent back 21 images. During the late 1960s there were more attempts by the USSR, but none was successful because of launch failures. Then, in 1971, the USSR had its first success when the *Mars 3* Orbiter-Lander sent back data for eight months. It landed on Mars, but only sent 20 seconds of data. In the mid-1970s, the US *Viking 1* and 2 Orbiter-Lander returned 1600 images and a large quantity of data and soil experiments. However, for the next 20 years there were mostly failures from the USA, USSR and China. In 1985, Sultan bin Salman Al Saud joined the international crew on *Discovery* and launched a satellite into space. In the early to mid 2000s, there was plenty of USA success, with enormous amounts of data being sent back. In 2012, Chinese astronauts ate fresh vegetables from gardens in extra-terrestrial bases in space.

DIFFERENTIATED ACTIVITY

For weaker students, offer more support in this writing section. For Activities F2 and F3, they could use just the notes in the Coursebook, rather than finding extra ones to make a longer list. You could allocate two or three of the notes to different students to complete, and then students join their sentences together to make a complete paragraph. In Activity F4, you could complete more notes for them (perhaps a, c, e and g), then students have to complete the others and thus create the whole paragraph. In addition, you could put the verbs into the correct tenses for them.

For stronger students, encourage them to expand on the notes as much as possible by using more descriptive language (adverbs and adjectives). Another variation could be for students to write their paragraph, then turn the content into a question-and-answer interview. For example the first question might be: *Tell us about the early attempts to reach Mars*, with the answer: *During the early 1960s, many attempts were made by the USSR to reach Mars, but all ended in failure for a variety of reasons.* The next question might be *When did the first success happen?* with the answer *The first success was in 1964 when the USA's Mariner 4 sent back 21 images*, and so on.

G Project work (Coursebook page 14)

Every unit in the Coursebook concludes with a section on project work. The idea is for students to work independently if possible, and to expand on the knowledge that they have acquired from the unit. The project can be done at home, at school, or a combination of both, depending on the resources available to students. The time required for students to complete the project will vary. The important thing is for students to create something (in this unit, it is an illustrated classroom poster) and be ready to present their work to the class and answer any questions.

UNIT 2: What's a living creature?

Unit introduction

In this unit, the topics are **natural history**, **living things** and **turtles**, and the Use of English areas are **adverbs**, **word building** and **'signpost' words**.

A Speaking and thinking (Coursebook pages 15–16)

1 Whole class, then pairs

Check that students understand what a museum of natural history will contain, then get them to focus on the six pieces of information (a–f). Help them with any difficult vocabulary. Students then decide with their partners if the information is true or false. There is no need to tell them if they are right or wrong, as they will find out for themselves in the next activity.

2 Alone

Students quickly read the paragraph to check their answers to Activity A1 (everything is true).

3 Whole class, then pairs

The eight pictures show things that can be seen in the Natural History Museum. Let students tell you as much as they can about each picture, allowing them the freedom to get things wrong at this stage. Then refer them to the list of names on the next page to see if they can match them correctly to the pictures.

ANSWERS: 1g, 2e, 3c, 4b, 5f, 6h, 7a, 8d

4 Pairs

Ask students what they would like to see in the museum. Would it be something from the list in Activity A3, or something that is not mentioned? Get them to talk together and to give reasons for their choices.

B Listening (Coursebook pages 16–17)

1/2 Whole class, then pairs

Prepare students for the audio by checking that they understand who they are going to listen to (a Natural History Museum volunteer) and what they are going to talk about (the most amazing thing in the museum). Also make sure they understand that this is an interview, not a monologue, so they can expect

to hear a series of questions with answers. Before students listen, get them to work with a partner and check the meaning of the words in the box, using paper or digital reference sources. For Activity B2, ask them to guess which animal the volunteer is going to talk about.

3 Whole class, then pairs

Go through the numbers in the box, getting students to say each number aloud. This will help them to recognise the numbers when they hear them during the listening activity. Students should also look at statements a–e and guess which numbers are appropriate to complete the information.

ANSWERS: a 2.5 metres, b 500 kilograms, c 2200 metres, d 30–40 centimetres, e 8.62 metres

4 Alone, then pairs

Students listen and check their answers to Activities B2 and B3.

TRACK 3

Jonathan: Last week I interviewed Caroline Foster, a volunteer at the Natural History Museum in London. Here's what happened ... Thanks for talking to me, Caroline.

Caroline Foster: Hello, Jonathan.

J: Caroline, what do you think is the most amazing thing in the museum's collection?

C: That's a very difficult question to answer, as the whole place is just so incredible! But I think, if I had to choose one thing, it would be the colossal squid.

J: Colossal means enormous, doesn't it?

C: Yes, and the name is very appropriate! The specimen was caught in 2005 off the South Georgia islands in the South Atlantic and it was generously donated to the museum by the British Antarctic Survey. When the squid arrived here, it was preserved and prepared for display.

J: So, how enormous is it?

C: Well, this juvenile squid is approximately 2.5 metres long and includes arms, one tentacle and the head.

J: Really? But some of it is definitely missing, right?

C: Unfortunately, yes, quite a lot of the squid is missing. It would have been much longer, maybe over 5 metres, if it had had its body, as this takes up half of the squid's length. Imagine, a specimen was caught in 2007 which weighed nearly 500 kilograms! The colossal squid is possibly the largest living invertebrate and we think it reaches larger sizes than the giant squid. Despite its size and weight, it can move incredibly fast.

J: OK, but why don't you know for sure?

C: It's really quite simple: a fully grown specimen has, so far, never been found.

J: Why not?

C: Because they live in the deep ocean at depths of at least 2200 metres, and this is the main reason why finding specimens is so hard. Very little is known about them and what scientists do know often comes from the remains of dead or dying specimens.

J: So what do we know about this monster squid?

C: Well, the colossal squid has the largest eyes of any known living animal, between 30 and 40 centimetres. Their eyes face forward, unlike the giant squid's. Strangely, their eyes are on the side of the head.

J: Incredible! What else?

C: Believe it or not, the colossal squid has an impressive three hearts, which have different functions. One heart constantly pumps blood to the gills, where oxygen is taken up. Blood then flows to another heart, where it is pumped to the rest of the body. Squid blood is blue, not red as in humans. You can see the colossal squid, along with the museum's 8.62 metres giant squid 'Archie', when you book onto a free Spirit Collection Tour.

J: Spirit Collection Tour? What's that, exactly?

C: Well, these tours give visitors a glimpse of some of the 27 kilometres of shelves ...

J: Excuse me, did you say 27 kilometres of shelves?

C: Yes, incredible, isn't it? 27 kilometres of shelves of preserved specimens, such as huge fish, reptiles, deep-sea invertebrates and other material. Visitors can also find out about the scientific work that goes on behind the scenes.

J: So what type of scientific work is done at the museum?

C: Well, having complete specimens is really extremely important as it allows scientists to learn much more about the animal, from obvious things, such as what it looks like, to what it eats by looking in its stomach.

J: I see.

C: DNA from the museum's giant squid was sent for analysis. Scientists hope to find out information, such as how closely related it is to other squid species and if there is more than one giant squid species worldwide.

J: We think of a museum as full of dead things, but in fact museums are alive and kicking! Thank you Caroline for that fascinating insight in the Natural History Museum. Now, ...

Adapted from www.nhm.ac.uk

5 Whole class, then alone, then pairs

Quickly check that there are no vocabulary problems with the questions a–h. Students then listen again and write the answers in their notebooks. They can check their answers with a partner afterwards.

ANSWERS:

- a it was donated/a donation
- b quite a lot/its body/tentacles
- c a fully grown specimen has never been found
- d colossal squid's eyes face forward, giant squid's eyes on side of head
- e on the Spirit Collection Tour
- f huge fish, reptiles, deep-sea invertebrates
- g scientists can learn much more if specimens are complete
- h how closely related it is to other species, and if there is more than one giant squid species

6 Pairs

Students work together to try to recreate part of the interview they have just listened to. They need to look at seven of Jonathan's questions and supply Caroline's answers. They can use the audioscript on pages 150–1 to check.

ANSWERS:

- a That's a very difficult question to answer
- b Well, the juvenile squid ...
- c Unfortunately, yes, quite a lot ...
- d It's really quite simple ...
- e Well, the colossal squid ...
- f Yes, incredible, isn't it?
- g Well, having complete specimens ...

DIFFERENTIATED ACTIVITY

For weaker students, allow them to look at the audioscript **before** they listen, to give them an idea of the content and build up their confidence before they listen. They could also read the audioscript **while** they listen. A third option (offering a bit less support) is to allow students to read the audioscript **after** they have listened as a way of confirming their understanding. Remember that reading the audioscript is **not** a class activity in this case – it is done solely to provide support for weaker students. You could supply key words or prompts for the questions in Activity B5. For Activity B6, you could give them all of Caroline's answers and ask students to match them to the questions.

For stronger students, get them to write the questions in Activity B5 from prompts. They should work with their books closed while you give them key words to create the questions. For example question a: *How / NHM / get / colossal squid specimen?*, question b: *What / miss / from / squid specimen?*, question c: *Why / scientists / unsure / exact size / colossal squid?* etc. You could use a similar approach in Activity B6, supplying key words for Jonathan's questions for students to remember Caroline's answers.

8

LEARNING SKILLS

Learning skills boxes appear throughout the Coursebook. These contain effective learning strategies that students can use. Go through each one as they appear in the units, checking that they understand the strategy and making sure they appreciate how useful it could be in their learning.

C Use of English: Adverbs (Coursebook pages 17–18)

1 Alone, then pairs

Get students to focus on the information about adverbs in the green box, then look at the sentences taken from the listening activity in the previous section. Each sentence contains an adverb, which students first need to identify and then decide whether it is modifying a verb, an adjective, another adverb or a phrase. They should work alone, then check their answers with a partner.

ANSWERS: a verb, b adverb, c phrase, d phrase, e adjective

2 Alone, then pairs

Students need to unjumble the sentences and write them out in their notebooks, making sure that they position the underlined adverbs in the correct place. They should also decide if each adverb is modifying a verb, an adjective, another adverb or a phrase. They can compare answers with a partner and also look again at the audioscript on page 150–1 if they need to.

ANSWERS:

- a That's a very difficult question to answer (adjective)
- b It was generously donated (verb)
- c Strangely, their eyes are on the side of the head (phrase)
- d One heart constantly pumps blood (verb)
- e Having complete specimens is really extremely important (adverb/adjective)

3 Pairs

Students try to identify the creatures in the pictures and say if any of them live in their country. Do not correct students, as they will find out more in the following activities.

4 Pairs

The words in the box do not match the pictures in Activity C3 – these creatures appear in the text that follows. Students need to have an idea of what they are, so give them some time to use paper and digital reference sources to check.

5 Alone

Students work alone to identify in the text the five animals in the pictures in Activity C3. They do not need to worry about the gaps at the moment.

ANSWERS: 1 = snake (saw-scaled viper), 2 = bat (Sind Batina Serotine), 3 = (Arabian) oryx, 4 = gazelle, 5 = hare

6 Alone, then pairs

Students work on their own and read the text in more detail. While they read, they should complete the gaps a–n with an appropriate adverb. A choice of adverbs is given at the end of each paragraph, but there is one extra adverb for each paragraph that students do not need to use – make sure they understand this. Students write their answers in their notebooks, and then check with their partner.

ANSWERS: a apparently, b recently, c suddenly, d completely, e extremely, f finally, g virtually, h incredibly, i apparently, j safely, k successfully, l totally, m Amazingly, n eventually

D Reading (Coursebook pages 19–20)

1/2 Pairs, then whole class

There is some quite challenging vocabulary in the text in this section, much of it scientific, but as many students will have studied science at school some of the vocabulary may already be familiar. Give students some time to use paper or digital reference sources to check the meaning of the 12 words in the box in Activity D1. If you prefer, you could allocate different words to different students so that not all students have to work on all 12 words. Do class feedback to check that everyone understands the words. Afterwards, go through the information in Activity D2 carefully, before students work in pairs to check the meaning of the seven basic characteristics of living things.

3 Alone, then pairs

Students now skim the text and match the paragraphs to the characteristics in Activity D2.

ANSWERS: 1 = nutrition, 2 = reproduction, 3 = movement, 4 = respiration, 5 = excretion, 6 = growth, 7 = sensitivity

4 Whole class, then alone, then pairs

Go through questions a–g with students, reminding them to look for key word/s and to think about the type of answer each question requires. Check any difficult vocabulary. Students then write the answers in their notebooks before comparing with a partner.

ANSWERS:

- a to gain energy, to make new cells and to stay healthy
- b it grows into a new plant
- c it can move substances from one part of the body to another part
- d to breathe and to produce energy
- e waste could become toxic/dangerous
- f by growth of cells and adding new cells
- g respond/react

E Use of English: Word building (Coursebook pages 20–1)

1/2 Whole class, then alone, then pairs

Focus on the blue box first of all, showing students how we can form different parts of speech and change meanings by adding prefixes or suffixes (and sometimes both) to a word. Then students work on their own to copy and complete the table. Do some examples first. When students have completed as much as they can, they can look back at the text and

add three or four more words to their table. They can check their answers with a partner and decide on the best noun equivalent in their own language.

ANSWERS:

Verb	Noun	Adjective	Adverb
	health	healthy	healthily
fertilise	fertility	fertile/ fertilised	
produce	product/ production/ producer	produced	
move	movement/ mover	moved	
energise	energy	energetic	energetically
respond	response	responsive	responsively
protect	protection/ protector	protected/ protective	protectively

LANGUAGE TIP

'Signpost' words

Make sure you go through the information on signpost words with students, then get them to copy and complete the table, which they can add to as they work through the Coursebook.

F Writing (Coursebook pages 21–2)

1 Pairs

The five pictures show the life cycle of a sea turtle. Students work together to decide on the correct order for the pictures. They should discuss what they think happens at each stage in the cycle.

2/3 Pairs

Working together, students check the meaning of the nine words and phrases in the box and match them to the five pictures. Then they describe the life cycle of the sea turtle again, making any adjustments necessary and using the words and phrases in the box. When they have finished, students should read the text on page 22 and check how well they described the life cycle.

4 Alone

Students read the text again and answer questions a–c.

ANSWERS: a 1, b 2/3, c 3/4/5

5 Alone, then pairs

This is a 'reverse dictionary' activity. Students work on their own to find eight words in the text that have a similar meaning to the words and phrases given. When they have found all the words, they can check with their partner. If you think eight words is too many for students to find, divide the words and phrases up between students.

ANSWERS: a breathtaking, b mass, c emerging, d endangered, e conceal, f phenomena, g wiped out, h predators

6 Alone

Students now have a lot of information and relevant vocabulary about sea turtles, and they have already described their life cycle. Now they need to put everything together and write four or five sentences, beginning each sentence with an appropriate 'signpost' word.

G Project work (Coursebook page 22)

Spend some time ensuring that students understand what they have to do for this project, which has two stages. Firstly they need to copy and complete the table, then use this to design an information leaflet.