

York
**VOCATIONAL
ENGLISH**

Agriculture

TEACHER'S BOOK





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Student's Book scope and sequence

| Unit | Listening and Reading | Vocabulary | Grammar |
|---|---|---|--|
| 1 Soil | Listening: Soil preparation Reading: An article about vegetable gardens | Gardening and farming equipment Verbs related to farming | Linking words |
| 2 Irrigation | Listening: Irrigation and erosion Reading: A report on water supply | Urban farming Irrigation | Modal verbs for obligation |
| 3 Fertilising | Listening: Fertilisers Reading: An article about composting | Verbs related to fertilising Graph language | Present perfect <i>used to</i> |
| 4 Pests and disease | Listening: Weed control Reading: An article about insect control | Pests: insects and animals Crops and pests | Present passive |
| 5 Harvest | Listening: Store or sell the harvest Reading: An article about storing grain | Selling and storing crops | Quantifiers Countable and uncountable nouns |
| 6 Animal and artificial products | Listening: Items made with animal products Reading: An article about animal products | Natural and artificial materials | Past question forms |

End of volume 1 review

Career Skills

Writing

Workbook

Discuss soil preparation methods
Web research: Two different soil preparation methods

A blog about soil preparation
Writing tip: Writing paragraphs

Vocabulary: Gardening and farming equipment; Verbs related to farming
Grammar: Linking words
Useful language: Talking about advantages and disadvantages

Solve farming problems
Web research: Vertical farms in your country and other countries

A report on problems with farming
Writing tip: Plan your writing

Vocabulary: Irrigation; Urban farming
Grammar: Modal verbs for obligation
Useful language: Solving problems

Discuss the use of fertilisers
Web research: The advantages and disadvantages of organic and inorganic fertilisers

A poster about fertilising in your region
Writing tip: Bullet points

Vocabulary: Verbs related to fertilising; Graph language
Grammar: Present perfect; *used to*
Useful language: Discussing advantages and disadvantages

Solutions to pest and disease problems
Web research: Methods to deal with pests, weeds and diseases organically

A blog about agriculture
Writing tip: The structure of a blog post

Vocabulary: Pests: insects and animals; Crops and pests
Grammar: Present passive
Useful language: Offering solutions

A proposal to solve a farming problem
Web research: Problems and solutions in different countries and regions

Create a chart about fruit and vegetables
Writing tip: Creating charts

Vocabulary: Selling and storing crops
Grammar: Quantifiers; Countable and uncountable nouns
Useful language: Evaluating options

Collaboration and teamwork
Web research: Products made from animal byproducts vs plant-based products

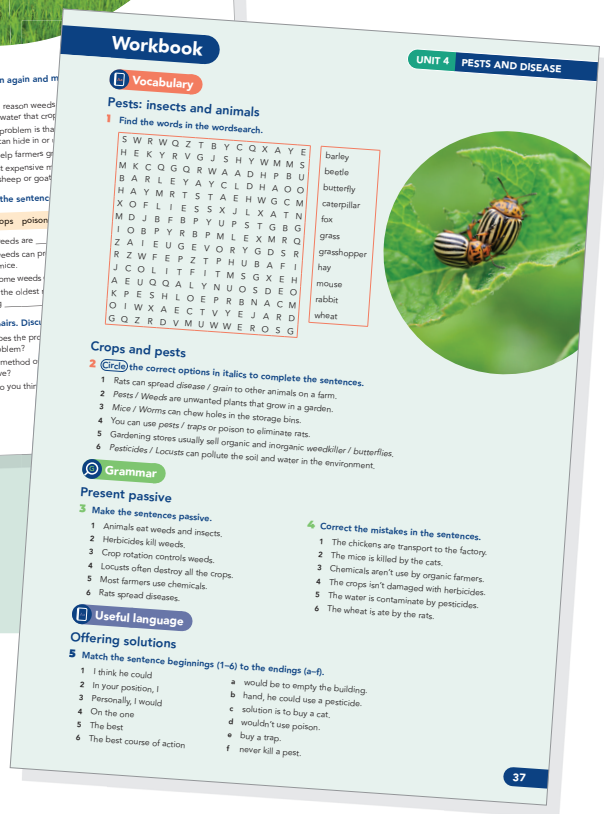
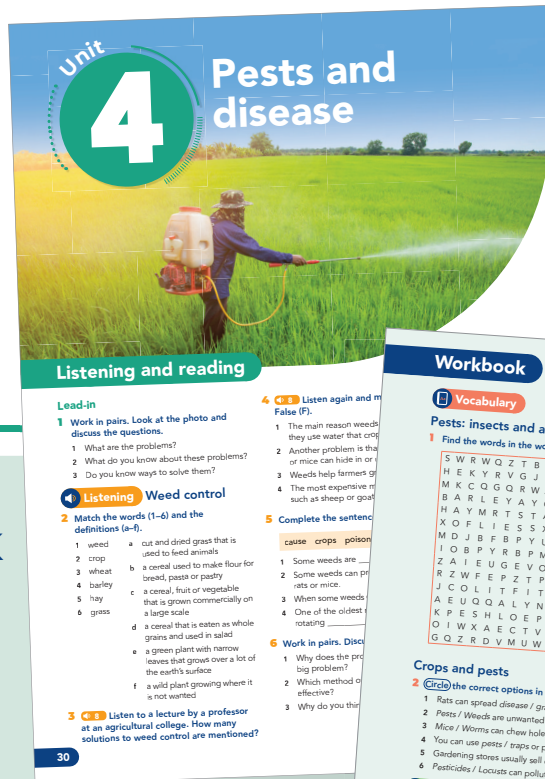
An email about animal byproducts
Writing tip: Being polite

Vocabulary: Natural and artificial materials
Grammar: Past question forms
Useful language: Giving and replying to opinions

Overview of course components

STUDENT'S BOOK WITH INTEGRATED WORKBOOK

- Six units with approximately 75 hours of teaching material
- Integrated Workbook page in every unit for extra practice and revision
- Clear, easy-to-teach-from design with high-impact photos
- Audio material for use in the classroom
- Comprehensive language and skills syllabus for the vocational subject
- Speaking and writing tasks that match workplace skills



TEACHER'S BOOK

- Detailed teacher's notes for every unit, with warmers, extra activities and alternative suggestions
- Integrated Student's Book answer key
- Integrated Student's Book audioscripts
- Teaching tips on how to use the material and classroom management
- Extensive introduction on how to teach the course and methodology tips



ONLINE & DIGITAL RESOURCES

CLASS AUDIO

- Downloadable Student's Book audio

ASSESSMENT

- Downloadable unit tests
- Downloadable end of volume tests
- Downloadable end of course tests


DIGITAL RESOURCES

- Interactive whiteboard material
- E-book version of the Student's Book



Student's Book unit overview

Listening and Reading (pages 1–2 of each unit)



Unit 5 Harvest

Listening and reading

Lead-in

- 1 Work in pairs. Look at the photo and discuss the questions.
 - 1 Why is the harvest so important for farmers?
 - 2 What do you think the farmers do after the harvest?

Listening Store or sell the harvest

- 2 Listen to a discussion about the harvest. Tick (✓) the crops they mention.

| | | |
|----------|-------------|-----|
| 1 grapes | 5 lentils | ___ |
| 2 barley | 6 wheat | ___ |
| 3 maize | 7 potatoes | ___ |
| 4 corn | 8 chickpeas | ___ |

3 Listen again. Choose the correct options in *italics* to complete the sentences.

- 1 Salah plans to *store / sell* his crop after the harvest.
- 2 Grain becomes *mouldy / heavy* if you don't dry it properly.
- 3 It's very *expensive / inexpensive* to dry grain in the sun.
- 4 If you want to *store / sell* the grain you have to dry it for a few days.
- 5 A problem about *storing / selling* grain on the farm is that pests can eat it.
- 6 Fouad thinks the markets might pay a *higher / lower* price later.

4 Work in pairs. Discuss the questions and make a list of your answers.

- 1 What are the advantages and disadvantages of selling a crop immediately after the harvest?
- 2 What are the advantages and disadvantages of storing a crop after harvest?
- 3 Join another pair. Read your list and compare your ideas from 1 and 2.

DID YOU KNOW?

The world produces more than 4 billion metric tonnes of food every year. That's a lot of food! Sadly, we waste more than 1.3 billion metric tonnes of it.

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Each unit opens with a dynamic and thought-provoking image with warmer questions related to the unit topic.

Every Listening page starts with a lead-in activity to get students talking.

Colour-coded skills headings are designed to help students and teachers navigate through the unit.

The audio material has been carefully graded for the course and features a range of different scenarios including lectures, monologues and conversations.

Students complete a series of listening activities designed to improve their listening sub-skills.

Each Listening page finishes with a follow-up discussion or activity based on the content of the listening track.

Regular *Did you know?* boxes throughout the course focus on interesting or unusual facts.

UNIT 5 HARVEST

Reading An article about storing grain

- 1 Work in groups. Look at the photo and discuss the questions.
 - 1 What are the men doing?
 - 2 When does this usually happen?
- 2 Read the article and add the paragraph headings (1–4) to the correct place in the article (a–d).

| |
|---------------------------------|
| 1 Check the air and temperature |
| 2 Look out for water |
| 3 Protect from rodents |
| 4 Top tips for grain storage |

a _____
It's important to protect grain, like wheat and barley, from damage when you store it. Follow these simple rules to make sure your grain is stored properly.

b _____
To protect the grain from rain, the storage **silo** should have a good roof and be completely waterproof and **airtight**. The only way to stop the grain from getting mouldy is to keep it dry. Even a small amount of **moisture** can cause damage.

c _____
The best way to protect stored grain from **rodents** is to stop them from getting into the storage area. All doors and windows have to be made rodentproof. Also, areas near the silo should be kept clean from rubbish, such as cardboard, or feed bags. If rodents enter the storage silo, it is best to use traps to catch them. If you use poison, they might die in the silo and damage the grain.

d _____
To avoid problems with mould, it is important to monitor the air temperature and **humidity**. The ideal temperature for mould to live and reproduce is about 30°C with humidity of 40 to 80 percent. At temperatures above 40°C most moulds die. If the humidity is less than 40 percent, they don't grow. So, it's a good idea to keep the storage silo airtight and that it has an effective heating system. Always remember to **monitor** the grain regularly, so you can deal with any problems immediately.

- 3 Read the article again. Complete the sentences with the correct words from the box.

| | | |
|-------------|---------|------------|
| humidity | monitor | mould |
| temperature | traps | waterproof |

 - 1 The storage silo should be _____, so the grain stays dry.
 - 2 Grain is protected from rodents with _____.
 - 3 Check the _____ and humidity to stop mould from growing.
 - 4 Most _____ dies at temperatures above 40 degrees Celsius.
 - 5 Mould doesn't grow if _____ is under 40 percent.
 - 6 It is important to _____ the grain to quickly solve any problems.
- 4 Match the words in bold in the article to the definitions (1–6).

| | |
|---------------------------------------|-------|
| 1 a tower on a farm to store food (n) | _____ |
| 2 very small drops of water (n) | _____ |
| 3 rats and mice (n) | _____ |
| 4 air cannot get in (adj) | _____ |
| 5 how wet the air is (n) | _____ |
| 6 to check (v) | _____ |

5 Work in groups. Discuss the questions.

- 1 What are the most important things to remember about storing grain?
- 2 What are the biggest challenges of storing grain?

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Every Reading page starts with a lead-in activity to get students thinking about the topic.

The reading texts have been carefully graded for the course. They feature a range of different genres such as websites, articles and excerpts from textbooks.

Students complete a series of reading activities designed to improve their reading sub-skills.

Each Reading page finishes with a follow-up discussion or activity based on the theme of the reading text.

Vocabulary and Grammar (pages 3–4 of each unit)

Every Vocabulary page includes a discussion activity to get students talking.

The vocabulary is presented and contextualised in a reading text, listening text or through photos.

Students complete controlled practice activities designed to improve their accuracy.

High-frequency lexical sets, phrases, collocations, phrasal verbs and idioms are featured in the topic-based vocabulary.


Language focus

Vocabulary Selling and storing crops

- Work in pairs. Look at the photo below, and then answer the questions.
 - What's your favourite part of the harvest? Why?
 - How many times a year is there a harvest in your country?
 - What possible problems are there with a harvest?
- Match the words (1–5) to (a–e) to make noun phrases.

| | |
|-----------|---------------|
| 1 rodent | a systems |
| 2 storage | b traps |
| 3 heating | c mill |
| 4 flour | d silo |
| 5 air | e temperature |
- Complete the sentences with words from the box.
flour harvest mouldy spoil
 - The _____ is when farmers gather in their crops.
 - The mills turn the grain into _____.
 - Mice and rats can _____ the grain.
 - Moisture makes the grain _____.
- Complete the table with *moisture, mould, contamination, or rodents*. Remember, one solution can solve more than one problem.

| Problems | Solutions |
|-------------------|--|
| 1 moisture, mould | use an effective heating system |
| 2 | monitor the temperature regularly |
| 3 | set traps around the storage silo |
| 4 | make sure the storage silo is waterproof |
| 5 | keep the storage area clean |
- Circle the correct options in italics in questions (1–4).
 - What are some of the problems with *storing / checking* grain after harvest?
 - How often should you *maintain / monitor* the humidity in the silo?
 - What is the best way to *prevent / protect* rodents from getting into the silo?
 - How can rodents and mould *contaminate / reproduce* the grain?
- Work in pairs. Ask and answer the questions in Exercise 5. Give reasons for your answers.




Each Vocabulary page finishes with a freer activity to practise and personalise the vocabulary.

The grammar is presented and contextualised in a reading or listening text.

Students take a guided-discovery approach in order to work out the grammatical rules and meaning for themselves.

UNIT 5 HARVEST

Grammar Quantifiers; Countable and uncountable nouns



- What are the crops in your region used for? Make a list.
- Read the online comments about what food the people produce on their farms. Match the methods (1–5) to the people (a–e). Note some methods are used by more than one person.

| | |
|-----------|------------|
| 1 canning | 4 freezing |
| 2 drying | 5 bottling |
| 3 selling | |
- Read the explanation then complete the table with examples from the online comments.

We use quantifiers to say how many or much of something there is.

| Quantifiers + uncountable nouns | Quantifiers + countable nouns | Quantifiers + countable / uncountable nouns |
|---------------------------------|-------------------------------|---|
| 1 _____ | 4 _____ | 7 _____ |
| 2 _____ | 5 _____ | 8 _____ |
| 3 _____ | 6 _____ | 9 _____ |
| | | 10 _____ |
- Complete the note with suitable quantifiers from Exercise 3.


Attention!!!

There was a big storm yesterday and _____ the windows in the storage building were broken. Thankfully, _____ grain was lost but there was _____ water on top of the bins. It will take _____ days for the water to dry, so there's _____ time before we have to take the grain to market.
- Work in pairs. Discuss the opinions in the speech bubbles. Give reasons for your answers.

There isn't enough food in the world to feed everybody.

Farmers should grow several different types of crops.

There are too many farms in my region.



Students complete controlled practice activities designed to improve their accuracy.

Each Grammar page finishes with a freer activity to practise and personalise the grammar.

Student's Book unit overview

Career skills (pages 5–6 of each unit)

The Career skills pages culminate in a speaking task for students to perform a real-life business scenario.

Before students are asked to complete a *Speaking task*, they are presented with a *Task model* and *Task preparation exercises*.

Career skills A proposal to solve a farming problem

Task model

1 Work in pairs. Discuss the questions.

- Do you make decisions quickly? How do you make difficult decisions?
- Make a list of key decisions that you have to make in agriculture.

2 Read the article about problem solving. Who is the article written for?

farmers _____ the general public _____
business owners _____ environmentalists _____

FIVE STEPS FOR EFFECTIVE PROBLEM SOLVING

Most problems can be solved after careful thought. The difficulty is choosing the solution that will work the best. Often, two solutions might both work well, but they have different advantages and disadvantages. So how do you choose? Follow these five simple steps.

1 Identify the issues

It is essential that you have all the information you need. Be sure to do your research. Talk to other people and find out how they handled similar problems. This will help you understand the nature of the problem.

2 Understand everyone's interest

A solution for one person might be a problem for another person. Think about how the issue might affect other people. Try to think for the long term, too – the decisions you make today might affect people in the future.

3 List the pros and cons of each option

It's a good idea to write a list of the different options. It helps you to think through the issues. Write the most important 'pro' and 'con' at the top of the list.

4 Think about the options

It can be difficult to decide which are the best options, so carefully think about each 'pro' and 'con' before you make a decision. Then you might consider that the 'pro' is much more important than the 'con'. The better you can make decisions at this step, the easier the final decision will be.

5 Select an option and apply it

Often, difficult decisions aren't solved because people have failed to make a decision. They worry about making the wrong choice, so they don't choose at all. Once you have decided the best option, it is time to act.

3 Where do these statements belong in the article? Label each one with the correct step (1–5).

- It's important to act once you've made a decision. _____
- Decisions made by one person can affect everyone. _____
- It's important to understand exactly what the problem is. _____
- Write down the advantages and disadvantages of each option. _____
- Some 'pros' and 'cons' might be more important than others. _____


Useful language

Evaluating options

4 Look at the evaluating phrases from the box and put them into the correct category in the table.

Have we identified all the issues?
The options are limited.
There are more pros than cons.
There are several options.
There's a lot to consider.
This is the best option.
This is the better choice.
What issues are involved?
What options are available?
What will everyone think about this?
What's the main problem?
Who does this affect?

| Identifying the issues | Evaluating options |
|-----------------------------------|---------------------|
| Understanding everyone's interest | Selecting an option |



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The *Task model* features the *Useful language* and provides a clear example for students to refer to when they prepare for the *Speaking task*.

The *Useful language* section features typical functional language used in the workplace.

The *Task preparation* section carefully scaffolds the activities to prepare students to perform the *Speaking task*.

Students perform the task in the *Speaking task* section either in pairs or groups.

The *Feedback* section allows students to reflect on their own and their peers' performance in the *Speaking task*.

UNIT 5 HARVEST

Task preparation

5 Work in pairs. Choose two topics from the box then read the Web research task and follow the instructions.

a water shortage crop disease
grain storage problems soil erosion

6 Work in your pairs and read the instructions and Career skills box below.

Student A: You will focus on one of the problems from Exercise 5. Make a list of the problems and include details, but don't try to make a decision yet. You will meet with your partner to decide.

Student B: You will focus on the solutions to one of the problems in Exercise 5. Make a list of the solutions and include details, but don't try to make a decision yet. You will meet with your partner to decide.

Student A and B: Discuss your problems and solutions. Follow the 5 steps from the article and decide which option is best for the first topic you chose from Exercise 5. Prepare a proposal for your classmates. Use your lists, *Useful language* and the *Career skills* box to help you.

7 Now repeat the process you just followed for Exercise 6. This time you will swap roles and discuss the second set of problems and solutions.

Speaking task

Present a proposal about farming

8 Present your proposal about one of the problems from Exercise 5 to the class or another pair.

- Listen to each pair's proposal and make notes.
- Once you have heard all the proposals, have a class discussion on one of the proposals that was presented to the class.

Feedback

9 Work in pairs. Discuss the questions. Then report back to the class.


- Was it easy to evaluate the options? Why / Why not?
- Did you present your ideas clearly and persuasively?
- Did your classmates agree with your proposal? Why / Why not?

WEB RESEARCH

- Research two problems from Exercise 5 and choose a different country or region for each problem.
- Research the possible solutions to each problem and make a list.

CAREER SKILLS: Critical thinking and decision making

It's important to analyse and evaluate information when you are solving a problem or making a decision. This will help you present your ideas more clearly and persuasively.



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The *Web research* task is designed to develop learner independence and encourage students to research facts and concepts to use in the *Speaking task*.

The *Career skills* are based on the Cambridge Employability Skills Framework and are designed for students to participate effectively in the workplace. They focus on the social, cognitive and emotional skills required for the 21st century workplace.

Writing and Workbook (pages 7–8 of each unit)

The Writing page features a real-life business writing task.

A clear writing model is provided and is graded for the level of the course.

The *Writing tip* box provides information about punctuation, spelling, writing sub-skills and typical learner errors.

Every unit finishes with an integrated Workbook page.

The Workbook page features activities to revise and consolidate understanding of each unit's vocabulary, grammar and *Useful language* sections.

Writing Create a chart about fruit and vegetables

1 Work in pairs. Discuss the questions.
 1 What are the advantages and disadvantages of storing food?
 2 How long can you store most food?

2 Read the chart about storing fruit and vegetables. Which ones would store well outdoors?

| | |
|--|---|
| <p>Store in cold, moist conditions Temperature: ____ Humidity: ____</p> <p>apples cherries carrots peas grapes pears asparagus leafy greens</p> | <p>Store in cool, moist conditions Temperature: ____ Humidity: ____</p> <p>mangoes avocados oranges cucumbers tomatoes peppers</p> |
| <p>Store in cool, dry conditions Temperature: ____ Humidity: ____</p> <p>onions garlic</p> | <p>Store in warm, dry conditions Temperature: ____ Humidity: ____</p> <p>pumpkins squash sweet potatoes</p> |

Summary: There are four different conditions for storing fruits and vegetables: cold and moist, cool and moist, cool and dry, and warm and dry. Most fruit and vegetables need to be stored in cold, moist conditions.

NOTE: You should not refrigerate potatoes or bananas.

3 Complete the chart with the missing information from the box.

| | | | |
|--------|--------|--------|--------|
| 0° | 1–4° | 3–13° | 10–15° |
| 65–70% | 80–95% | 90–95% | |

4 Circle the correct options in italics to complete the sentences.

- You should store grapes in cool / *cold*, moist conditions.
- Melons / Squash can store well in arid regions.
- Carrots / Tomatoes store best in a refrigerator.
- Warm, dry / *Cold*, moist conditions are the best for most fruits and vegetables.
- Warm, dry / *Cold*, moist conditions are the worst for most fruits and vegetables.

5 Create a chart about how to grow crops in your region. Read the *Writing tip* then include information about:

- five different crops.
- sunlight, watering, fertilising and soil conditions.
- which crops are easiest and most difficult to grow.

6 Work in groups. Present your chart in your group. Ask and answer questions about each chart.

Complete the Can-do checklist with your own score. (1 = not good, 3 = OK, 5 = very good)

I CAN...

- use vocabulary for selling and storing crops.
- use quantifiers and countable and uncountable nouns.
- discuss a proposal to solve a farming problem.
- create a chart about fruit and vegetables.

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A clear, achievable writing task is provided with a suggested word count.

The Writing page finishes with an *I Can...* self-assessment checklist.

Workbook

UNIT 5 HARVEST

Vocabulary

Selling and storing crops

1 Match the words (1–7) to the definitions (a–g).

| | |
|--------------|---|
| 1 to store | a water in something |
| 2 mouldy | b factory that makes grain into flour to make bread |
| 3 flour mill | c stale and not fresh |
| 4 to weigh | d to find out how heavy something is |
| 5 moisture | e to make something dirty |
| 6 to spoil | f to keep something to use or sell later |
| 7 to harvest | g to pick and collect crops and plants |

2 Match the sentence beginnings (1–6) with the endings (a–f). There can be more than one correct answer for some of the questions.

| | |
|--------------------------------|------------------------------------|
| 1 The grain weighs | a the grain in the barn. |
| 2 I don't want to store | b more if it's wet. |
| 3 Mice and rats can spoil | c the grain in the sun. |
| 4 It's free to dry | d or eat the grain. |
| 5 The grain can become | e the moisture level of the grain. |
| 6 The mills don't always check | f mouldy, if it's wet. |

Grammar

Quantifiers; Countable and uncountable nouns

3 Tick (✓) if the nouns are countable.

| | |
|-------------------------------------|----------------------------------|
| 1 sugar <input type="checkbox"/> | 7 water <input type="checkbox"/> |
| 2 rice <input type="checkbox"/> | 8 jam <input type="checkbox"/> |
| 3 barley <input type="checkbox"/> | 9 herb <input type="checkbox"/> |
| 4 chickpea <input type="checkbox"/> | 10 salt <input type="checkbox"/> |
| 5 bean <input type="checkbox"/> | 11 meat <input type="checkbox"/> |
| 6 flour <input type="checkbox"/> | 12 tea <input type="checkbox"/> |

Useful language

Evaluating options

5 Complete the sentences with the words from the box. There can be more than one correct answer for some of the questions.

affect better everyone identified involved limited options pros

- What issues are _____?
- There are more _____ than cons.
- The options are _____.
- This is the _____ choice.
- What will _____ think about this?
- There are several _____ all the issues?
- Have we _____ all the issues?
- Who does this _____?

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The Workbook page can be taught as a standard lesson, used for homework or set as an extra test.

Introduction to the Teacher's Book

Overview

The *York Vocational English* series offers many subjects in English for specific purposes (ESP).

Each subject comprises the following:

- three course levels (Levels 1–3)
- two volumes for each course level (Volume 1 and Volume 2)
- six units in each volume.

The courses use a content-based approach whereby the language is organised around the subject being covered. Students will learn about subject-specific topics through the reading and listening texts, then use their new knowledge to complete practical and relevant work-based speaking and writing tasks. These tasks have been designed to introduce students to typical situations they may encounter in their working lives.

Grammar

The *York Vocational English* courses teach grammar in context. First, students are passively introduced to the grammar structures through the reading and listening texts. Then, the grammar lessons use a guided-discovery approach followed by meaningful practice to make sure students understand, and are able to use, the new structures.

Teaching grammar in context is important for several reasons. It allows students to see how the grammar is used in speech, and it provides a clear model for them to follow later. It also provides an opportunity for students to process meaning more effectively, as they can use the surrounding language (co-text) and the situational context (e.g. type of text, location, etc.) to help them infer meaning.

Once students have been exposed to the grammar, the guided-discovery method helps them to work out the rules from the examples they have seen. This is thought to reflect the way we learn our first languages. First, we are exposed to the language, and later we apply meaning and begin to understand the rules. Teaching grammar in this way encourages students to participate more actively in the learning process; they have to focus on the language in order to work out the rules. This extra effort results in deeper comprehension of the language point and better long-term retention of the grammar rules.

The guided-discovery approach

The guided-discovery approach aims to help students become more independent learners, but it is important for them to be led in the right direction. For this reason, the books provide step-by-step activities that lead students first to noticing the language, then to completing the rules. *Noticing* is what happens when a particular language feature comes to a student's attention. The books facilitate this by highlighting the language features and posing questions and activities such as: *Look at the tenses in bold. Decide which are the past simple and which are the present perfect.*

Although the books lay out a clear pathway to guided discovery, the role of the teacher is still very important. Asking concept-checking questions (CCQs) can help direct students' attention to the correct language features (e.g. *Are there any auxiliary verbs?, What form does the verb take?*) or meaning (e.g. *Does this refer to a finished or an unfinished period of time?*). It is also vital to check that students draw the correct conclusions about the rules by checking answers clearly and eliciting, or providing, further examples.

When students have seen the grammar in context, noticed the language feature and worked out the rules through guided discovery, the next step is for them to practise the language. The *York Vocational English* courses provide plentiful and meaningful grammar practice activities to help students gain as much confidence and agility with the new structures as possible.

Practice activities

The practice starts with more controlled activities where students have the opportunity to work on and repeat the form of the grammar structure being studied. Although these first practice activities are more mechanical in nature, they still require students to understand the meaning of the language point in order to complete them, thus making them meaningful practice. Examples of these activities include: completing sentences with the correct form of the words in brackets, putting words in the correct order and adding any necessary punctuation, circling the correct options to complete a sentence, etc.

Following on from the more controlled practice, students are given freer practice activities, which provide opportunities for meaningful communication. They are introduced as pair or group-work activities, but the Teacher's Book often provides an alternative way of staging them to ensure there is an appropriate option for any class. In order to make the practice activities as meaningful as possible, the final, freer activities are usually personalised so that students have the opportunity to use the new language as naturally as possible.

Some examples of the freer, meaningful practice activities in the Student's Book include: discussion questions, ask and answer questions, role plays and class surveys with follow-up questions.

With any of the practice activities, the teacher can make them more controlled if they feel it is necessary by conducting them as an open class activity, rather than as pair work or group work. This allows for more focus on accuracy, as the teacher is able to hear and correct all errors in the moment.

Alternative grammar presentations

For classes that benefit more from teacher-centred grammar presentations, the Teacher's Book provides alternative grammar presentation ideas to be carried out on the board. They outline questions the teacher can ask in order to guide students toward the correct grammar rules.

An example of this is:

Alternative activity

Write *Have you been on holiday yet?* on the board and elicit the tense (*present perfect*). Ask students the following questions: *Is the speaker asking about the past? (yes), Does the question have a connection to the present? (Yes. It's an unfinished time period.)*

Write *I booked my holiday last week.* on the board and elicit the tense (*past simple*). Ask the same questions: *Is the speaker asking about the past? (yes), Does the sentence have a connection to the present? (No. It's the past – last week.)*

Write *They have emailed me.* and elicit the negative form (*They haven't emailed me.*). Write *He hasn't replied.* on the board and elicit the affirmative form (*He has replied.*). Remind students of the contracted forms of the auxiliary verb *have*.

Vocabulary

The courses feature lexical sets consisting of high-frequency words, phrases and collocations that focus on the course topics, and which are useful and relevant in a work context. As with grammar, the vocabulary is taught in context to allow students to see how it is used in realistic scenarios and to help them process the meanings.

Vocabulary is vital in language learning, and especially in courses teaching vocational English. The more vocabulary a student has at their disposal, the more effectively they will be able to communicate. When selecting the vocabulary for a course such as this, it is important to refer to corpus data in order to identify the highest-frequency items, and therefore most useful, words and phrases.

How to learn vocabulary effectively

Learning vocabulary is a detailed process. In order to really know a word, students must know how it sounds, how it is spelt, what it means, how it is used, which words it collocates with, what register it is, and what social connotations it may have. Students may not know a certain word or phrase initially, such as *eat in*, but they will have knowledge of restaurants and dining options, so this knowledge can be exploited by the teacher to help them work out the meaning. In this way, teachers can help and guide students to use their existing knowledge of the world in order to process and classify new vocabulary. Students must be actively involved in the learning process in order for it to be effective.

Collocations and fixed phrases

One effective way to help students learn how new vocabulary is used, is to use chunks. Chunks are groups of words that usually go together. This includes fixed phrases and common collocations, e.g. if teaching the word *successful*, you might elicit collocations such as *successful company* or *successful career*, or you might write 'X has had a very successful career. He's now the managing director of the company.' on the board. By doing this, rather than simply writing the isolated word, you are giving the student a context for meaning, examples of how they can use the word and the situation in which they may expect to hear it.

Word building

Word building also plays an important role when studying new vocabulary. This refers to the process of looking at how the word is formed, how it can be transformed and the parts of speech, e.g. for *successful*, we know it is an adjective formed from the noun *success*. It can be transformed using the prefix *un-* to make the adjective *unsuccessful*. It can also be transformed to make the verb *succeed* or with *-ly* to make the adverb *successfully*. By working on word building in this way, students are able to expand their vocabulary much more quickly than if they focus only on one word and one meaning.

Productive knowledge of vocabulary

Part of the process of learning new vocabulary for students is moving from having a receptive knowledge of the words and phrases, to having a productive knowledge. Students not only need to understand the vocabulary; they need to be able to use it. By providing plenty of meaningful and communicative practice activities, the books aim to support and guide students towards having this productive knowledge.

Recycling

Recycling plays an important role in being able to remember and use new vocabulary. This refers to looking again at words that have already been studied, but in different contexts. In order to make receptive knowledge productive, a lot of repetition is necessary. To help with this, students should be encouraged to use the vocabulary they learn throughout the course, not only in the specific vocabulary lessons.

Memorising and recording vocabulary

Teachers may want to start a vocabulary box for their class. To do this, each time you teach a word or phrase, you write it on a small piece of paper and put it into a box. This vocabulary box can then be used for games and activities at any point throughout future lessons, e.g. at the start of a lesson you could pull out papers and say definitions so students respond with the correct words. You could give small piles of papers to groups and have them describe or act out the words for each other. Students could work in pairs and take turns to make sentences with the words on their papers, or each student could have a word they must use during the lesson. There are many different options, but any repetition will help students to remember the vocabulary they study.

Note-taking is also vital for retention. Students should be encouraged to keep detailed vocabulary notebooks, where they make notes, not of translations, but of any information they have to help them remember and be able to use the new word or phrase. This should include pronunciation notes, correct spelling, meaning, chunks (including common uses and collocations), plus any other details personal to them that help them remember it. Students could write their own example sentences, but these must be checked. It's a good idea to elicit an example from the class and write it on the board for them to copy.

Speaking

The speaking tasks in the *York Vocational English* courses are designed to provide students with speaking practice to replicate what they might say in real-life work situations. As these are vocational English courses, the focus is always on making the tasks as practical and relevant to the context as possible.

By including a wide variety of different speaking tasks, the books aim to equip students with the skills they need to handle many different real-life work situations. Examples of these tasks include, but are not limited to: role plays, problem solving and presentations. In addition, the Teacher's Book provides alternative staging for the activities and ideas to extend them to ensure there is a useful and appropriate option for any class.

Speaking models for tasks

In order to prepare students well for the speaking tasks, the books provide clear examples and scaffolding to help them reach the point where they are ready to speak. They are presented with functional language in context, conduct an online research task and then study career skills relevant to the task and context in question.

Having a good model for a speaking task is important for students, as it gives them a clear idea of what they are aiming for. This is motivational and can help with student engagement and participation. The speaking lessons in these courses begin with a listening text that models the tasks the students are expected to complete. Within these listening texts, students hear the functional language in a context that they will then study for the first time.

Functional language

Functional language is, quite simply, language that completes a function. These functions can include: asking for information, responding to suggestions, presenting, complaining, making suggestions or requests, etc. Functional language is usually taught as phrases, or chunks, and helps students gain fluency and sound more natural – something that is especially desirable in business communication. Take *making suggestions*, for example. The functional language could include phrases such as *Why don't you try...?*, *How about...?*, *Would you like to...?* Once equipped with these functional phrases, students have the starting blocks for effective communication.

The functional language taught on these courses features in the *Career skills* spread under the heading *Useful language*. It includes both interactional and transactional language. Interactional language is language that is primarily used to maintain social relationships. In a work context, this could include generating good customer relations or making small talk. Transactional language, on the other hand, is primarily about exchanging information. It often takes the form of a question and an answer, e.g. *What time does the restaurant open? It opens at 6 pm.* This type of exchange is very common in a business setting where often the emphasis is on getting things done.

Web research

The *Web research* tasks are included as an important part of the preparation stage in the speaking lessons. They help students to develop independence and add an element of personalisation to the speaking tasks. By searching for their own ideas, students are more likely to be invested in the outcome of the task and, therefore, more engaged and participative. In addition to these benefits, being able to conduct online research in English is a valuable 21st century skill that will benefit students in both their personal and professional lives.

Career skills

All the *Career skills* featured in the course are based on the Cambridge Employability Skills Framework, which aims to develop the skills required to effectively participate in the workplace and help fulfil students' potential in their future careers. They are integrated to be part of the preparation and output for the speaking tasks. They focus on eight different competencies required for the 21st century workplace:

- 1 Collaboration and Teamwork
- 2 Communication
- 3 Innovation and Problem Solving
- 4 Critical Thinking and Decision Making
- 5 Leadership and Global Citizenship
- 6 Personal Development and Management
- 7 Emotional Intelligence
- 8 Digital Literacy

Feedback

The final part of the speaking task is the feedback. Feedback is an essential part of most classroom speaking tasks, as it allows students to reflect on how effectively they have communicated, what they have done well and what could be improved. This helps them to become more engaged and invested in the process and provides clear guidance on how they can improve. To help develop this skill of self-assessment, the books include a feedback session to be completed in groups at the end of each speaking task.

Reading

Reading plays an important role in vocational English courses. Specialised reading can motivate students to develop their vocabulary and to increase their knowledge about their subject area, or in this case, field of work. Today, more than ever before, reading is an essential skill as the internet and digital communication has meant that a lot of communication involves reading in most working environments.

The inclusion of engaging reading texts is beneficial to vocational English courses, as the texts act as a way of introducing rich, content-based material and stimulating topics that become springboards for language instruction and discussions. The texts included on the *York Vocational English* courses primarily cover content relevant to the MENA region, which makes them more interesting and accessible for the students.

Graded texts

Although it is important for students to read and study authentic texts, in some cases this is neither possible nor appropriate and it is necessary to adapt or grade them. An authentic text is a text that has not been adapted for learners in any way and uses natural language. An example of an authentic text would be a newspaper article or a research paper. Grading is what happens when the language in a text is simplified to be more in line with the level of the learners. Where texts have been graded, or adapted in these books, they are still faithful in terms of content and style. A wide variety of genres has been included in the texts on these courses. These genres aim to reflect the types of texts students will encounter in the workplace, and they include: articles, online chats, emails, interviews, guides, reports, reviews, etc.

Developing reading sub-skills

The reading lessons on these courses are designed to practise and develop several different reading sub-skills and strategies. There are a variety of different activities that combine to help students access and understand a wide range of reading texts.

Prediction activities give students some initial information, such as a headline, context or picture, and ask them to use this information to predict the content of a text. This type of activity is useful for several reasons. Such activities can serve to activate a student's schemata, i.e. their existing knowledge of the topic (linguistic or otherwise), which can help with overall comprehension later. They can also give students a purpose for reading the text (to check their answers). This is motivational, as they are checking their own predictions which adds a personalisation element to the task.

Skimming and scanning are skills almost all students will be able to transfer from their first language, and they are useful introduction activities when students are faced with a new text. They help students to get an idea of the whole text from the start and discourage the tendency to focus on each word one at a time. These skills can also help lower-level learners access information in authentic reading material, such as texts they may encounter in a work context.

Skimming refers to reading a text quickly to get the main ideas. It is also called reading for gist. Skimming activities give students a chance to become familiar with the text without the pressure of understanding everything right from the start. *Scanning* is similar in that students do not need to understand the whole text. Rather, they must scan the text for specific information, e.g. opening times, data or prices.

Once students have been introduced to a text, they need time to read it in detail. This is when they should focus on the whole text, how the paragraphs link together, what is being communicated, what the writer is trying to convey, etc. Students' overall comprehension of the text is checked on these courses with activities such as answering questions (e.g. short answer or True / False), or discussing their opinions in small groups.

As mentioned at the start of this section, reading can be particularly important on ESP courses, as it is a way to introduce new topic-specific language. For this reason, particular attention is given in the books to developing the skill of inferring meaning from context. This is where students work out the meaning of new vocabulary items by taking into account the context and looking at the surrounding language (co-text). Developing this skill also encourages students to notice new language in any further reading texts they encounter.

Listening

Listening plays a large part in these courses and there are abundant listening texts throughout. As with reading texts, listening texts in vocational English courses are a valuable source of topic-specific information and language. The topics chosen for these books are stimulating and interesting, and are often from the perspective of people working within a particular business or industry, thus offering further insight into jobs and businesses.

The listening texts offer rich opportunities for language development and act as springboards for further classroom discussion. They often provide the context for new grammar and vocabulary and also act as models for many of the speaking activities.

There is a clear link between listening and speaking. A student who can speak, but who has poor listening comprehension, will not be an effective communicator. For this reason, it is essential to develop strong listening skills in order to create students who are proficient English speakers. Through studying listening, students begin to understand and appreciate how words sound; they learn to recognise features of connected speech, and they begin to see how intonation is used in natural speech to impact meaning. Once these characteristics of spoken English have been identified, it becomes easier for students to replicate them.

Despite its importance, many students panic at the idea of listening, and this is understandable. Compared to reading, it is much more difficult for learners to comprehend meaning, as they do not have a visual reference of the text. They cannot see the words or spaces between them. They cannot go back and listen to a certain phrase or sentence again. The listening happens in real time and must be processed quickly.

Processing listening texts

There are thought to be two ways in which we process information as we listen. One is called top-down processing. This is where we use information that we already have about the world and the context of the text in order to understand it. The other is called bottom-up processing. This is where the listener relies on individual words and sounds to understand the text. Effective listening combines the two processes, and the books encourage this by including a range of activities to develop and exploit these skills. To encourage top-down processing, students may be asked to predict the content of a text from looking at a picture. For bottom-up, they might match speakers to their opinions.

Developing listening sub-skills

As with reading, there are different ways we can listen. We can listen for gist, which means we are listening only to get a general idea of what is being said. We might also identify who is speaking, and why. We can also listen for specific information. This is selective listening, where we disregard everything except the exact pieces of information we need, such as our gate number at the airport, or what platform our train will leave from. Finally, we have listening for detail. This is what we do when we do not know what specific information we need, so we must listen to everything.

These three different types of listening are practised extensively through the *York Vocational English* courses. Activities such as identifying the main ideas, attitudes or relationship between speakers practise listening for gist. Answering simple questions about opening times, locations or activities help students develop the skill of listening for specific information. For these introductory activities, ideally the audio will be played only once. In order to practise listening for detail, students are encouraged to answer questions based on the text and discuss their ideas. For these activities, students may need to listen to the audio more than once.

Writing

The *York Vocational English* courses offer a wide range of writing models and tasks to reflect the type of writing tasks students may encounter in the workplace. In addition to being good language practice, these writing tasks have been designed to help develop students' professional prospects, as they gain knowledge and skills across a variety of genres of writing.

Process writing

These courses use the process approach to writing. As the name suggests, this approach focuses on the creative process of writing as the starting point, rather than on the end result. It follows the idea that writing is a form of interaction, not simply a linguistic exercise. Therefore, students are encouraged to keep their reader and communicative aim in mind as they write, e.g. Who is the intended reader?, Do they want to inform / convince / describe?

Introduction to the Teacher's Book

The planning stage

The first step in the process is the pre-writing, or planning stage. During this stage, the focus is on the content, and students think about what they want to say. They may brainstorm ideas, make notes or even have small group discussions. Once they have their ideas, they then begin to organise them into a coherent order. The books facilitate these steps by providing clear writing models for students to analyse, and questions and activities that help them formulate their ideas. This planning stage means students are more likely to write concise, coherent texts than if they simply begin writing without going through a planning process.

Writing tips

As an additional feature of the planning stage, the books include regular *Writing tip* boxes which provide clear, useful and relevant advice, and focus on writing sub-skills that students can apply to the writing task at hand and also take forward into their professional lives.

WRITING TIP: Blog posts

Explain to students that using personal pronouns like *I* and *you* makes the reader feel like the writer is speaking directly to them.



The writing stage

The next step is the writing stage. Once students know what they want to say, they can begin to write. To fully make the most of the process approach, students should be given the time and opportunity to write more than one draft of their text. (Sadly, this is not always possible during class due to time constraints.) The first draft should focus on communicating the main ideas in a coherent way. Following drafts can include more focus on linguistic accuracy. It is especially beneficial if a feedback stage can be included in between drafts.

Feedback between drafts could come from the teacher, but could equally be peer-assessed. This means students check each other's writing and highlight, or underline, any errors they think they find. Peer-assessment is a useful tool for several reasons. It encourages students to be more critical and accurate when they write, and it helps them notice typical errors which means they are less likely to make them in the future. It also helps foster a supportive and collaborative learning environment.

Once the final writing task is complete, teachers may collect and mark the writing. Again, time can be a constraint here, but it has been proven that students who receive their final texts marked and then do not make the corrections, are less likely to improve than students who are given the opportunity to act on their feedback. Where possible, students should be encouraged to make the corrections the teacher suggests and produce a final, accurate piece of writing. It is really beneficial for students to understand that what they put on paper can be changed up until the point it is made available to

its intended audience. At that point, their words stand alone, so they should be as clear as possible.

Pronunciation

Always bring in opportunities to introduce and consolidate pronunciation practice where possible. To facilitate this, the Teacher's Book has regular additional activities to help include pronunciation in the lessons. These additional activities cover various aspects of pronunciation, such as word stress, sentence stress and intonation, that students should practise and be made aware of.

Individual and choral drilling

Drilling should be regularly included in your lessons, especially after introducing new language. Drilling is the repetitive oral practice of a language item. Having looked at the past simple, a teacher might drill the pronunciation of *-ed* endings: *started, wanted, ended*, etc. The aim of drilling is to encourage accuracy and develop automaticity, the ability to do something automatically. If new vocabulary is drilled when it is introduced, students are more likely to remember the correct pronunciation. Equally, drilling can be used to help students recognise and become more confident with them. It's a good idea to use a mixture of individual and choral drilling in your lessons.

Word and sentence stress

In pronunciation, *stress* means emphasising a sound by increasing its volume, length or pitch. In word stress, individual syllables are stressed. In sentence stress, words are stressed. It is helpful for students to pay attention to word stress when they learn new vocabulary, as placing the stress in the wrong place can change the meaning of the word or make it very difficult to understand.

Examples of this would be verbs and nouns where the spelling is the same but the pronunciation is different, such as the word *present*. As a noun, the first syllable is stressed; as a verb, the second syllable is stressed.

In sentence stress, the stress is associated with meaning. Consider how the meaning of the following sentence changes depending on which word is stressed: *I bought a new car last week*. Without any context, it is difficult to know where to place the stress; however, it is usually placed on the word or words that give important, new or contrasting information. For example, in the sentence *I bought a new car last week* the stress is likely to be on the word *car* as, without additional context, it is the most important piece of information.

Intonation

Intonation is connected to stress and rhythm and is the pitch of our voices as we speak. In other words, it is how our voices rise and fall. Intonation is sometimes forgotten by students who are concentrating so hard on speaking accurately that they forget to speak naturally, e.g. during a role play, a student might say *That's a great idea*, but their intonation might convey a very different message. It should be an enthusiastic exclamation, but without the intonation to convey that, it could sound almost sarcastic. Intonation helps differentiate questions from statements and express attitudes.

Connected speech

Another important aspect of pronunciation is how words change when they are put together in connected speech. Not understanding the features of connected speech is one of the main reasons why so many students struggle when listening and talking to competent (and therefore likely fast) speakers. By spending a little time familiarising students with the following features, teachers equip their students with the tools they need to start decoding connected speech.

Elision is what happens when sounds are omitted because they are followed by other similar sounds, e.g. in the sentence *I talked to him*, *talked to* would become /tɔ:k tə/, as it flows more easily.

Assimilation is when a sound changes to accommodate the following sound, e.g. *ten biscuits* becomes /tɛnbɪskɪts/ with the /n/ sound changing to /m/ to accommodate the following /b/ sound.

Intrusion refers to the addition of an extra sound, usually /r/, /j/ or /w/, between two words to make them easier to say, e.g. *go on* is pronounced /gəʊwɒn/ with an extra /w/ added between the two vowel sounds.

Catenation, or *linking*, is when the final consonant sound of one word is linked to the first sound of the following word. This can make *an apple* sound more like *a napple*, or *ice cream* sound like *I scream*.

Students are not expected to replicate natural connected speech at these levels, but it is important for them to become aware of these features in order to improve their listening comprehension. As their fluency increases, certain features of connected speech will develop naturally. Some teachers may want to spend time working with a phonemic chart to help students get used to the different sounds present in English.

Teaching at B1 level

Students with a CEFR English level of B1 are considered to be independent users of the language. This means they are able to communicate with fluent speakers without either party needing to make a considerable effort. They are able to justify opinions, explain plans and discuss events, experiences, hopes and wishes. A student with a B1 level of English is likely to be able to communicate effectively on a trip to an English-speaking country. They are able to understand the main points in texts that are on familiar topics and can produce simple, coherent texts on topics they know or are interested in. Motivation can become an issue at this level as progress slows down following the initial burst of progress in the beginner levels. It takes longer to progress to the next level as an intermediate learner.

Tips and strategies

Here are some top tips and strategies for teaching at this level.

- Speak at a normal pace – students should be getting used to faster, more natural speech at this level.
- Avoid using idiomatic phrases and expressions, particularly when explaining tasks and activities.
- Go into more detail when teaching vocabulary. Students should now be able to include word-building and other more in-depth vocabulary strategies.
- Expect and encourage accuracy. Listen attentively and offer corrections often.
- Explain aims and intentions. Tell students what type of feedback you will give and why, or why you want to do activities in certain ways.
- Make sure they answer in full sentences. They should be getting used to adding more detail when they speak at this level.
- Encourage students to explain their answers or opinions. They should also ask each other for this information.
- Add challenge to keep motivation high – students should feel as though they are being pushed without being overwhelmed.
- Change groups and pairs regularly. This is important at all levels in order to maintain a fair and productive classroom atmosphere.
- Encourage students to ask questions. Make sure they know you welcome any and all questions, and allow time (at an appropriate moment) to respond.
- Make space for quieter students to have their say. At this level some students may start to dominate in class discussions. Consider nominating students to speak so that everyone has a turn.
- For confident groups, encourage more whole-class discussions. This could be a chat at the beginning of class, or an extension to an activity.
- For quieter groups, put students into pairs or small groups to discuss their ideas before having volunteers share their ideas with the class.
- Play games and have fun. Games are useful for learning / reviewing language, changing the class dynamic and generating a positive atmosphere.
- Drill pronunciation. Do this first as a whole class, then by nominating individual students.
- Spend time cultivating a classroom environment in which students are not afraid to make mistakes.
- Start using peer-correction. This could be done by writing overheard mistakes on the board and having the class make the corrections themselves as a discussion.
- Make sure students know what is required to reach the next level. You could play clips of B2-level speakers talking, or have *can do* statements up in the room. It can help students to know what they are aiming for.

Unit 1

Soil

UNIT OVERVIEW

Learning outcomes

Students can...

- use vocabulary to describe gardening and farming.
- use linking words.
- discuss soil preparation methods.
- write a blog about soil preparation.

Listening

Soil preparation

Reading

An article about vegetable gardens

Vocabulary

Gardening and farming equipment; Verbs related to farming

Grammar

Linking words

Career skills

Useful language: Talking about advantages and disadvantages

Speaking task: Evaluate methods

Career skills: Building positive relationships

Writing

A blog about soil preparation

Writing tip: Writing paragraphs

Workbook

Vocabulary: Gardening and farming equipment; Verbs related to farming

Grammar: Linking words

Useful language: Talking about advantages and disadvantages

Listening and reading

Warmer

Write *soil* in the middle of the board. Ask students to add any other words that they know for *soil* to the board. Synonyms include *earth*, *mud* and *dirt*.

Ask students to think of words to describe soil and to write them on the board (e.g. *dry*, *wet*, *dark*, *damp*, *hard*, *fertile*). Ask students to tell you what type of soil is typical in your country and if they know what crops the soil is good for growing.

Teaching tip

In order to keep students motivated and engaged with the lesson content, it can be helpful to sometimes vary the pace and format of an activity. Turning some activities into games, such as by offering points, setting a short time limit or putting students into teams, provides an easy way to encourage more students to participate.


Lead-in

- 1 Before students do this activity, ask them if they have ever seen any of the machines in the photos and what they are called. Encourage them to guess what the machines do. (*The main photo shows a tractor with a cultivator attachment, which is used to plough the soil, loosening the soil and removing weeds for seeds to be planted. The cultivator attachment in this photo can also be referred to as a harrow or tiller.*) Then put students into pairs to do the activity. Monitor as they ask and answer questions.

Answers:

Students' own answers

Listening Soil preparation

- 2  2 Before students do this activity, read through the steps with them to check that they understand the difference between the words. Students work individually to do the activity. Play the audio. Allow students to check answers in pairs. Then check with the class.

Answers:

1 clearing 2 ploughing 3 harrowing


Audioscript: Track 2

Hello students. My name is Fouad, and I'm here to talk to you about soil preparation. As you know, improving your soil is one of the most important steps in farming. Each farm is different, but there are three basic steps they all follow to get the soil ready for planting.

First, farmers have to clear the land so that no other plants or trees are growing in the soil. They also remove any stones and rubbish from the soil. On a new farm, this can be a lot of work. Clearing the ground provides more room for the crops to grow. It also stops any other plants from sharing the water and nutrients in the soil.

Next, you must plough the soil – which is to turn the soil and break it up into pieces. Today, most farmers use big machines to plough. Now, the soil on my farm is quite sandy, so it contains lots of air. Air helps water move through the soil and get to the roots. However, if there is too much air, this stops the water getting to the plants. So, when I plough, I put things like animal manure – that's animal waste – into the soil to help slow down the flow of the water.

OK, so the final step is called harrowing. Harrowing breaks up the soil and then makes it level. This helps cover the seeds when you plant them. If the soil is not harrowed properly, the seeds may blow away in the wind or the plant roots may not grow very strong.

- 3  2 Students work individually to do the activity. Play the audio again. If you have time, or if students find the activity difficult, replay the audio, pausing after each answer.

Extra support

If your students need extra help, explain that in True / False listening activities they will often hear synonyms in the audio of the words on the page. Ask students to identify the key phrase in sentence 1 (*helps improve the quality of the soil*). Play the first section of the audio. Elicit what the speaker says about soil preparation (... *improving your soil is one of the most important steps in farming.*). Encourage students to underline the key information.

If your students need an extra challenge, ask them to listen to the audio again and make a note of any farming or agriculture words they hear. Elicit definitions and example sentences.

Answers:

1 T 2 F (provides more room for crops to grow)
3 F (most farmers use big machines) 4 T
5 F (helps slow down the flow of the water)
6 F (blows away the seeds)

- 4 Students work individually to do the activity. Allow students to check answers in pairs, before checking answers with the whole class.

Teaching tip

Encourage students to paraphrase from the audio when they give answers. Write some of their answers on the board to consolidate the language from the audio. This also allows you to check that students are actively listening to the audio.

Answers:

1 H 2 P 3 C 4 C

- 5 Students work in pairs to ask and answer questions. Monitor, offering help where necessary. Check that students are giving reasons for their answers. Elicit feedback on what students discussed.

Teaching tip

Regularly asking students to explain or give reasons for their responses will help students to activate their critical thinking skills as well as develop real-life language skills. It will also encourage natural spoken communication.

Extension activity

Ask a confident pair of students to model question 3. Encourage students to say what they thought the pair did well (e.g. they took turns, they actively listened, they asked relevant follow-up questions, etc.).

Answers:

Students' own answers

DID YOU KNOW?



In the World Ploughing Contest, farmers have three hours to plough land 100 metres long by 20 metres wide. They score points for ploughing in a straight line, producing neat furrows and by not leaving wheel marks from their machines in the soil.

 **Reading**

An article about vegetable gardens

Warmer

Ask students if they know anyone who grows their own fruit or vegetables and what they grow. Elicit where your students could grow fruit and vegetables if they don't have any outside space of their own (e.g. *in pots on a balcony / windowsill, in a window box, in a shared community space or garden*). Ask them which fruit and vegetables it would be possible to grow in a small space. Examples could include: *chilli peppers, tomatoes, lettuce, herbs, lemons, garlic*.

- 1 Students work in small groups to discuss the questions. Elicit feedback on what they discussed.

Answers:

Students' own answers

- 2 Students work individually to read the magazine article. Elicit if any of their ideas from Exercise 1 were mentioned. Encourage students to read directly from the article when giving answers.

Extension activity

If time allows, you could lead a class discussion on why people may want to grow their own food. Ask students to think about the following questions: *Do young people want to grow their own food? Why / Why not? What are some of the advantages and disadvantages of growing your own food? What types of foods do people grow?* Ask them to tell you what types of food grow well in your climate and which types of food they think it would be hard to grow. Finally, elicit whether any of your students have grown anything at home and how successful / unsuccessful it was.

Answers:

Students' own answers

- 3 Students work individually to complete the table with tips from the article. Check answers as a class.

Extra support

If your students need extra help, give them the first word of each of the tips.

If your students need an extra challenge, ask them to write definitions (or translations, if you prefer) for the following words in the magazine article: *popular* (adj.), *location* (noun), *water supply* (noun), *harm* (verb), *nutrients* (noun) and *seeds* (noun).

Answers:

| Section | Tip 1 | Tip 2 |
|------------------------------|--|--|
| Choose a good place | Choose a place with sunlight for 6 hours per day. | Possible answers: Use a hosepipe or watering can to direct water onto plants. Protect your garden from birds and other animals. |
| Buy good quality soil | Possible answers: Buy soil from the gardening centre. Don't use just any soil because it may be poor quality. If you want to grow organic vegetables, make sure the soil doesn't have any chemicals. | Possible answers: Buy soil from the gardening centre. Don't use just any soil because it may be poor quality. If you want to grow organic vegetables, make sure the soil doesn't have any chemicals. |
| Plant with care | Possible answers: Don't plant the seeds too deep and add plenty of water after planting. Some seeds need to start in small pots and be put in bigger pots when they grow. Vegetables such as carrots need deep pots. | Possible answers: Don't plant the seeds too deep and add plenty of water after planting. Some seeds need to start in small pots and be put in bigger pots when they grow. Vegetables such as carrots need deep pots. |

- 4 Put students into pairs to do the activity. Give them a short time to match the words in bold in the article to the definitions. Check answers as a class.

Answers:

1 hosepipe 2 fence 3 pot 4 chemicals

- 5 Students now discuss the questions in small groups. Remind them that they should make a note of their ideas so they can refer back to these when they are comparing ideas. Elicit their ideas.

Extension activity

If time allows, you could extend the activity by asking students to compare their ideas with another group. Elicit feedback and encourage students to say whether they agreed or disagreed with the group's ideas.

Answers:

Students' own answers

 Vocabulary

Gardening and farming equipment; Verbs related to farming

Warmer

Put students into teams of four. With books closed, give them a short time (two or three minutes) to draw as many different gardening or farming tools that they can think of. Explain that the drawings don't need to be accurate, but they should be as clear as possible. When the time is up, students share their pictures with the rest of the class and give a brief explanation of what they think the tools are used for. Help with vocabulary where necessary. Check at this stage that students know the names of the different tools in their first language.

Gardening and farming equipment

- 1 Students work in pairs to discuss the tools that are needed for gardening and make a list. The *Warmer* activity should help them prepare for this, as they can refer back to any pictures they have drawn. Students can compare their lists with another pair, before sharing with the rest of the class.

Teaching tip

Check students' pronunciation of vocabulary in this activity, making sure they are stressing syllables correctly. For example, *secateurs* (sec-a-teurs), where the stress is on the final syllable and *shovel* (shov-el), where the stress is on the first syllable.

Answers:

Students' own answers

- 2 Students now label the photos of the gardening equipment. Check answers and ask students to check their spelling.

Extension activity

Students can play the 'Gardening game'. Ask students a question about a gardening job you are doing, e.g. *I'm cutting flowers. What do I use?* and have them answer (*secateurs*) or *I'm making a small hole in the soil to plant a seed. What do I use?* (*a trowel*) Put students into pairs for them to describe a job for their partner to respond with the correct tool or equipment. Monitor, checking pronunciation.

Answers:

1 trowel 2 hoe 3 shovel 4 rake 5 spade
6 secateurs

Verbs related to farming

- 3 Students work individually to do the activity. Check answers as a class.

Answers:

1 d 2 c 3 e 4 a 5 f 6 b

WATCH OUT!



Remind students that many nouns are also verbs. These can be action words (e.g. *drink, laugh, fall, etc.*), words connected to emotions (e.g. *love, hate, etc.*) or words connected to the weather (e.g. *snow, rain, etc.*). If time allows, ask students to work in pairs to brainstorm any other nouns which are also verbs and to make a list.

- 4 Put students into small groups to complete the table about growing vegetables. Students then work with another group to compare ideas. Elicit ideas around the class.

Extension activity

Getting students to reflect on how well they felt they did in an activity is a good way of developing their self-assessment skills. You could write the following questions on the board for students to consider:

- *How accurate were your answers?*
- *Did you have to make guesses or were you confident that you knew the answers?*
- *How well did you do compared to other groups?*

Answers:

Students' own answers

- 5 Put students into new groups to do the discussion activity. Elicit feedback on what they discussed. Encourage students to give reasons to support their ideas and opinions.

Extension activity

Ask students if they know what a *community garden* is. Explain that this is a shared garden that people from the community create and look after together. Divide the class into pairs or small groups. Tell students to find out what they can about a specific community garden and to make notes about anything interesting they discover about it. Groups can then feed back to the class on what they discovered.

Answers:

Students' own answers

Grammar Linking words

Warmer

Ask students what colour different soils can be (*red, brown, white, grey*). Ask them where red soils are often found (*in hot, dry countries*) and where dark brown soils are often found (*in colder or wetter countries*). Write any good ideas on the board.

Then write on the board: *Red soil is often found in hot countries, but it can be found in colder countries as well.*

Tell students that there are two linking words in the sentence which are used to add additional and contrasting information. Invite a student to underline the two linking words (*but* and *as well*). Then ask students to work in pairs to write one or two example sentences using the information from the board and linking words of addition and contrast. Elicit ideas and write any good example sentences on the board.

- Put students into pairs to discuss the questions. Monitor, offering help with vocabulary where necessary. Some example language your students may need could include: *checking the quality of the soil, feeling the texture of the soil, handling the soil to check for problems, etc.*

Answers:

Students' own answers

- Ask students to look at the title of the extract from a science textbook. Elicit what *soil layers* are (*different levels of soil*) and ask students to predict what they are going to read about. Allow students a few minutes to read the extract before they answer the questions. Then have them compare their answers in pairs, before checking answers as a class. When checking answers, ask students to read directly from the extract.

Teaching tip

Encourage students to underline sentences in a text which contain the answers. This will help them develop their reading skills (e.g. reading for details or for specific information) and help develop good study habits. It also helps them easily find the relevant sections of a text when giving answers in class.

Answers:

1 three layers 2 topsoil, subsoil, bedrock

Addition, contrast and time

- Explain to students that in written English we connect sentences using linking words. This helps make our writing more interesting and allows us to produce more complex sentences and ideas. Direct students' attention to the table and explain that *addition* refers to using linking words that connect sentences where the information is the same or similar; *contrast* refers to using linking words where the information is

different and *time* refers to using linking words that show time is passing. Do the first one or two items together if you think your students need guidance with this. Then have students individually write the linking words in bold from the extract into the table and check answers around the class.

WATCH OUT!

Remind students of the position of linking words in a sentence by reading the information and examples aloud.

Answers:

Addition: also, too, as well

Contrast: but, however

Time: after, before, when

- Do item 1 as an example with the class. Correct any grammatical errors as students make them. Then put students into pairs to complete the rest of the activity.

Extra support

If your students need extra help, write the following sentences on the board for students to complete with a suitable linking word.

- Salma loves growing her own vegetables, ___ it takes a lot of her time. (but)*
- ___ you water your plants every day it helps them grow strong. (When)*
- Imad doesn't have a garden. ___, he grows tomatoes on his balcony. (However)*
- Adel has a lot of flowers in his yard. He has some fruit trees ___. (as well, too)*

If your students need an extra challenge, ask them to write their own sentences using appropriate linking words.

Answers:

1 but 2 also 3 After 4 When 5 However 6 when

- Divide the class into pairs for them to discuss and make notes about growing a crop. Monitor, making sure that they are using a variety of linking words. Correct any language errors where necessary.

Answers:

Students' own answers

Warmer

Write *types of farm* on the board. Ask students to tell you what different types of farm they know and what is produced or grown there. If students find this challenging, give them a few ideas from the following list: *cattle farm* (which produces meat), *dairy farm* (cows / goats / sheep that produce milk for yoghurt, ice cream, etc.), *fruit or vegetable farm*, *arable farm* (which produces crops such as wheat) and *organic farm* (where the farmer doesn't use chemicals on the land). Ask students which types of farm are common in their local area and why.

Task model


- 1 Students work in pairs to look at the photo and to discuss their ideas, before sharing them with the class. Check that students are presenting their ideas as advantages and disadvantages.

Extension activity

Put students into pairs and ask them to search online for images of different farms. Ask them to choose two photos they like and say what type of farm (e.g. *dairy / arable*, etc.) is shown and describe what they can see in the photo (e.g. *crops, equipment*, etc.).

Answers:

Students' own answers

- 2  **3** Students now listen to a discussion about land preparation between two people. Play the audio for students to answer the questions and then play it again for them to check. Check answers, asking students to paraphrase what they heard.

Answers:

- 1 They are discussing the advantages and disadvantages of ploughing.
 - 2 They agree.
- Hadi:** Still, I prefer the traditional method.
Adel: Me too. The alternative method is too expensive.

Audioscript: Track 3

- Hadi:** Hey, Adel, I read an interesting blog yesterday about different methods of soil preparation.
- Adel:** Oh yeah, I heard about that. Some people think that it's better for the environment to farm without clearing or ploughing the land. Right?
- Hadi:** That's right. But I disagree. Ploughing the land is a very old and traditional method. All the farmers that I know do it, and they think it's the best way.
- Adel:** Well, it's true that many farmers plough their lands, but it has some disadvantages. Ploughing loosens the soil, so wind and rain wash the nutrients away and that affects the quality of the soil.

Hadi: Yes, that's what the blog says. However, you can add fertiliser to the topsoil.


Adel: That's true.

Hadi: The blog also says that weeds grow better when you plough, and ploughing also kills worms and insects that are good for the soil. Still, I prefer the traditional method.

Adel: Me too. The alternative method is too expensive.

Hadi: Yes, and you can grow more plants by ploughing. That means more money at harvest time.

Adel: Exactly.

- 3  **3** Before playing the audio, direct students' attention to the *Useful language* phrases that they can use when talking about advantages and disadvantages. Play the audio again for them to listen for the phrases and elicit which ones they heard.

Answers:

- 1 Adel raises the issue of ploughing not being good for the land, while Hadi says that ploughing is traditional and the best approach.
- 2 Ploughing causes soil erosion. Ploughing helps weeds grow. Ploughing kills worms and insects that are good for the soil.
- 3 You can add fertiliser to the topsoil.
- 4 The traditional method is better because ploughing is less expensive and you can grow more plants to earn more money at harvest time.

Useful language**Talking about advantages and disadvantages**

- 4 Ask students to complete the table with the *Useful language* phrases from the box. Check answers around the class. You can refer back to the audioscript and read directly from it so that students can hear these phrases in context.

Extra support

If your students need extra help, go through the different functions at the top of each column with them first. Check that they understand the difference between *evaluate* (*form an idea about something*), *discuss* (*talk about*), *explain* (*describe*) and *contrast* (*talk about the differences and similarities*). Go through one or two of the answers with students, before asking them to complete the rest of the table. If your students need an extra challenge, ask them to add any other suitable words or phrases that they know to talk about advantages and disadvantages to the table.

Answers:

| To give your opinion | To evaluate | To discuss | To explain | To contrast |
|---------------------------------------|---|---|----------------------------|--------------------|
| I agree that... I disagree that... | The advantages are... Some of the disadvantages are... | It's true that... Some / Other people think... | This way, That means... | Still, However, |

- 5 Students complete the text with the *Useful language* phrases from the box. If you think your students would like the challenge, ask them to do this activity as a timed activity. Give them 1 or 2 minutes to complete the text and then check answers.

Teaching tip

Ask students to read out the whole sentence and not just give you the missing word in gapped texts. This helps them develop their understanding of context and gives meaning to any missing words. You can also help develop your students' gapped text completion skills by asking them to read the text once, ignoring the gaps, and then to tell you what kind of word (e.g. *noun / adjective / verb*) is needed.

Suggested answers:

- 1 I agree 2 However / Still 3 Some people feel
4 It's true that 5 advantages 6 This way

Task preparation

- 6 Remind students that this section is a similar context to the one in Exercise 2 where they listened to the speakers discussing soil preparation methods. Ask students to work in pairs to do the *Web research* task and then elicit feedback on what advantages and disadvantages they found. Write any good ideas on the board for students to refer to for when they do Exercise 8. You could also ask them to use phrases from the *Useful language* box when making a list of their ideas.

WEB RESEARCH

Ask students to read the information in the *Web research* box and check that they understand it.

You might like to tell students to choose two opposing methods of farming (e.g. traditional methods involving ploughing / using chemicals and newer methods not involving ploughing / using chemicals) to better focus their research.

Answers:

Students' own answers

- 7 Divide the class into A / B pairs and give students one or two minutes to read the information and to choose a role for each of them.

Answers:

Students' own answers

Speaking task Evaluate methods

- 8 Before students do this task, direct their attention to the *Career skills* box. Put students into the same pairs as Exercise 7 to do the task. Encourage them to justify their opinions with examples from their research where possible. Monitor and check the pairs are taking turns to ask and answer questions. Make notes and feed back on the positive interactions you observed, e.g. turn-taking, keeping a positive attitude, agreeing and disagreeing, etc. Then ask different pairs to share their ideas with the class.

CAREER SKILLS: Building positive relationships



Ask students to read the *Career skills* box or read it aloud. Check that they understand the information. Explain to students that building positive relationships is an important career skill as well as an important life skill. Remind them of the importance of using positive and 'open' body language to show that they are interested in what their partner is saying, e.g. smiling, relaxed shoulders and not sitting with arms folded or displaying an angry or defensive facial expression.

Extension activity

If resources allow and your students are comfortable with this, make a video or audio recording of them when they do Exercise 8. Students can then watch / listen to it and assess how well they performed in the task and what they could do to improve in future.

Answers:

Students' own answers

Feedback

- 9 Students work together in groups to do the activity. Hold a class feedback session and ask groups to report back to the rest of the class on what they discussed.

Answers:

Students' own answers

Warmer

Check students' understanding of what fertile soil is (*soil that is high in nutrients and is good for growing healthy crops or plants*). Ask them to tell you any areas of the world where they think the soil could be fertile and good for growing things (e.g. *the Fertile Crescent in the Middle East, where humans began to successfully grow crops such as wheat, peas and lentils*).

- 1 Students work in pairs to answer the questions. Check their answers and encourage them to give reasons to justify their opinions.

Answers:

Students' own answers

- 2 Ask students to read the question first and ask them if they are looking for detail or main ideas (*detail*) when they read the blog. Students then work individually to do the activity. Check answers, asking students to read directly from the blog to give you information about the two methods of soil preparation.

Extension activity

Ask students to scan the blog quickly to find the following information:

- 1 the job of the writer of the blog (*a farmer / farm owner / farm worker*)
- 2 a word that means the same as chemicals (*fertilisers*)
- 3 a main advantage of traditional methods of soil preparation (*it is cheaper*)
- 4 a word that describes plants that are not useful and are often removed (*weeds*)
- 5 a word that describes animals with six legs and one or two pairs of wings (*insects*)

Answer:

The two methods of soil preparation discussed in the blog are the traditional method of clearing and ploughing and an alternative method of allowing weeds to grow and not using fertilisers.

- 3 Students now read the blog and make notes in the table. They can do this activity individually or in pairs. Elicit their ideas, making a note of any good examples of paraphrasing on the board for students to refer to when doing Exercise 5.

Teaching tip

Encourage students to try and use their own words as far as possible when completing a written activity like this one. This will help to develop their paraphrasing skills. It will also help make their writing more creative and interesting to read.

| Answers: | Traditional method | Alternative method |
|--------------------------------|--|---|
| The soil? | Removes topsoil More room for crops No insects and worms | Fertile topsoil remains Weeds grow Insects and worms |
| Ways of preparing the soil? | Clearing and ploughing | No clearing and ploughing |
| Opinion and the reason for it? | Plants can grow big Costs less money | Prefers this method Better for the environment Keeps the soil healthy |

WRITING TIP: Writing paragraphs



Remind students that the information in each paragraph should be related. Encourage them to make the two main paragraphs in a three-paragraph piece of writing the same length.

- 4 Refer students to the *Web research* task on page 11 to help them plan their blog. Make sure students understand the information that they need to include in the introduction (e.g. *outlining the topic, giving a brief description of the two opposing methods of soil preparation, etc.*).

Answers:

Students' own answers

- 5 Allow students to use a dictionary or to ask you any questions during this activity.

Answers:

Students' own answers

- 6 Students swap blogs and offer feedback to each other on the information they found interesting. Elicit interesting points.

Answers:

Students' own answers

I CAN...

Ask students to complete the checklist. Check students understand that 1 is the lowest end of the scale and 5 is the highest.

How to use the Workbook pages

There are a number of different ways that the Workbook pages can be used, depending on your teaching situation and students:

1 In the classroom: the procedure notes below are designed for the Workbook exercises to be used in the classroom as a standard lesson using a communicative approach. The material consolidates the main vocabulary, grammar and useful language from the unit.

2 For homework: the Workbook exercises can also be set as homework. For example, if you have taught the vocabulary lesson in your class, you can set the first two vocabulary exercises of the Workbook page for homework. If you have time, it's always a good idea to go through the homework with your students at the start of your next class.

3 As an extra test: if required, you can use the Workbook page as an extra test. Remember to set an appropriate time limit for the test. The material has been conveniently divided into Vocabulary, Grammar and Useful language sections.

Vocabulary

Gardening and farming equipment

- Put students into pairs to find ten words in the wordsearch. You can do this as a timed activity in class if you prefer. You could ask fast finishers to work together to make their own wordsearches containing eight or more other words they have learnt, e.g. *soil / weeds / fertiliser / insects / nutrients*, etc. Pairs can then swap their wordsearches with another pair to find the words.

Answers:

| | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| L | E | V | O | H | S | F | E | N | C | E | L | I | E |
| E | T | V | C | S | R | U | E | T | A | C | E | S | V |
| D | G | E | S | H | I | E | T | W | N | E | E | M | R |
| E | L | O | P | A | E | S | P | A | E | P | T | A | L |
| T | O | H | A | P | C | M | E | P | C | A | L | C | P |
| P | O | H | D | D | W | R | I | F | H | A | A | E | R |
| T | P | C | E | K | H | P | H | C | H | R | E | L | E |
| R | E | R | C | H | E | C | A | E | A | E | K | S | L |
| O | O | H | P | S | I | D | H | E | E | L | A | E | R |
| W | P | C | O | C | E | A | A | N | I | E | R | R | L |
| E | E | H | T | E | F | C | E | E | R | E | E | P | T |
| L | L | R | O | T | E | E | E | S | E | E | I | C | |
| C | I | R | K | E | L | A | H | P | E | R | W | F | E |
| E | G | A | R | D | E | N | H | O | E | G | C | P | A |

- Students work individually to do this vocabulary activity based on the words they found in the wordsearch. Then check answers as a class. Fast finishers could write their own example sentences using the words they included in their wordsearches in Exercise 1.

Answers:

- hosepipe
- fence
- pot
- chemicals
- garden hoe
- rake
- secateurs
- spade
- shovel
- trowel

Verbs related to farming

- Students work individually or in pairs to do the activity. Remind them to re-read their sentences when they have completed them to make sure that they make sense. Check answers, making sure that students have used the correct form of the verbs in the box.

Answers:

- rake
- plough
- planted
- harvest
- farms
- water

Grammar Linking words

- Students work individually to complete the sentences with linking words from the box. Check answers as a class.

Answers:

- too
- also
- but
- However
- after
- before

Useful language

Talking about advantages and disadvantages

- Students work individually to do the activity, before checking answers as a class. Ask students to repeat the whole sentence when giving answers so that you can assess (or correct) any issues with pronunciation or stress patterns.

Answers:

- advantages
- It's true that
- Some people think
- That means
- However
- I agree

Website
Unit 1 test

Unit 2

Irrigation

UNIT OVERVIEW

Learning outcomes

Students can...

- use vocabulary to describe urban farming and irrigation.
- use modal verbs for obligation.
- solve farming problems.
- write a report on problems with farming.

Listening

Irrigation and erosion

Reading

A report on water supply

Vocabulary

Urban farming
Irrigation

Grammar

Modal verbs for obligation

Career skills

Useful language: Solving problems

Speaking task: Discuss farming problems and solutions

Career skills: Evaluating options

Writing

A report on problems with farming

Writing tip: Plan your writing

Workbook

Vocabulary: Irrigation; Urban farming

Grammar: Modal verbs for obligation

Useful language: Solving problems

Listening and reading

Warmer

Write the word *water* on the board and ask students to tell you whether the word is a noun, a verb or both (*both*). Check that students remember from Unit 1 that the verb *water* means to give plants / crops water regularly so that they grow healthy and strong. Elicit vocabulary for methods that gardeners can use to water their gardens that students covered in Unit 1 (*hosepipe, watering can*). Explain that students are now going to look at ways farmers water their crops – this is called *irrigation*.

Lead-in

- 1 Put students into pairs to do the activity. Monitor and encourage all students to speak and speculate on the answers. Help with vocabulary and sentence structure where necessary.


Alternative activity

As this topic may be new to students, conduct Exercise 1 as a whole-class activity. Write any good ideas on the board. Encourage students to give explanations or examples for their ideas. You could also discuss which countries they think would have problems with irrigation and why.

Answers:

Students' own answers

Listening Irrigation and erosion

- 2  4 Before students do this activity, you might like to check that they understand what *dates* and *olives* are. Also check that students understand what *soil erosion* is (*when soil wears away because of high wind or heavy rain*). Students work individually to do the activity. Play the audio. Allow students to check answers in pairs, before checking answers with the whole class. Remind students that they may hear a different form of the word on the audio from the one in their books. If you have time, or if the students find this challenging, replay the audio, pausing after each speaker.

Answers:

dates (✓) desertification (✓) trees (✓) wind (✓) rain (✓)
water (✓)

Audioscript: Track 4

- Hani:** Hello. My name is Hani, and I have a farm in Lebanon. I think we need to plant more trees to stop desertification. We cut down too many trees for our farms. Now, the rain and wind reach the soil very easily. This causes soil erosion and, in a short time, fertile lands become very dry and arid.
- Ibrahim:** My name is Ibrahim. Soil erosion is the biggest problem we face on my farm in Egypt. The wind is very strong here, so it blows the topsoil away. One solution is to cover the soil with wood chips or straw. However, it doesn't work when the wind is very strong.
- Ayman:** Hi, this is Ayman from the UAE. We grow dates on our farm. We can't rely on rainfall, so we need a good irrigation system. The problem is that the water is often polluted. To solve this problem we have to filter our water. This can be really expensive.
- Rami:** My name is Rami, and I'm from Qatar. The biggest problem in our region is the water supply. We have 5% of the world's population, but less than 1% of the world's water supply, so there are water shortages in our area. Another problem is that we use so much water on big golf courses and swimming pools. There has to be a solution to that.

- 3 Students work individually to do the activity. If you have time, or if students find the activity challenging, replay the audio, pausing after the definition of each word is given. Drill the answers chorally and individually, paying attention to students' pronunciation and word stress.


Extra support

If your students need extra help, play the audio again and have students say 'stop!' when they hear one of the words. Ask which definition the word matches. Pause the audio and confirm the answer. Then repeat until all words and answers have been identified. Finally, play the full audio again (without pausing) for students to listen without interruption.

If your students need an extra challenge, have them number the words in the order they hear them as well as identifying the speaker. Confirm answers as a whole class.

Answers:

1 c 2 a 3 d 4 e 5 b

- 4  4 Students work individually to do the activity. You might like to ask students to try and complete the activity without listening again to see how much they remember. Play the audio again. Allow students to check answers in pairs, before checking answers as a class.

Teaching tip

Remind students to listen to the whole of the audio before they write any answers. Sometimes the information on the audio appears in a different order to the information on the page. If students wait until they hear the answer to the first question, they will have missed the answers to the remaining ones.

Answers:

1 R 2 H 3 I 4 A 5 R 6 I 7 H 8 A

- 5 Before students do this activity, you could play the audio again for students to make brief notes about the farmers' opinions. They can then refer to these notes during their discussions. Check answers as a whole class.

Extension activity

Elicit the main problem that each speaker mentions (*Hani: desertification; Ibrahim: soil erosion; Ayman: polluted water; Rami: water supply*).

Then ask the class (in groups) to vote for the most serious problem or to rank each problem in order of seriousness (1 = most serious). Encourage students to give reasons to support their ideas.

Answers:

Students' own answers

DID YOU KNOW?

The United Nations has outlined 17 Sustainable Development Goals (SDGs) which they would like to achieve by the year 2030. Improving the world's water supply (SDG 6: Clean Water and Sanitation) is one such goal.

Reading

A report on water supply

Warmer

Before the lesson, find out what the average monthly rainfall in your country / region is and what the average monthly rainfall is in a different, wetter country (for example, the UK). Ask students to work in pairs to estimate the amount of rain in each place. Alternatively, write the following information on the board and ask students to tell you what it refers to:

Dubai: February 27 mm (wettest month)
September 0 mm (driest month)

Explain that rainfall is usually measured in millimetres (mm). Ask students to tell you what kind of effects living in a hot, dry climate can have on people's daily lives.

- 1 Students work in pairs to look at the photo and discuss the questions. Elicit feedback on what they discussed. Accept all answers at this point, as they will be reading further on the topic in Exercise 3.

Alternative activity

Do Exercise 1 in a different way to keep your students motivated, e.g. ask pairs or small groups to send each other text messages to ask and answer questions 1–3, or conduct a class survey to answer question 1 and make a note of students' ideas on the board.

Answers:

Students' own answers

- 2 You could do this activity with books closed so that students aren't tempted to read the report. Students work individually to do the activity. Elicit answers, asking students to give reasons, e.g. *I think the report will say... about my region, because...* . Make a list of the topics that your students mentioned on the board for them to refer to in Exercise 3.

Answers:

Students' own answers

- 3 Students now read the report to check their answers from Exercise 2. Elicit all the topics that are mentioned. Check that students have underlined the relevant parts of the report as they read through it.

Extra support

If your students need extra help, read through the report with them and give them guidance as to which sentences to underline.

If your students need an extra challenge, ask them to write definitions (or translations, if you prefer) for the following words in the report: *recent* (adj.), *several* (determiner), *water treatment* (noun), *targets* (noun), *decade* (noun) and *dams* (noun).

Answers:

data of water shortages in the MENA region; actions taken by different countries; problems with the water supply; steps that countries can take to help with water shortages and soil erosion

- 4 Students work individually to complete the table with words and phrases in bold from the report. Check that they understand what the words mean by asking them for brief definitions before they do the activity. Elicit answers around the class.

Teaching tip

Encourage students to keep (and maintain) a vocabulary notebook where they record any new or unknown words. They should write the word, part of speech, a brief definition and an example sentence. Check throughout the school year that your students are regularly adding to their vocabulary notebooks.

Answers:

| Causes of water shortages | Solutions to water shortages |
|---------------------------|------------------------------|
| arid climate | water treatment plants |
| increasing demand | reduce water use |
| pollution | desalination |
| poor irrigation | vertical gardens |

- 5 Students read the report again and complete the sentences with words from the box. Remind them to re-read the sentences when they have completed them to check that the sentences make sense. Check answers around the class.

Answers:

1 Qatar 2 Population 3 Oman 4 40%
5 successful 6 invest

- 6 Put students into groups to do the activity. Students take it in turns to ask individuals in their groups questions 1–3. To help with feedback, encourage them to make brief notes as they listen. Monitor and correct any language errors. Hold a feedback session after the discussion to praise good language use and correct common language errors.

Extension activity

In groups, students can research vertical gardens and find out if there are any such gardens in their local area. If not, ask them to find images of impressive vertical gardens around the world. Ask them to make a note of some of the benefits of having vertical gardens on the inside or outside of buildings.

Answers:

Students' own answers

 Vocabulary

Urban farming; Irrigation

Warmer

Some of the vocabulary in this lesson may describe ideas and concepts that students are encountering for the first time. For this reason, they may not know the words in their first language. To help them with these new ideas, it's a good idea to start the lesson with a class discussion on what they think *urban farming* is. With books closed, put students into small groups for them to make a note of any ideas they have on what *urban farming* could be. Monitor, helping with ideas and vocabulary where necessary. Elicit students' suggestions and make a note of any good ideas on the board.

Teaching tip

It can be worthwhile explaining new vocabulary before students have to use it in a discussion activity. If students need more help, tell them that the opposite of *urban* is *rural* and this adjective describes a place in the countryside away from large towns and cities. Elicit what they think the adjective *urban* could mean (*located within or close to a large town or city*).

Then ask them what they think *urban farming* could be (*farming, usually on a small scale, that happens in urban areas, i.e. in towns and cities rather than in rural areas*). Ask them if they know of any urban farms in your area / region and what produce is grown on them.

- 1 Before you do this activity, check that you understand the key vocabulary for the items in the photos. This is probably best done as a whole class. Ask students: *What can you see in photo number 1?* Tell them that this building is made of glass and is a place where plants are grown. Work through the rest of the photos in a similar way, checking that students understand what each photo shows and giving them a description of the item.

Alternative activity

Ask students to work in pairs to ask and answer questions about what they can see in the photos. Encourage students to start their conversations in the following way:

Student A: *What can you see in this photo?*

Student B: *Well, this is a photo of...*

Students then take it in turns to describe the rest of the photos. Monitor, helping with vocabulary and sentence structure where necessary.

Answers:

1 greenhouse 2 hydroponics 3 filter 4 allotment
5 horizontal garden 6 vertical garden

- 2 Students work individually to do the activity. Then put students into pairs to check their answers. If students discover their answers are different, encourage them to explain their choice of answer. Then check answers as a class.

Answers:

1 allotment 2 horizontal garden 3 filter
4 Hydroponics 5 vertical garden 6 greenhouse

- 3 Put students into small groups for them to discuss the questions. Encourage them to nominate one person to take notes (this could be a different student in the group for each of the questions). This will help students remember what they discussed when they give feedback. Elicit feedback and make a note of any good ideas on the board for students to refer to in Exercise 4.

Alternative activity

If classroom space allows, and your class size is relatively small, you could divide the class into three groups where each group discusses only one of the questions (1–3) and makes notes. This will allow students to focus in more detail on one of the topics and will give them time to think of more advantages and disadvantages. Students can then discuss with another group in Exercise 4.

Answers:

Students' own answers

- 4 Give students time to discuss their ideas with another group. If time and resources allow, encourage students to go online to research the advantages and disadvantages connected to each of the topics. Monitor, helping with vocabulary and sentence structure where necessary. Elicit feedback on whether they had the same ideas or not.

Extension activity

To extend the activity, ask each group to nominate one or two students from the group to report back to the class on what they discussed and whether their ideas were similar or different.

Answers:

Students' own answers

Modal verbs for obligation

Warmer

Write *saving water* on the board and draw lines from it. Invite students to the board to write any ideas they have on ways to save water that ordinary people can use, e.g. *We should turn off the tap when we clean our teeth.* Encourage them to be as creative in their thinking as they like, and accept all their ideas at this stage.

- Put students into pairs to do the activity. If time allows, ask them to check answers with another pair before checking them as a class.

Answers:

1 waste 2 chemical 3 recycle 4 add 5 pollute
6 shortage 7 overfarm

- Allow students a few minutes to look at the posters before they focus on the modals of obligation. Then have students compare their answers in pairs, before checking answers as a class.

Alternative activity

Explain to students that modals of obligation are used to talk about things that we are or aren't allowed to do. Remind them that *must* is used to show there is a strong obligation to do / not do something (sometimes the law says we must). *Don't have to* is used to show that you can do something if you want to, but it isn't compulsory. Write the following sentences on the board and have students identify the modals of obligation in each sentence:

- A *You must be at the meeting at 4 o'clock.*
- B *We have to wear a uniform at school.*
- C *You didn't have to buy me flowers, but it was very kind of you.*
- D *You should stay home if you feel ill.*

Then ask students to look at the examples and identify the sentences where there is an obligation to do something (A, B and D) and sentences where there was no obligation to do something (C). Explain that we don't use *must* to talk about an obligation in the past. We use *have to* instead. Then ask students to identify the sentence that refers to the past (C). Remind students that *should* and *shouldn't* are usually used to give advice.

Answers:

1 e 2 b 3 d 4 c 5 a

- Students work individually or in pairs to do the activity. Do item 1 as an example. Ask students to tell you the answer (*must*). Ask why that answer is correct to encourage students to repeat the rules in Exercise 2 back to you. Then draw students' attention to the *Watch out!* box and the use of *have got to*.

Answers:

1 must 2 shouldn't 3 can't 4 can 5 shouldn't
6 should 7 have to 8 don't have to

WATCH OUT!



Direct students' attention to the *Watch out!* box. Explain that *have got to* is often used in the same way as *have to*. Explain that the negative form of *have got to* is formed by adding *not* after *have*. Write the following sentences on the board and ask students to tell you which sentence is correct and which one is incorrect.

We haven't got to water the plants until next week. (correct)

We don't have got to water the plants until next week. (incorrect)

- Read item 1 as an example with the class. Correct any grammatical errors on the spot. Then put students into pairs to complete the activity with the rest of the signs. Students can then report back to the class with some of their ideas.

Extension activity

In pairs, students can take turns to draw their own signs. They can then share these with their partner who explains the information on it using an appropriate modal. Then ask students to share their signs with the class. Check and correct any mistakes with key word stress.

Answers:

Students' own answers

- Put students into pairs to discuss their ideas. Monitor, helping with vocabulary or sentence structure where necessary. Give students some time to do this and then ask them to share their ideas with the class. Students can vote on which ideas they thought were the most creative or interesting.

Answers:

Students' own answers

Warmer

Ask students to look at the photo and elicit what they can see (a vertical garden growing on two apartment buildings in an urban area). Write urban open spaces on the board. Put students into small groups to brainstorm the open spaces in their local area, who uses them (joggers, children, tourists), for what purpose and what facilities they have. Then ask them to think about the ways that these spaces could be improved. Students then share their ideas with the whole class.

Task model


- 1 Students work in pairs to do the activity, before sharing ideas with the whole class.

Extension activity

Put students into pairs and have them search online for images of innovative urban open spaces around the world. Ask them to choose two photos they like and say what type of open space (e.g. park, beach) is shown and why they think the use of the urban open space is innovative.

Answers:

Students' own answers

- 2  **5** Before you do this activity, check that students remember what each of the topics means. Then play the audio. Allow students to compare answers in pairs. Check answers with the class.

Extra support

If your students need extra help, encourage them to spend a minute or two before they do a listening activity writing down any vocabulary they think they may hear on the audio. This will help them to focus their attention on the information they are going to hear. Ask them to do this in pairs or individually. You could work through the first topic (soil erosion) together, brainstorming any possible vocabulary they might hear and writing it on the board. Elicit some of their ideas and ask students to come and add the words to the board. Accept all ideas at this point. (Possible words could include earth, land, water, wash away, disappear, rainfall.) If your students need an extra challenge, ask them to write an example sentence using each of the vocabulary items.

Answers:

vertical gardens (✓) water shortage (✓) recycling (✓)

Audioscript: Track 5

Samer: On today's show we're going to talk about hydroponics, which is the science of growing plants without soil. With me in the studio is Fouad, an expert on hydroponics and vertical gardens. Welcome, Fouad.

Fouad: Thank you for having me on your show.

Samer: So, a key issue in our city is a lack of green space for people. How can hydroponics help us with this problem?

Fouad: Well, a good solution for providing new green space in urban areas is to build vertical gardens. These can cover walls or be used to divide different areas of the streets. Hydroponics allows you to arrange plants on top of each other and make very tall vertical gardens. There's one on a building in Melbourne, Australia, that's approximately 300 metres tall. It's the tallest vertical garden in the world!

Samer: Wow. And what do you do with the water supply? As you know, we have a water shortage in our region. Does hydroponics use a lot of water?



Fouad: Not at all. A hydroponic system is an excellent way to save water because it reuses it. All the water is collected and recycled through the system. This uses ten times less water than growing plants in soil.

Samer: That's good to know. What kinds of plants can you grow hydroponically? The biggest problem here is the climate – it's very hot and dry, so not many plants can grow here.

Fouad: Well, the best way to deal with this is to grow the plants indoors. In fact, hydroponics allows you to grow any kind of plant anywhere in the world indoors. Your office in Cairo can feel like a tropical rainforest. You can even grow bananas!

Useful language

Solving problems

- 3  **5** Before you do this activity, ask students to recall any problems and solutions that they remember from the audio. Play the audio again for students to complete the table. Explain that they shouldn't need to write more than three or four words for each problem and solution. If you think your students may need help with this, pause the audio after each of the points has been made and give them a short time to write their answers.
- 4  **5** Students now listen to the audio a final time to check their answers in pairs. Play the audio again.

Suggested answers:

| Problems | Solutions |
|---------------------|---------------------------------------|
| lack of green space | build vertical gardens |
| water shortage | use a hydroponic system / reuse water |
| too hot and dry | grow plants indoors |

- 5 In the same pairs, students work together to decide on the phrases that the speakers use to talk about problems and solutions. Make sure they are aware that they may have to write *N* if neither of the speakers use the phrase. Play the audio again, pausing when the phrases are heard.

Answers:

1 N 2 S 3 S 4 N 5 N 6 F 7 F 8 N 9 N 10 F

Task preparation

- 6 Direct students to the *Career skills box* and read through it together. Then divide the class into pairs to choose whether the advice is good or bad based on what they have read. Encourage them to refer back to the information in the *Career skills box* if they are unsure of an answer. Give them time to discuss their reasons and then check answers.

Extension activity

You can extend the activity by asking students to evaluate the advice points in the list and give reasons for their answers. If students feel comfortable with this, ask them to give examples from their own experience where they did or didn't follow any of the advice.

**CAREER SKILLS:
Evaluating options**



Ask students to read the *Career skills box* or read it aloud. Check that they understand the information. Remind students that evaluating options is an important career skill as well as an important life skill. In order to evaluate effectively it is important to gather, organise and assess information on a topic before they make any decisions.

Answers:

Students' own answers

- 7 Students work individually to do the activity and then compare information in pairs or small groups. Monitor and help where necessary, but do not hold class feedback yet. Remind students that they should make notes in preparation for the speaking task in Exercise 9.

WEB RESEARCH



Ask students to read the information in the *Web research box* and check that they understand it. You might like to ask students to look back at the methods for urban farming at the beginning of the unit to help focus their research.

Answers:

Students' own answers

- 8 Divide the class into A / B pairs and ask them to read the information that is relevant to them. Check that they understand that they need to identify five problems to discuss and any solutions to these problems. Refer them back to the table they completed in Exercise 3 and the *Useful language* phrases in Exercise 5 if they need any help.

Extra support

If your students need extra help, put a stronger student in a pair with a weaker student so that they can benefit from peer support.

If your students need an extra challenge, ask them to add any other solutions that they can think of and then compare their ideas with another pair of fast finishers.

Answers:

Students' own answers

Speaking task

Discussing farming problems and solutions

- 9 Remind students that they are discussing the problems and solutions to farming or gardening issues. Monitor and observe how well students interact and move towards a decision. Make notes and feed back on the positive interactions you observed, e.g. asking and answering questions, staying on topic, finding suitable solutions, etc. Students then swap roles and repeat the discussion. Make sure that students have an equal amount of time when they swap roles.

Answers:

Students' own answers

Feedback

- 10 Groups work together to discuss the questions and then report back to the class with what they discussed.

Answers:

Students' own answers

Warmer

Ask students to tell you what kind of things a farmer has to do to look after the animals on their farm (e.g. *they must clean the animals' sleeping area; they have to feed them and give them fresh water and food; they should check that they are healthy*). Encourage students to use modals of obligation where possible when they give you the answers.

- 1 Ask students to look at the photo and to tell you what type of farm they think this is (*a cattle or dairy farm*). Students then read the farming report and say whether there are problems with pollution in their region. Elicit if your students can think of any other solutions and make a note of any good ideas on the board.

Extension activity

Ask students who they think the writer of the report could be (*a journalist / reporter or a government adviser or perhaps a farmer*). Then ask them who they think the audience for the report could be (*a farmer, because of clues in the report such as 'on your farm'*). Then ask them where they may see a report like this one (*on a farming website / in a farming magazine or in a newspaper article*).

Answers:

Students' own answers

- 2 Ask students to read the report again and ask them if they are looking for detail or main ideas (*detail*). Students then work individually to complete the outline. Check answers with the whole class.

Suggested answers:**Problem**

pollution

Details

- animal waste goes into the water
- water is unsafe to drink

Solution #1

stop waste before it enters the water

Details

- reduce the number of animals
- have a good waste removal system
- farmers should help each other to make sure water is clean

Solution #2

filter the water

Details

- to remove harmful material
- replace filter every six months
- not cheap
- ask government to help with cost

- 3 Put students into groups to brainstorm three problems farmers in your region may have with farming and to make notes in their notebooks. Elicit feedback on what they discussed and make a note of any good ideas on the board.

Alternative activity

Do the activity as a class. Elicit ideas, or suggest one or two ideas yourself, and then ask students to come up with some solutions and write any good ideas that they would like to include in their writing in their notebooks.

Answers:

Students' own answers

WRITING TIP: Plan your writing

Remind students that it's important for them to plan their writing before they begin. This will help them think about the structure of their writing and will also help them organise their ideas into paragraphs. Check that they remember from the Unit 1 writing activity that each paragraph needs to contain a main idea.

- 4 Allow students to use a dictionary or to ask you any questions during this activity. Explain that they will need to refer back to the notes they made during their discussions in Exercise 3 and the notes they made in Exercise 2. Students can also refer back to the model report to help with structure. Remind them to check for correct spelling, punctuation and grammar when they have finished. Ask students to check their work follows the three points in the *Writing tip* box.

Teaching tip

It's a good idea to ask your students to include their writing plan at the top of all the writing activities they do so that you can see it. This will give you an idea about how well they are organising their ideas and will allow you to give them feedback on ways to improve their plans.

Answers:

Students' own answers

I CAN...

Ask students to complete the checklist. Check students understand that 1 is the lowest end of the scale and 5 is the highest.

How to use the Workbook pages

There are a number of different ways that the Workbook pages can be used, depending on your teaching situation and students:

1 In the classroom: the procedure notes below are designed for the Workbook exercises to be used in the classroom as a standard lesson using a communicative approach. The material consolidates the main vocabulary, grammar and useful language from the unit.

2 For homework: the Workbook exercises can also be set as homework. For example, if you have taught the vocabulary lesson in your class, you can set the first two vocabulary exercises of the Workbook page for homework. If you have time, it's always a good idea to go through the homework with your students at the start of your next class.

3 As an extra test: if required, you can use the Workbook page as an extra test. Remember to set an appropriate time limit for the test. The material has been conveniently divided into Vocabulary, Grammar and Useful language sections.

Vocabulary Irrigation

- Put students into teams. Tell them you will read one of the sentences (1–6) and give the teams ten seconds to choose the correct word from the box and write the sentence in their notebooks. Repeat with all six sentences and then check answers (including correct spelling and pronunciation) as a class.

Alternatively, and if your classroom space allows for this, you could do this as a board race and have one student from each team come up to the board and write the word (with the correct spelling).

Answers:

- 1 Filters 2 arid 3 Irrigation 4 Shortages
5 Desertification 6 Erosion

Urban farming

- Students work individually to do the activity, before checking answers and spelling as a class. When students have completed the words, ask them to give you a brief definition of what they mean and an example sentence containing the word.

Answers:

- 1 hydroponics 2 greenhouse 3 filter 4 allotment
5 vertical garden

Grammar

Modal verbs for obligation

- Students work individually or in pairs to do the activity. If necessary, allow students to refer back to Exercise 2 on page 17. Check answers with the class and elicit why an answer is correct, e.g. 1 = *We use 'must' for something that is necessary, and it is necessary to water the plants.*

Answers:

- 1 must 2 can 3 shouldn't 4 have to 5 should
6 don't have to

- Students work individually to complete the sentences with the correct options. Check answers as a class. Then ask students to give you a definition for the other modal verbs that were the incorrect options in each of the sentences, e.g. 1 = *We use 'can't' to talk about what is not possible.*

Answers:

- 1 can 2 have to 3 must 4 should 5 verb

Useful language

Solving problems

- Students work individually to do the activity, before checking answers as a class. Ask students to say the whole sentence when giving their answers so that you can assess (or correct) basic sentence stress.

Answers:

- 1 b 2 c 3 f 4 d 5 a 6 e

- Students work individually to do the activity, before confirming answers as a class. Alternatively, if you have time to prepare materials before class, write the words from each sentence on individual pieces of paper. Then give one sentence (i.e. the words / pieces of paper that make up that sentence) to each group to put in the correct order. Ask groups to write down the sentence they have reordered as answers will be checked later. Continue to circulate the words / pieces of paper around the groups so that each group gets to reorder the six sentences. Check answers as a class.

Answers:

- A big problem in this region is erosion.
- You can sort this out by recycling your water.
- The best way to deal with the problem is to make a vertical garden.
- Hydroponics allows you to grow any plant in the world.
- The biggest problem in this region is pollution.
- One way to solve this is to use less water.

Website Unit 2 test

Unit 3

Fertilising

UNIT OVERVIEW

Learning outcomes

Students can...

- use verbs related to fertilising and graph language.
- use the present perfect and *used to*.
- discuss the use of fertilisers.
- write a poster about fertilising in my region.

Listening

Fertilisers

Reading

An article about composting

Vocabulary

Verbs relating to fertilising
Graph language

Grammar

Present perfect
used to

Career skills

Useful language: Discussing advantages and disadvantages

Speaking task: Discuss fertilisers

Career skills: Presenting your views clearly and effectively

Writing

A poster about fertilising in your region

Writing tip: Bullet points

Workbook

Vocabulary: Verbs related to fertilising; Graph language

Grammar: Present perfect; *used to*

Useful language: Discussing advantages and disadvantages

Listening and reading

Warmer

Write *fertilisers* in the middle of the board and then add lines from the centre out to examples, such as *chemicals*, *animal waste*, *compost*, *bone meal* and *limestone*. If possible, print copies of an infographic which shows what each of these items are for your students to look at. Ask students to add any other examples they can think of. If you think your students are able to, ask them to label whether each of the fertilisers is *organic* or *inorganic*.

Teaching tip

Making use of images and diagrams can help students to engage with the topic and / or the language. Visuals that accompany short texts, such as in the form of an infographic, can also help to activate students' schemata and apply their existing knowledge of the world to the lesson.


Lead-in

- Put students into pairs to do the activity. Monitor and encourage all students to speak and to speculate if they aren't sure of the answers. Ask students to refer to the information you have written on the board if they need more guidance with question 2.

Answers:

Students' own answers

Listening Fertilisers


-  **6** Before students do this activity, check that they understand the key vocabulary items (*organic fertiliser* and *inorganic fertiliser*) and what they refer to. Students work individually to do the listening activity. Play the audio. Allow students to check answers in pairs or small groups of four, before checking answers with the whole class. Drill the answers chorally and individually, paying attention to syllable stress. Check that students are pronouncing *inorganic* correctly with the stress on the first syllable.

Answers:

- Two types of fertiliser – organic and inorganic.
- The farmer prefers organic fertiliser.


Audioscript: Track 6

- Journalist:** Welcome to *Agriculture Today*. I'm here with Naji, a local farmer, to talk about fertilisers. Many people have different opinions about which fertiliser is the best. Naji, could you first explain why fertiliser is important? What exactly does it do?
- Naji:** Sure. Every time you plant a crop, the soil loses nutrients. Over time, you can't grow any more vegetables or fruit, so you need to replace the lost nutrients with fertiliser.
- Journalist:** So, the fertilisers put what the crops take out back into the soil?
- Naji:** Nearly. Well, actually, a benefit of fertilisers is that they put in more nutrients than the crops take out. Those extra nutrients make the plants grow big and tall.
- Journalist:** OK, so what are the different types of fertiliser?
- Naji:** Well, basically you have organic and inorganic fertilisers. Organic fertiliser is natural and it comes from plant or animal matter. Inorganic fertiliser is made from chemicals in a factory.
- Journalist:** Hmm. People don't like the idea of having chemicals in their food, do they?
- Naji:** No, they don't, but the chemicals are harmless, and it's very common to use inorganic fertilisers on crops. In fact, the upside of inorganic fertilisers is that we can grow more crops and feed the world's population.
- Journalist:** Really? Why is that?
- Naji:** Well, an advantage of inorganic fertiliser is that you can grow a lot more crops more quickly. Usually, it will increase your harvest by 20–25% and can shorten your growing season by weeks.
- Journalist:** Wow. That is a big difference. So, why don't all farmers use inorganic fertiliser?
- Naji:** Well, there are problems. One disadvantage is when you put chemicals into the ground they can get into the water supply, and some chemicals can cause health problems for animals. That's why some people think that inorganic fertilisers should be banned or limited. Also, another downside is that inorganic fertiliser is more expensive than organic fertiliser.
- Journalist:** And what about organic fertiliser? Is it better than inorganic fertiliser?
- Naji:** Well, yes and no. Organic fertiliser works well, but it doesn't increase the size of the crops as much as inorganic fertiliser does. The plants don't grow as big or as quickly.
- Journalist:** So, are there any advantages to using organic fertiliser?
- Naji:** Sure. Personally, I like to use organic fertiliser. Organic fruits and vegetables usually taste better to me. Organic fertiliser also helps the soil to stay healthy. It's also much cheaper than inorganic fertiliser.

- 3  6 Students work individually to do the activity. Play the audio again. Allow students to check answers in pairs, before checking answers with the whole class. If you have time, or if the students find this challenging, replay the audio, pausing between each answer.

Answers:

- 1 F (crops take nutrients out of the soil)
- 2 T
- 3 F (organic fertiliser is natural and comes from plant or animal matter)
- 4 F (inorganic fertiliser is made from chemicals in a factory)
- 5 T
- 6 F (organic fertiliser is cheaper)

- 4  6 Students work individually to do the activity. Play the audio again. To give students time to write their answers, you could pause the audio when the answer is given. Check answers.

Answers:

| | Organic fertilisers | Inorganic fertilisers |
|---------------|---|--|
| Advantages | organic food tastes better helps the soil stay healthy much cheaper | can grow 20–25% more food can shorten the growing season by weeks |
| Disadvantages | plants don't grow as big or as quickly | chemicals can get into the water supply can cause health problems for animals more expensive |

DID YOU KNOW?



Ask students to read the information in the *Did you know?* box. Elicit why they think farmers will need to produce so much more food in the next fifty years (because of a combination of a growing world population, changes in dietary habits and increased consumption).

 Reading

An article about composting

Warmer

If possible, find out what household waste can and can't be composted and make a list of these things before the lesson. Put students into groups and ask each group to make a list of the household waste that they think can and cannot be composted. Then put two groups together and ask them to compare their ideas, before feeding back to the whole class on what they discussed.

Alternative activity

Write a list of common household items on the board. Ask students to divide the list into those things that can or can't be composted. Students check their answers in groups and then feed back to the whole class.

- 1 Divide the class into pairs for students to discuss the questions. If students have done the *Warmer* activity, you could ask these questions to the whole class. Elicit some of your students' ideas and make a note of any good ideas on the board.

Teaching tip

Try to ensure that you put students into different pairs or groups for each speaking task. This will help them get used to speaking to classmates they may not normally speak to and should build their confidence through the term. In group work, try to ensure that the groups are of mixed ability so that weaker students can benefit from peer support.

Answers:

Students' own answers

- 2 Ask students to read the article quickly and then ask for a show of hands around the class as to what students think the best title would be and why. Ask them to read directly from the article to justify their answer.

Extension activity

To extend the activity, ask students to read the article and then to work in pairs to divide it into three or four paragraphs. Students can compare their paragraphs in pairs and make any necessary changes. Elicit their ideas.

(Possible answers:

Paragraph 1: Unfortunately... plan to help farmers.
Paragraph 2: The council have... and their farms.
Paragraph 3: How can you... community compost pile.)

Answer:

c

- 3 Students work individually to do the activity, before comparing answers in pairs. Check that they understand that they should tick statements which are correct based on the information in the article and cross any statements which are incorrect and rewrite them so they are correct. Elicit answers.

Teaching tip

Discuss your students' attitudes to reading. Ask if they enjoy reading, what they like to read and what makes some reading more challenging for them, e.g. *complex grammar and vocabulary, text length, reading in class, reading from left to right*, etc. This process will help you become more aware of how to prepare your students for future reading lessons.

Answers:

1 ✓ 2 ✗ (The fertiliser is expensive.) 3 ✗ (The council want people to start collecting their waste.) 4 ✓
5 ✗ (Composting has been used for centuries.)
6 ✗ (People should put their waste into the collection bins.)

- 4 Students now read the article again and tick the words that are mentioned. Check answers.

Alternative activity

Ask students to close their books and to do the activity without looking at the article. Alternatively, time the activity and give students one minute to search for the words and underline them in the article. They can put their hands up when they have found all the words.

Answers:

tea (✓)
inorganic (✓)
vegetables (✓)
collection bins (✓)

- 5 Put students into groups to do the activity. Monitor their discussions, making a note of good language output and correcting any language errors. Hold a feedback session after the discussion to praise good language use and to correct common errors.

Extension activity

Ask students to work in small groups to discuss whether they think people in their neighbourhood generally compost their food waste and why or why not. If there isn't a system in place for collecting food waste, ask them how they think people would feel about having collection bins for compost in their neighbourhood and why.

Answers:

Students' own answers

 Vocabulary

**Verbs related to fertilising;
Graph language**

Warmer

Put students into teams of four and ask them to nominate a writer. Write the word *grow* on the board and ask teams to brainstorm as many synonyms as they can in two minutes and write the words on the board. You might like to allow students to use a dictionary or thesaurus (online or a print copy) or to do this with books closed. You can repeat the process with other words from this unit, e.g. *plant* (verb / noun), *waste* (verb / noun), *produce* (verb / noun). The winning team has the highest number of correctly spelt words and phrases.

- 1 Divide the class into pairs for them to discuss the questions and the photos.

Teaching tip

Remind students that when they are describing photos, especially photos of things which they are not certain about, they should use language to speculate about what they can see, e.g. *This may / might be...* or *I'm not sure what this is a photo of, but I think it may / might be...*

Answers:

1 The photos show dry and arid farmland due to loss of topsoil. 2 Students' own answers.

Verbs related to fertilising

- 2 Students work individually to do the activity. Remind them that they will need to use the correct form of the verbs in the box. Then put students into pairs, but ask them not to share their answers yet. Instead, ask pairs to take turns reading items 1–4 aloud, including their own answers. If students discover their answers are different, encourage them to explain their choice of answer. Then check answers as a class.

Extension activity

Play 'Spelling tennis'. Students close their books. Put students into teams of four. Give each team five points. Say a word and the first letter (e.g. *decrease* – d) and then choose a group to say the next letter (e). That group then selects another group to say the next letter (c), etc. If a group says the wrong letter, then deduct one point. The winning group is the group with the highest number of points.

Answers:

1 decreases, replace 2 ensure, add 3 contains, breaks down 4 transport, spread

Graph language

- 3 This might be a challenging activity, so you could go through some of the information in the graph first. Ask students to look at the numbers at the bottom of the graph and elicit that these are the years 2000–2050. Explain that the line in the middle of the graph shows the use of inorganic fertiliser and that when the line rises, this shows an increase in its use. When the line goes down, this shows a decrease. Then ask students to find the current year on the graph and ask them if use now is fairly high or fairly low (*fairly high*). Direct students' attention to the box on the right of the graph and the information in number 1. Students can then work together in pairs to complete the remaining three questions. Monitor, making sure they are using the correct words (*high, low, increase, decrease*) and then check students' answers.

Extra support

If your students need extra help, ask some comprehension questions about the graph to check understanding, e.g. *In what year was the use of inorganic fertiliser at its lowest? (around 2009)* Then ask: *How do you know this? (because the line on the graph is at its lowest point then)* Continue asking questions until you feel your students understand how to read the information in the graph. Make sure they can justify their answers by referring to the graph.

If students need an extra challenge, ask them to write four more example sentences using the key words in the rubric.

Suggested answers:

- 2 The use of inorganic fertiliser was low in 2008.
- 3 The use of inorganic fertiliser increased from 2000–2007.
- 4 The use of inorganic fertiliser will decrease from 2020–2050.

- 4 Put students into small groups to discuss the questions. Elicit feedback from different groups.

Answers:

Students' own answers

 Grammar

Present perfect; used to

Warmer

Have a class discussion about the advantages and disadvantages of buying organic food. Ask a series of questions which link to the grammar of the unit to get the students started, e.g. *Have you eaten organic food? Why or why not? Which organic foods have you eaten? What kind of food did your grandparents use to eat?*

- Put students into pairs. Give them five minutes to discuss and to make a note of their main ideas in their notebooks. Then give them a short time to read the conversation in Exercise 2 and to feed back to you on whether any of their ideas were mentioned.

Teaching tip

Explain to students that they can quickly find information in a text by scanning it. Write the following information on the board for them to refer to as they scan the conversation:

- think about the key words or phrases you want to look for
- let your eyes move across the page looking for those key words or phrases
- when you find a key word or phrase, read the rest of the material before and after it carefully.

Answers:

Students' own answers

- Allow students a few minutes to read the conversation. Elicit answers, encouraging students to give examples from the conversation.

Answers:

Naji uses inorganic fertiliser. Tarek uses organic fertiliser.

Present perfect

- Direct students' attention to the words in bold in the conversation in Exercise 2. Students work individually or in pairs to do the activity. Then confirm answers as a class. Explain that with regular verbs, we form the past participle by adding *-ed*, but that there are many verbs with irregular past participles, so students need to make sure they are using the correct form.

Alternative activity

Write on the board: *Have you eaten organic food?*

Elicit some answers around the class and help students form the answer using complete sentences, e.g. *Yes, I have. I have eaten organic fruit.*

Explain that when we use the present perfect, we often use *for* or *since* to talk about the period of time the situation continued for. *For* is used for a period of time and *since* is used with a specific time. Write the following on the board and invite students to come and complete the sentences with *for* or *since*:

How long have you eaten organic food for?
I've eaten organic food ___ three years. (for)
I've eaten organic food ___ I was 18. (since)

Explain that *never* and *ever* are used with the present perfect to show actions that happened at unspecified times in the past. *Ever* is used with questions and *never* is used with an affirmative verb. Ask students to look at the conversation again and ask them to find examples of the present perfect with *ever* and *never*.

Answers:

1 past 2 past participle 3 -ed 4 since / for

used to

- Do item 1 as an example with the class. Students then work individually to complete the rules. Check answers around the class.

Alternative activity

To introduce *used to*, write on the board: *When I was a child, I lived in Cairo.* Ask if you live in Cairo now (*no*). Then write *I used to live in Cairo.* Then ask if you live in Cairo now (*no*). Ask students different questions about their own lives using the question form of *used to*, e.g. *Did you use to take the bus to school?* and help them form the correct answers.

Answers:

1 no longer happening 2 without 3 Did
 4 didn't use to

- Students now complete the sentences with the correct form of the present perfect or *used to*.

Answers:

1 has been 2 has used 3 hasn't had 4 didn't use to be
 5 used to plant 6 Did you use to work

- Students now work in pairs to discuss the questions. Monitor, helping where necessary. Encourage students to use examples of the present perfect or *used to* in their discussions.

Answers:

Students' own answers

Warmer


Write *important global crops* on the board. Ask students to brainstorm important crops around the world and how they are used. Put students into small groups to discuss before they share their ideas with the whole class. (Possible answers: *wheat, used for making flour, which in turn is used in bread and pasta; corn, used in bread and eaten as a vegetable; rice; potatoes; sweet potatoes; soybeans used in cooking oil and as a food source.*)

Task model

- 1 Students work in pairs to do the activity, before sharing ideas with the whole class.

Answers:

Students' own answers

- 2  **7** Students are now going to listen to four farmers discussing fertiliser. Play the audio a first time for students to make notes to answer the questions. Elicit the answer and ask for a show of hands of who agrees with the opinions of each of the four farmers. Play the audio again if you think students need to check the information they heard the first time.

Teaching tip

When students are listening to a number of speakers, especially if all the speakers are of the same gender, it's important that they are able to identify which speaker is talking. To do this, they will need to listen for 'markers' (or clues) which show who is speaking. To practise this, play the audio for the first time and ask students to make a note of the names of the different speakers in order. Ask them to listen for the different voices or accents, and not focus on what they are saying.

Answers:

They all support the use of inorganic fertiliser.
Students' own answers

Audioscript: Track 7

Wael: Welcome, gentlemen. So, let's begin our debate on inorganic versus organic fertiliser. Adel, let's start with you, please.


Adel: Thank you, Wael. OK, so lots of young people talk about the advantages organic farming has for the environment. They think farmers should do more to help the planet. But farming is a business and we need to make money. A benefit of inorganic fertilisers is that they are cost-effective. My crops grow very well and my costs stay very low. I don't see why I should change my approach. What do you think, Amir?

Amir: I agree with you, Adel. If we stop using chemicals, we'll produce less food. That's a disadvantage to organic farming. The population

is getting bigger and the demand for food is increasing. The bad thing about it is that the world cannot afford to farm organically. Samer?

Samer: Adel and Amir, I think both of you are correct. Inorganic fertilisers are great scientific inventions. You know, another upside is that inorganic fertilisers are designed for specific crops. That's brilliant! We should use this technology to our advantage. Wael, what do you think?

Wael: Thank you, Samer. You all make good points. However, we cannot ignore the damage inorganic farming can cause. One negative to it is that it pollutes the groundwater and damages the soil. Without fertile soil, nothing grows! Maybe the solution is to use a mixture of organic and inorganic fertilisers, so we can have the advantages of both? Is this possible?

- 3  **7** Students work individually to answer the questions. Play the audio. You may need to pause the audio to give students time to write their answers. Check answers around the class.

Extra support

If your students need extra help, ask them to read the questions and underline any important information that they think they should be listening out for before they listen. This helps them focus on listening for specific information.

If your students need an extra challenge, ask them to make notes to answer the questions before they listen again.

Answers:

- 1 Adel wants to continue using chemicals because they are cost-effective.
- 2 Amir says that we'll produce less food if we stop using chemicals.
- 3 Samir says that inorganic fertilisers are great scientific inventions and designed for specific crops.
- 4 Wael says that they pollute the groundwater and damage the soil.
- 5 Students' own answers.

Useful language**Discussing advantages and disadvantages**

- 4 Students can do this activity individually or in pairs. Give them a few minutes to complete the table and then check answers around the class.

Alternative activity

Do this activity as a whole class on the board. Invite students to come and write the phrases in the correct column on the board. When you've done this, students can add any other phrases that they know.

Answers:

| Advantages | Disadvantages |
|-------------------------|------------------------|
| An advantage of... | A disadvantage of... |
| A benefit of... | A drawback of... |
| An upside of... | A downside of... |
| One positive to... | One negative to... |
| The good thing about... | The bad thing about... |

- 5 7 Students now work individually to listen to the audio again and complete the outline. Play the audio. Remind them to look back at the answers they gave in Exercise 3. Check answers around the class.

Answers:

Adel

Opinion: Inorganic fertilisers are cost-effective.

Support: Farming is a business. Crops grow well and costs stay low.

Amir

Opinion: We cannot afford to farm organically.

Support: The demand for food is increasing. If we don't use chemicals, we will grow less food.

Samer

Opinion: We should use the technology of inorganic fertilisers to our advantage.

Support: Inorganic fertilisers can be designed for specific crops.

Wael

Opinion: We should not ignore the damage inorganic farming can cause.

Support: It pollutes the groundwater. It damages the soil so nothing grows.

Task preparation

- 6 Direct students' attention to the *Web research* box. Students can do this activity individually or in pairs. Monitor, helping with identifying key information where necessary. Elicit some of the information they discover and encourage students to make a note of any important information their classmates mention.

WEB RESEARCH

Ask students to read the *Web research* box and check that they understand it.

You could give students the names of some useful environmental websites which outline the issues surrounding the use of organic and inorganic fertilisers to better focus their research. Ask students to make notes that they can refer to when they give feedback.

Answers:

Students' own answers

- 7 Students work in pairs to role-play the discussion. Remind them to refer back to the notes they made in Exercise 5. Monitor, helping with vocabulary and sentence structure where necessary. Students then swap roles. Elicit feedback on what they discussed.

Answers:

Students' own answers

Speaking task Discuss fertilisers

- 8 Remind students that they are discussing the advantages and disadvantages of the different fertilisers that they researched in the *Web research* task. Direct students' attention to the *Career skills* box and encourage them to follow the guidelines in their discussion. Monitor, checking how well students interact and present their views. You may like to make notes and feed back on the positive interactions you observed, e.g. turn-taking, actively listening, moving the discussion forward, etc.

Alternative activity

Put students into groups of three and ask them to choose a type of fertiliser. Student A makes notes on the advantages of that fertiliser and Student B makes notes on the disadvantages of it. Both students then present their ideas to Student C, who makes notes on how effectively each student did this. Students can then swap roles and repeat. Monitor as they do this.

CAREER SKILLS: Presenting your views clearly and effectively



Check students understand the information in the *Career skills* box. Remind students that presenting their views clearly and effectively is an important career skill and an important life skill. Good communication skills involve presenting views clearly and effectively and listening to the opinions of other people.

Answers:

Students' own answers

- 9 Students now have the chance to present their ideas from Exercise 8 to the rest of the class.

Answers:

Students' own answers

Feedback

- 10 Groups work together to do the activity. Then hold a class vote on which fertiliser is better to use.

Answers:

Students' own answers

Warmer

Before the lesson, find some information on the geography, climate and ecosystems of Brazil. Write *Brazil: geography, climate and ecosystems* on the board with lines coming from it. Ask students to describe or give examples of what they know about each of the three areas. If you think students might find this challenging, ask them lead-in questions, e.g. *Is Brazil a tropical, hot country? What are its main geographic features? What is produced there?*

- 1 Ask students to read the rubric and to tell you what information they should be reading for (*whether the conditions in Brazil are the same or different from your country*). Give students some time to discuss and then elicit feedback.

Extension activity

Divide the pairs into A / B students. A students read the information in the three boxes on the left-hand side of the poster and B students read the information in the three boxes on the right-hand side of the poster. With books closed, students take turns to tell their partners the facts that they remember and their partners take notes. Then, they can open their books and check that the information they gave was correct.

Answers:

Students' own answers

- 2 Ask students to read the questions first and ask them if they are looking for detail or main ideas (*detail*). Students then work individually to do the activity. Check answers with the whole class. Make sure students are able to give reasons for their opinions, particularly for question 3.

Answers:

Students' own answers

- 3 Students now get the opportunity to plan their own posters. They can do this activity individually or in pairs. Remind them to refer back to the information in the *Web research* task on page 27 and the *Useful language* phrases for discussing advantages and disadvantages on page 26. Monitor, checking that they are adding the correct information about their region to each of the columns.

Extension activity

Give students time to research the design style that they would like for their posters. You can encourage them to look for background designs as well as suitable photos that would make their posters more appealing for the target audience.

Answers:

Students' own answers

- 4 Before students do this activity, ask them to read the information in the *Writing tip* box. Then ask them what phrases they can remember for talking about advantages and disadvantages. Refer them to the *Useful language* section on page 26 to check their answers. Allow students to use a dictionary or to ask you any questions during this activity. Remind them that they can refer back to the poster as a model. Monitor and assess which students appear to need more input from you, and then offer help or check their work so far.

Teaching tip

Students often spend a long time counting the words they have written when they do a writing activity. It's a good idea to show your students different examples of what a 150-word text looks like so they can make an accurate assessment of how many words they have written without the need to count them.

WRITING TIP: Bullet points

Ask students to read the information. Check that they understand that each bullet point should contain information which is different but related to the same topic. Tell students that they don't need to write in full sentences when they use bullet points. Remind them that bullet points act as a kind of headline.

Answers:

Students' own answers

- 5 When your students have edited and corrected their posters, display them on the classroom walls. Give them time to walk around and read them and make a note of any information they find interesting. Students can then vote on the posters that they like best, both from a visual and content point of view.

Answers:

Students' own answers

I CAN...

Ask students to complete the checklist. Check students understand that 1 is the lowest end of the scale and 5 is the highest.

How to use the Workbook pages

There are a number of different ways that the Workbook pages can be used, depending on your teaching situation and students:

1 In the classroom: the procedure notes below are designed for the Workbook exercises to be used in the classroom as a standard lesson using a communicative approach. The material consolidates the main vocabulary, grammar and useful language from the unit.

2 For homework: the Workbook exercises can also be set as homework. For example, if you have taught the vocabulary lesson in your class, you can set the first two vocabulary exercises of the Workbook page for homework. If you have time, it's always a good idea to go through the homework with your students at the start of your next class.

3 As an extra test: if required, you can use the Workbook page as an extra test. Remember to set an appropriate time limit for the test. The material has been conveniently divided into Vocabulary, Grammar and Useful language sections.

Vocabulary

Verbs related to fertilising

1 Students can do this activity individually or in pairs. Check answers (including correct pronunciation) as a class.

Fast finishers can write their own example sentences using the word that is the incorrect option in sentences 1–7. Alternatively, ask students to give you a definition and example sentence using the incorrect options.

You may also want to point out the other meaning of the phrasal verb *break down*, i.e. to stop working, often used for a vehicle or machine, e.g. *My car broke down on the way to work.*

Answers:

1 add 2 replace 3 increase 4 breaks down
5 contain 6 spread 7 transported

Graph language

2 Students work individually to do the activity, before checking answers as a class. You can extend the vocabulary activities here by giving students definitions of any of the words in the sentences in Exercises 1 and 2 and asking them to identify the word as quickly as possible.

Answers:

1 low 2 high 3 increase 4 decrease

Grammar Present perfect

3 Students work individually or in pairs to do the activity. If necessary, allow students to refer back to Exercise 3 on page 25. Check answers with the class

and elicit why an answer is correct, e.g. 1 = *We use the present perfect (has / have + past participle) to talk about something that happened in the past without saying when it happened.*

Answers:

1 has stopped 2 has lived 3 hasn't rained
4 Have you been 5 has been irrigated 6 have used

used to

4 Students work individually or in pairs to complete the sentences using *used to* and the verbs in the box. Check answers around the class, monitoring students' pronunciation of *used to* (ju:stə).

Answers:

1 used to be 2 used to grow 3 used to sell
4 used to add 5 Did he use to have

5 Students work individually to write the questions. Check answers as a class. Then put students into pairs to take turns asking and answering the questions. Encourage students to make up their own answers to the questions.

Answers:

1 Did you use to buy things at the supermarket?
2 Did he use to have chickens?
3 Did she use to milk the goats every morning?

Useful language

Discussing advantages and disadvantages

6 Students work individually to do the activity, before confirming answers as a class. Alternatively, if you have time to prepare materials before class, write the words from each sentence on individual pieces of paper. Then give one sentence (i.e. the words / pieces of paper that make up that sentence) to each group to put in the correct order. Ask groups to write down the sentence they have reordered, as answers will be checked later. Continue to circulate the words / pieces of paper around the groups so that each group gets to reorder the six sentences. Check answers as a class.

Answers:

1 A benefit of fertilisers is that they put nutrients in the soil. 2 The upside of inorganic fertilisers is that we can grow more crops. 3 A drawback is that some chemicals can cause health problems. 4 Another downside is that inorganic fertiliser is very expensive. 5 One disadvantage is that organic fertiliser can get into the water supply. 6 Are there any advantages to using organic fertiliser?

 Website
Unit 3 test

Unit 4

Pests and disease

UNIT OVERVIEW

Learning outcomes

Students can...

- use vocabulary to describe pests and crops.
- use the present passive.
- find solutions to pest and disease problems.
- write a blog about agriculture.

Listening

Weed control

Reading

An article about insect control

Vocabulary

Pests: insects and animals
Crops and pests

Grammar

Present passive

Career skills

Useful language: Offering solutions

Speaking task: Present solutions to pest, weed and disease problems

Career skills: Presenting solutions

Writing

A blog about agriculture

Writing tip: The structure of a blog post

Workbook

Vocabulary: Pests: insects and animals; Crops and pests

Grammar: Present passive

Useful language: Offering solutions

Listening and reading

Warmer

Ask students to tell you what problems they think farmers can experience with their crops (e.g. *they can be eaten by insects, they can be damaged by wind or rain*). Then ask students to work in pairs to brainstorm any pests they know. Write any good ideas on the board.

Lead-in

- 1 Put students into pairs to do the activity. Monitor and encourage all students to speak and speculate on the answers. Help with vocabulary and sentence structure where necessary.

Answers:

Students' own answers



Listening Weed control


- 2 Students work individually to do the activity. Allow students to check answers in pairs, before checking answers with the whole class. Drill the answers chorally and individually, paying attention to students' pronunciation and word stress.

Extension activity

Ask students to work in pairs to think of definitions and examples for other unknown words in a–f, e.g. *cereal, flour, pastry, commercially, large scale*, etc. Alternatively, give students a brief definition of the word and ask them to find it in definitions a–f.

Answers:

1 f 2 c 3 b 4 d 5 a 6 e

- 3  8 Students work individually to do the activity. Play the audio. Encourage students to paraphrase what they heard on the audio when giving the answer. If you have time, or if the students find this challenging, replay the audio, pausing after each solution to weed control is mentioned.

Answers:


Four: rotating crops and keeping the soil fertile; ploughing the land; using animals to eat the weeds; using chemicals to kill the weeds and insects.

Audioscript: Track 8

Last week we looked at pests and diseases and the problems for farmers. Today, we're going to focus on *one* problem – weeds. So, what are weeds and why are they a problem?

Weeds can be a problem in many ways, but the main one is that these plants grow so fast and use up a lot of water. This is water that the farmer's crops need. Another problem is that some weeds are poisonous to animals and people. In addition, some weeds can provide shelter for rabbits, rats or mice. Finally, when some weeds die and dry out, they can cause fires. So, the problem of weeds is one of the most important issues facing farms. An interesting and shocking statistic is that farmers in the Middle East can lose 25% of their wheat and barley if weeds are not controlled.

What about solutions? How can farmers resolve this big problem of weeds? There are four main methods that farmers use. One of the oldest methods of weed control involves rotating crops and keeping the soil fertile. It's very effective. Another method is to use farm equipment to plough the land. That also works very well. The cheapest method of weed control involves the use of animals, such as sheep or goats, to eat weeds. A final method is the use of chemicals, like pesticides, to kill the weeds and insects. This is the most expensive method of weed control and also the most dangerous.

- 4  8 Students work individually to do the activity. Play the audio again. Allow students to check answers in pairs, before checking answers with the whole class. You could also play the audio again, pausing for students to check answers.

Teaching tip

Always give students time to read through the statements in a listening activity and to underline any key words or phrases that they think will help them find the answers. You can model this with sentence 1 in this activity. Ask students to read the statement and to underline the words or phrases they think are important. Check ideas around the class. Then explain that the words *weeds* and *crops* are the key words.

Extra support

Make copies of the audioscript and refer students to it. Then play the audio again. Getting students to listen while reading helps students become more familiar with the relationship between written words and the sounds of the words and also allows for passive exposure to features of speech, such as question intonation, sentence stress, turn-taking, etc.

Answers:

- 1 T
 - 2 T
 - 3 F (farmers can lose part of their crops if weeds aren't controlled)
 - 4 F (the most expensive method is using chemicals)
- 5 Students work individually or in pairs to complete the sentences. Check answers around the class.

Answers:

1 poisonous 2 shelter 3 cause 4 crops, soil

- 6 Divide the class into pairs for them to discuss the questions. Monitor, helping with vocabulary and sentence structure where necessary. Elicit feedback from students on what they discussed.

Extension activity

Ask pairs to report their answers to question 2 to the rest of the class. The class make notes on any good ideas and then vote on the top three methods of weed control.

Answers:

Students' own answers

Reading

An article about insect control

Warmer

Before the lesson, find 'before and after' photos of crops that have been attacked by pests. Show these to your students with books closed and ask them what they think has happened. Ask them what effect the destruction of crops by pests can have on people's lives (e.g. *people can't make enough money because they have few crops to sell; they may be hungry; food prices may rise*). You can write their ideas on the board for them to refer to when they do Exercise 1.

- 1 Students work in pairs to look at the photos and make a list of the problems. Elicit feedback on what they discussed. Accept all their answers at this point, as they will be reading the article for this information in Exercise 2.

Alternative activity

Do Exercise 1 in a different way to keep your students motivated, e.g. conduct a class survey to answer question 1 and make a list of students' ideas on the board.

Answers:

Insects eat the crops.
Insects create diseases in crops.

- 2 Students work individually to read the article, before comparing answers in pairs. Remind them to underline any examples of the problems they listed in Exercise 1 in the article.

Teaching tip

It's a good idea to always ask your students to tell you where they might find an article like this one. This helps them to focus their attention on the topic and helps them to think about context. Elicit where they think they might see an article such as this one, e.g. *in a farming magazine / newspaper article / Wiki entry / blog post*.

Answers:

Students' own answers

- 3 Students now read the article again and discuss the questions in pairs. Elicit answers, encouraging students to read directly from the article when answering.

Extra support

If your students need extra help, read through the article with them and give them guidance as to which sentences to underline.

If your students need an extra challenge, ask them to write definitions (or translations, if you prefer) for the following words in the article: *three quarters* (noun), *attacks* (noun), *spray* (noun), *methods* (noun), *pollute* (verb).

Suggested answers:

- 1 Many farmers use chemicals to stop attacks from insects.
 - 2 Some insects damage crops by eating them. Others create disease in them.
 - 3 No, not all insects die.
 - 4 They worry that not all insects die and the pesticide no longer works, so they have to find new methods.
 - 5 Chemicals might pollute the water under the ground.
 - 6 They believe it is better for the planet and their crop tastes better.
- 4 Students work individually to complete the definitions with words from the article. Elicit answers around the class. You can check understanding by asking them for brief definitions in their own words when they have finished.

Answers:

1 pesticide 2 pest 3 environment
4 pesticide resistance 5 organic farming

- 5 Put students into groups. Students take it in turns to ask individuals questions 1 and 2. Encourage them to make notes about the answers that the members of their group gave. Monitor and correct any language errors. Hold a feedback session after the discussion to praise good language use and to correct common language errors.

Extension activity

In groups, students can research an event when insects destroyed crops and the effects that this had on the lives of people in the area. Students can present the information to the class as a presentation. Alternatively, ask them to create a poster or write and illustrate a news article. The class can then vote on the piece of work that they found most useful or informative.

Answers:

Students' own answers

DID YOU KNOW?

You may like to give your students more information about the negative effects of pesticide use. A United Nations report from 2017 suggested that around 200,000 people a year die as a result of exposure to toxic pesticides. Some serious illnesses such as cancer, Parkinson's disease and birth defects may also be linked to pesticides entering the food chain.

Vocabulary

Pests: insects and animals; Crops and pests

Warmer

Before students do the vocabulary activities on this page, check that they know what the words *pests* and *crops* mean and elicit any examples of them. Then divide the class into small groups and ask groups to choose adjectives that they think best describe each of the animals in the photos, e.g. *cute*, *scary*, *horrible*, *disgusting*, etc. Students then share their ideas with the class. Make a note of any new vocabulary on the board and remind students to add any unknown words to their vocabulary notebooks.

Pests: insects and animals

- 1 Students work individually to do the activity. Then put students into pairs to check answers. If students discover their answers are different, encourage them to explain their choice of answer. Then check as a class.

Extension activity

Ask students to work in pairs to ask and answer questions about what they can see in the photos. Encourage students to start their conversations in the following way:

Student A: *What can you see in this photo?*

Student B: *Well, this is a photo of...*

Answers:

- 1 rabbit 2 rat 3 mouse 4 fox 5 caterpillar
6 grasshopper 7 butterfly 8 worm

WATCH OUT!



Direct students' attention to the *Watch out!* box. Explain that there are some animal nouns with irregular plural forms. Write the following sentences on the board and ask students to tell you which sentence is correct.

My uncle keeps goats, sheeps and chickens in his garden. (incorrect)

My uncle keeps goats, sheep and chickens in his garden. (correct)

Ask students if they can think of any other examples of animals that have irregular plural forms. (Possible answers include: *fish – fish*, *wolf – wolves*, *cattle – cattle*, *goose – geese*, *deer – deer*, *calf – calves*.)

- 2 Put students into small groups for them to discuss the questions. Encourage them to nominate one person to take notes. This will help students remember what they discussed when they give feedback. Elicit feedback and make a note of any good ideas on the board for students to refer to when they do Exercise 5.

Alternative activity

If classroom space allows and your class size is relatively small, you could divide the class into three groups, where each group discusses only one of the questions (1–3) and makes notes. This will enable students to focus in more detail on one of the topics.

Answers:

Students' own answers

Crops and pests

- 3 Students work individually to complete the table and to add two more words to each category. Give students time to compare their answers in pairs and then check ideas around the class, making sure that students are pronouncing the words correctly and using the correct syllable stress.

Teaching tip

When asking your students to learn new vocabulary, distinguish between active words (words which you think they will need to use) and passive words (words which they need to know, but which aren't essential). This will help them feel more confident with vocabulary rather than overwhelmed by it.

Answers:

| Crops | Animals | Insects |
|--------|---------|-------------|
| barley | fox | beetle |
| grass | rat | grasshopper |
| hay | | locust |
| wheat | | |

- 4 Students work individually to circle the correct options. Check answers around the class.

Extra support

If your students need extra help, read through the article with them, giving definitions of both of the options before asking them to choose.

If your students need an extra challenge, ask them to write definitions (or translations, if you prefer) for the following words in the article: *issues* (noun), *damaging* (verb), *generation* (noun), *reach* (verb), *nowadays* (adverb).

Answers:

- 1 weed 2 damaging 3 spray 4 environment
5 water 6 organic

- 5 Divide the class into pairs for them to take turns asking and answering questions. Monitor, helping with vocabulary and sentence structure where necessary.

Answers:

Students' own answers

Grammar Present passive

Warmer

As an introduction to the grammar, say the following statements and elicit what food is eaten by different animal pests, e.g. *Carrots are eaten by ____.* (rabbits) *Chickens are eaten by ____.* (foxes) *Wheat and barley are eaten by ____.* (mice), etc. This Warmer activity will help students when they come to do Exercise 5.

- 1 Students work individually to read the leaflet and decide which animal is the most serious pest and why. Make sure that students can justify their answers by using information from the leaflet.

Answers:

Students' own answers

- 2 Allow students time to look at the examples of the present passive in the leaflet before they underline the correct options in the rules. Then have students compare their answers in pairs, before checking answers as a class. Then draw students' attention to the *Watch out!* box.

Alternative activity

Explain to students that the present passive is used when the action (or the result of an action) is more important than who did the action. Write the following sentences on the board:

Foxes spread diseases. (active)

Diseases are spread by foxes. (passive)

Then ask what the action is (*spreading diseases*) and who is doing the action (*foxes*).

Explain that, in this example, we say who or what is causing the action (*foxes*) because it is important information.

Write the following sentences on the board and invite students to complete the sentences with the correct use of the present passive with *be* + the past participle and the verb in brackets.

- A *The wheat crop ____ (harvest) in late summer.*
(is harvested)
- B *Holes in fences ____ (made) by rabbits and foxes.*
(are made)
- C *Young plants ____ (damage) by heavy rain.*
(are damaged)
- D *Some crops ____ (grow) inside greenhouses.*
(are grown)

Then ask students to look at the examples and identify the sentences where we need to add *by* + noun to say who is doing the action (B and C) and sentences where there is no need to add this extra information (A and D). Then ask students to find and underline other examples of the present passive in the leaflet. Elicit answers around the class.

WATCH OUT!



Explain to students that when it is important to know who caused the action, we add *by* + noun. Write the following sentences on the board and ask students to tell you which sentence is more natural and why:

Crop seeds are often planted by farmers in early spring.

Crop seeds are often planted in early spring.

The second sentence is more natural because crop seeds are normally planted by farmers, so it's not necessary to say who does the action.

Answers:

1 the process or result 2 past participle

- 3 Students now complete the sentences with the correct present passive form of the verbs in brackets. Allow them to compare answers in pairs, before checking as a class.

Answers:

1 is caused 2 are killed 3 are spread 4 is eaten
5 isn't caused 6 is damaged

- 4 Students work individually to put the words into the correct order to make sentences. Explain that the first word in each sentence is given (the capitalised word). Make sure that they are writing out the words and making complete sentences rather than writing numbers above the words. Check answers around the class.

Answers:

1 Crops are sometimes destroyed by insects.
2 Some chemicals are washed into underground water.
3 Crops are dug up when foxes are looking for worms.
4 The crops are not harmed by the chemicals.
5 Insects are killed by pesticides.
6 Farm equipment is used to control weeds.

- 5 Put students into pairs to do the activity. Monitor, helping with vocabulary or sentence structure where necessary. Some examples could include: *Diseases are spread by this animal.* *Crops are dug up by this animal.* Give students time to do this and then ask them to share their ideas with the class.

Answers:

Students' own answers

Warmer

Some of the vocabulary in this lesson may describe ideas and concepts that are new to your students. It's a good idea to start the lesson with a class discussion on what they think *pest control* is. Ask them to make a note of any ideas they have on what *pest control* could be (e.g. *using different methods such as traps or chemicals to stop pests damaging crops, buildings and homes*). Elicit students' suggestions and make a note of any good ideas on the board. Students can then briefly share their ideas with the whole class.

Task model

- Students work in pairs to do the activity. Then ask students to work with other pairs to check their answers. If students discover their answers are different, encourage them to explain their choice.

Answers:

Students' own answers

- Do this activity with the whole class. Ask students: *What can you see in photo number 1?* Ask them to speculate about what they can see. Work through the rest of the photos in a similar way, checking that students understand what each photo shows before they match the methods of pest control to the photos.

Extension activity

Ask students to discuss which pest control methods they have come across before and which they feel comfortable or uncomfortable with.

Answers:

1 c 2 b 3 e 4 a 5 f 6 d

- Direct students' attention to the online forum about pests and ask them to read it individually, or ask one student to read it to the class. Then ask: *What is the forum about?* Ask students to summarise the situation for you (*a farmer has a problem with rats and mice. Four people give him advice*). Students then read it again and underline the methods of pest control from Exercise 2 that are mentioned. Elicit answers.

Extension activity

Write the following questions on the board and ask students to identify which person from the online forum offers this advice:

Who suggests...

- using traps to catch the pests? (Khali)
- that using animals is better than using traps? (Rami)
- an inexpensive solution to the problem? (Rawad)
- that tidying the area is better than using traps? (Ibrahim)
- stopping the animals entering the building? (Ibrahim)

Ask students to justify their answers by reading or paraphrasing from the forum.

Answers:

- c remove hiding places for pests
- b use traps to catch rats
- e use cats to catch pests

Useful language

Offering solutions

- Before students do this activity, make sure they understand what the three headings in the table refer to. Students work individually or in pairs to find phrases from the online forum that people use to offer solutions. They should then write the phrases in the correct column in the table. Check answers.

Extra support

If your students need extra help, work through the forum with them to find the phrases.

If your students need an extra challenge, ask them to offer solutions on a different topic. An example could be *soil erosion caused by rabbits*. They should use the phrases from the box, e.g. *Another possibility is to put up a fence to stop the rabbits*.

Answers:

| Suggesting possibilities | Giving your opinion | Presenting your solutions |
|--|---|--|
| He / you / she could... | I think / don't think you / he / she should... | I think the best solution would be to... |
| On the one hand you could... on the other... | In his / her / your position, I would / wouldn't... | |
| Another possibility is to... | | |

Task preparation

- Divide the class into pairs. Ask them to read the three quotes and to underline the things that are causing the farmers' problems (*rabbits, insects and disease*). Then direct students' attention to the *Web research* box and read through it together.

WEB RESEARCH

Check that students understand the instructions and then give them time to research. Check students understand the difference between a *pesticide* and a *herbicide* (*a pesticide is a substance which is used to kill organisms that are harmful to plants, whereas a herbicide is a substance that is poisonous to plants and which is used to kill weeds*). Remind students that they should make notes in preparation for the speaking task.

Teaching tip

Check that your students are evaluating the information they find during their *Web research* tasks. Make sure they understand that checking the ending of the URL to see whether it ends in .com, .org, .gov or .edu will indicate that the website is run by a museum, a government or an educational institution. This means the information is more likely to be accurate than information they gather from an online forum or an informal website with an anonymous author, for example.

Answers:

Students' own answers

- 6 Students now work individually to complete the first two columns of the table with the solutions they identified during their *Web research* task. Explain that they need to leave the last column empty for now as they will be completing this with their group members' solutions in Exercise 7. Monitor, checking spelling and accuracy.

Extra support

If your students need extra help, copy the table on the board and give them an example answer for the first two columns in the table.

If your students need an extra challenge, ask them to compare answers in pairs.

Answers:

Students' own answers

Speaking task

Present solutions to pest, weed and disease problems

- 7 Divide the class into groups of four. Then direct students' attention to the *Career skills* box. Check they understand that they need to take turns to present their solutions and to make notes in the table on their partners' solutions. Remind students that they may need to ask their partners to repeat what they said, slow down or check that they have understood correctly. Monitor and observe how well students interact. You may like to make notes and feed back on the positive interactions you observed, e.g. asking and answering questions, staying on topic.

CAREER SKILLS: Presenting solutions



Ask students to read the *Career skills* box or read it aloud. Check that they understand the information. Remind students that offering solutions is an important career skill as well as an important life skill. In order to offer solutions, it is important to use clear, simple language and easy-to-follow instructions. Explain that offering more than one solution is a good idea because it gives people a choice of which solution they prefer.

Answers:

Students' own answers

- 8 In the same groups, students choose one of the solutions to each of the problems and present it to the class. Remind them to use the *Useful language* phrases in their presentations. At the end of the activity, ask students to vote on which group gave the best presentation and why. Make sure that any peer-to-peer assessment remains positive and constructive.

Alternative activity

If resources allow, and you have a confident group of students, check through their notes and ideas and then ask them to present their best solution to the rest of the class while you record their presentation. Play back the presentation and encourage students to assess how well they did on, e.g. turn-taking, active listening, use of relevant vocabulary and what they could improve on in future.

Answers:

Students' own answers

- 9 Students now get the chance to vote on the best solution for each of the farmers' problems. Make sure that students can justify their opinions with examples.

Answers:

Students' own answers

Feedback

- 10 Groups work together to discuss the questions and then report back to the class with what they discussed.

Answers:

Students' own answers

Warmer

Ask students if they read blogs and, if so, what kind of blogs they read. Elicit different topics that young people blog about (e.g. *music, sport, gaming, films*), and which blogs are popular among their peers.

- 1 Divide the class into pairs for students to discuss the questions. Elicit their ideas and make a note of any good ones on the board.

Alternative activity

Put students into groups for them to make a list of the blogs they would like to write and a list of blog topics that they think would be useful for gardeners or farmers.

Answers:

Students' own answers

- 2 Ask students to read the title and subtitle of the blog post and remind them that these can help them predict the content of the blog. Elicit what they think the blog will be about. Then, draw their attention to the subheadings and remind them how useful these are in providing information about the main idea in each paragraph. Give students time to read the blog post. Elicit answers with books closed so that students aren't tempted to read directly from the last paragraph.

Answer:

The writer predicts that farmers will want to protect the planet much more and not use chemicals. Also, the writer thinks scientists may invent more environmentally friendly methods.

- 3 Before students do this activity, go through the outline with them and match the information in the outline with the information in the blog post, e.g. ask them to tell you what the title / introduction / main body of the blog post are. Students work individually to complete the blog outline with their own ideas. Elicit feedback. Then direct students' attention to the *Writing tip* box and read through it with them.

WRITING TIP:
The structure of a blog post



Remind students that it's important for them to plan any kind of writing before they begin. Check that they remember that each paragraph needs to contain a main idea and that this rule applies to blog posts as well. Remind them that they can add a suitable title and headings to each of their paragraphs in their blog post.

Suggested answers:

1 Title

Take control of your farm!

2 Introduction

Problems relating to weed and pest control:

- Without control we can lose our crops.
- Farmers have developed different methods of control.

3 Main body

The history of weed and pest control:

- Problems are not new and have existed for a long time.

Positive and negatives about weed control:

- Some farms grow different crops each year and have animals in the fields.
- Some farms use pesticides but they have a negative impact on the environment.

Positive and negatives about pest control:

- Some farms use animals and traps.
- Some farms use pesticides and poison.

4 Conclusion

The future:

- Farmers will want to protect the planet and not use chemicals.
- Scientists will invent more environmentally friendly methods.

- 4 Give students time to read the topics and to choose the one that they want to research. Remind them to think about the types of websites they should be searching for in order to get accurate information. Check that they are making notes.

Teaching tip

It's a good idea to make sure your students are aware that they can't copy information from online sources without writing it in their own words. Always encourage them to check that they are rewriting the information before they include it in their writing.

Answers:

Students' own answers

- 5 Allow students to use a dictionary or to ask you any questions during this activity. Remind students to refer back to the model blog for help in structuring their blog post. Ask students to check their work follows the four points in the *Writing tip* box when they have finished.

Answers:

Students' own answers

I CAN...

Ask students to complete the checklist. Check students understand that 1 is the lowest end of the scale and 5 is the highest.

How to use the Workbook pages

There are a number of different ways that the Workbook pages can be used, depending on your teaching situation and students:

- 1 In the classroom:** the procedure notes below are designed for the Workbook exercises to be used in the classroom as a standard lesson using a communicative approach. The material consolidates the main vocabulary, grammar and useful language from the unit.
- 2 For homework:** the Workbook exercises can also be set as homework. For example, if you have taught the vocabulary lesson in your class, you can set the first two vocabulary exercises of the Workbook page for homework. If you have time, it's always a good idea to go through the homework with your students at the start of your next class.
- 3 As an extra test:** if required, you can use the Workbook page as an extra test. Remember to set an appropriate time limit for the test. The material has been conveniently divided into Vocabulary, Grammar and Useful language sections.

Vocabulary

Pests: insects and animals

- 1 Put students into pairs to find the words in the wordsearch. You can do this as a timed activity in class if you prefer. You could ask fast finishers to work together to make their own wordsearches containing eight or more other words from the unit that they have learnt, e.g. *pesticide*, *rat*, *worm*, etc. Pairs can then swap their wordsearches with another pair to find the words.

Answers:



Crops and pests

- 2 Students work individually to do the activity, before checking answers as a class. When students have completed the sentences, ask them to give you a brief definition and an example sentence containing the word that was incorrect in each of the sentences.

Answers:

- 1 disease 2 Weeds 3 Mice 4 traps 5 weedkiller 6 Pesticides

Grammar Present passive

- 3 Students work individually or in pairs to do the activity. If necessary, allow students to refer back to Exercise 2 on page 33. Check answers with the class and elicit why an answer is correct, e.g. 1 = *We make the present passive with the present simple form of be + past participle (are eaten)*. Remind students that *by + noun* is used when it is important to know who is doing the action.

Answers:

- 1 Weeds and insects are eaten by animals. 2 Weeds are killed by herbicides. 3 Weeds are controlled by crop rotation. 4 All the crops are often destroyed by locusts. 5 Chemicals are used by most farmers. 6 Diseases are spread by rats.

- 4 Students work individually to correct the sentences. Remind them to rewrite the whole sentence rather than just the incorrect part. Check answers as a class. To extend the activity, ask students to work individually to write four incorrect sentences using the present passive. They then swap their sentences with a partner for them to correct. Monitor, checking that students are correcting the sentences properly.

Answers:

- 1 The chickens are transported to the factory. 2 The mice are killed by the cats. 3 Chemicals aren't used by organic farmers. 4 The crops aren't damaged with herbicides. 5 The water is contaminated by chemicals. 6 The wheat is eaten by the rats.

Useful language

Offering solutions

- 5 Students work individually to do the activity, before checking answers as a class. Ask students to read out the whole sentence when giving their answers (rather than saying *1 is e* for example) so that you can assess (or correct) basic sentence stress.

Answers:

- 1 e 2 d 3 f 4 b 5 c 6 a

- ▶ Website Unit 4 test

Unit 5

Harvest

UNIT OVERVIEW

Learning outcomes

Students can...

- use vocabulary for selling and storing crops.
- use quantifiers and countable and uncountable nouns.
- discuss a proposal to solve a farming problem.
- create a chart about fruit and vegetables.

Listening

Store or sell the harvest

Reading

An article about storing grain

Vocabulary

Selling and storing crops

Grammar

Quantifiers
Countable and uncountable nouns

Career skills

Useful language: Evaluating options
Speaking task: Present a proposal about farming
Career skills: Critical thinking and decision-making

Writing

Create a chart about fruit and vegetables
Writing tip: Creating charts

Workbook

Vocabulary: Selling and storing crops
Grammar: Quantifiers; Countable and uncountable nouns
Useful language: Evaluating options

Listening and reading

Warmer

Write the word *harvest* on the board and ask students to tell you whether the word is a noun, a verb or both (*both*). Check that students remember that the verb *harvest* means to collect the plants / crops in order to sell or store them. Ask students if they know at what times of the year certain crops are harvested in your country or region.

Lead-in

- 1 Put students into pairs to do the activity. Monitor and encourage all students to speak and speculate on the answers. Help with vocabulary and sentence structure where necessary.

Alternative activity

If your students have a tendency to give short, hurried responses to questions, provide a framework that encourages them to give longer, more considered responses.


For question 2, tell students that they should think about the different stages that occur after harvesting. Draw a timeline on the board. Add a simple drawing of a tractor harvesting crops on the left of the timeline, and then write the following phrases at intervals across the top of the timeline: *First,...*, *Next,...*, *After that,...*, *Finally,...*. Students should work in groups to complete the phrases with their own ideas. If time allows, you can ask one or two groups to come to the front of the class to give a mini presentation in response to question 2.

Answers:

Students' own answers

Listening

Store or sell the harvest

- 2  Before students do this activity, check that they understand what *maize*, *corn*, *lentils* and *chickpeas* are. If possible, print out or display some photos of each of the crops (1–8) and show students what they look like. Students work individually to do the activity. Play the audio. Check answers and encourage students to paraphrase what they heard on the audio.

Audioscript: Track 9

Salah: Harvest time is when we farmers earn most of our money, so it's important to organise your work. This year, I plan to sell my wheat, barley and maize immediately after the harvest because it costs so much to store the grain on the farm. If you want to store it, you have to dry it for two or three days after the harvest. That's a lot of work and it's very expensive if you can't dry it in the sun. And if you don't dry it properly, the grain can become mouldy. That means, of course, that you can lose the whole crop. What do you think, Rami?

Rami: Yes, you're right, Salah. I usually sell my wheat and chickpeas at the market after the harvest. You don't have to dry them then, and they weigh more because they're wet, so you get more money for them! The markets don't always check the moisture levels. Fouad, what about you?

Fouad: I don't have any problems drying things like lentils properly and then storing them on the farm. All you need is the sun to dry them and that's free!

Salah: Yes, the sun is free, but you have to pay the workers to collect the crops! And there's another problem about storing grain on the farm – pests, such as mice and rats. If they get into the barn, the whole crop can be eaten or spoilt. That's why I prefer to sell the crops rather than store them.


Fouad: Yes, but you can keep the pests away from the grain. I don't think that's a big problem. Also, if you store the grain yourself, you can get a higher price later. The markets don't pay the best price immediately after the harvest.

Extension activity

Ask students to work in pairs to make a list of how each crop is used in food production. Elicit their ideas and ask students to tell you which crop they think is used most in your country / region.

Answers:

2 barley (✓) 3 maize (✓) 5 lentils (✓) 6 wheat (✓)
8 chickpeas (✓)

- 3  9 Before students do this activity, check that they understand what the word *mouldy* means (covered with a green substance (mould) due to wet or damp conditions). Elicit some of the things students think become mouldy, e.g. *bread, fruit, vegetables*. Students work individually to do the activity. Play the audio. Check answers, paying attention to students' pronunciation and word stress.

Teaching tip

Remind students that they shouldn't worry about trying to understand every word when they are listening for the main idea. When they are listening for details, they should focus on listening for key words, dates and numbers, etc.

Answers:

1 sell 2 mouldy 3 inexpensive 4 store 5 storing
6 higher

- 4 Before students do this activity, play the audio again for them to make brief notes about the farmers' opinions to refer to during their discussions. Students then join with another pair to compare their answers. Elicit their ideas and make a note of any good ideas on the board.

Teaching tip

Remind students that everyone working in pairs / groups should contribute to the discussion. Give your students some useful phrases for encouraging less confident students to join in, e.g. *How about you, ___? What do you think?, Would you be happy to start the discussion for us, ___?*

Answers:

Students' own answers

DID YOU KNOW?



Give your students more information on food waste to prompt a class discussion on what could be done to solve the problem, e.g.:

- Approximately 8 million people worldwide suffer from hunger and disease because they don't have enough to eat.
- Saving a quarter of the total global food waste could feed all the world's hungry people.

 Reading

An article about storing grain

Warmer

Before the lesson, find a photo of a storage silo and show it to the class, or direct students' attention to the photo of the silo on the page. Ask them to tell you what they think a *silo* is used for (*storing dry crops such as grain, wheat and corn*). Elicit if they have seen silos in real life, what they look like and how important they are to a farmer.

- 1 Students work in pairs to look at the photo and discuss the questions. Elicit feedback on what they discussed. Accept all their answers at this point, as they will be reading further on the topic in Exercise 2.

Alternative activity

Do Exercise 1 in a different way to keep your students motivated, e.g. ask pairs or small groups to send each other text messages to ask and answer questions 1 and 2. Conduct a class survey to answer question 2 and make a note of students' ideas on the board.

Answers:

Students' own answers

- 2 Students work individually to read the article about storing grain and match the headings to each of the paragraphs. Check answers, making sure that students have underlined the parts of the article that helped them find the answers.

Extra support

If your students need extra help, read through the article with them, or ask different students to read each paragraph aloud. Then ask them to look for, and underline, key words and phrases in the article which match any of the key words in the titles (1–4). You can do this with paragraph a as an example. Ask them to read paragraph a and then to look for any synonyms in the headings. Explain that they are not looking for words that are the same, but for words which *mean* the same. Explain that the words *simple rules* mean the same as *Top tips* in heading 4. Students then continue the activity with the remaining headings.

If your students need an extra challenge, ask them to write definitions (or translations, if you prefer) for the following words in the article: *properly* (adverb), *roof* (noun), *cardboard* (noun), *effective* (adj.) and *immediately* (adverb).

Answers:

- a 4 Top tips for grain storage
- b 2 Look out for water
- c 3 Protect from rodents
- d 1 Check the air and temperature

- 3 Students now read the article again and choose the correct words to complete the sentences. Check answers around the class, making sure that students are pronouncing the words correctly.

Answers:

- 1 waterproof 2 traps 3 temperature 4 mould
- 5 humidity 6 monitor

- 4 Students work individually to match the words in bold in the article to the definitions. Elicit answers around the class. You can check that students understand what the words mean by asking them for example sentences when they have done the activity.

Teaching tip

Explain to students that they should try and have a target number of new vocabulary words to learn every week. Remind them to review previous units to check that they aren't forgetting vocabulary that they have already covered. It's a good idea for you to also check that your students are revising (and using) vocabulary, so regular vocabulary tests are a good idea.

Answers:

- 1 silo 2 moisture 3 rodents 4 airtight 5 humidity
- 6 monitor

- 5 Put students into groups to do the activity. Students take it in turns to ask individuals in their groups questions 1 and 2. To help with feedback, encourage them to make brief notes about the answers that the members of their group gave. Monitor and correct any language errors.

Extension activity

In groups, students can research a particular grain storage plant around the world (e.g. the biggest / most important, etc.). Ask them to make a note of what they store and to add any other interesting information that they discover about it. Alternatively, ask them to research the silo that features the world's largest outdoor mural in the port city of Incheon, South Korea, and to report back to the class what they learnt about it.

Answers:

Students' own answers

Vocabulary

Selling and storing crops

Warmer

To introduce students to the vocabulary, divide them into groups of three or four and ask them to look for synonyms of any words on the Student's Book page that they would like to know. They can use a thesaurus or a dictionary to do this. Elicit some of the words and write any good examples on the board.

Teaching tip

It's a good idea to get your students used to using a thesaurus. If you have a copy, bring it to class and show your students how to use it. Alternatively, search online for a thesaurus and show your students how to find alternative words and phrases. They can then add words that they think will be useful for them to know to their vocabulary notebooks.

- 1 Divide students into pairs and have them ask and answer the questions.

Alternative activity

Students can take it in turns to ask and answer the questions and make a note of their partner's answers. They can then report back to the rest of the class about their partner's opinions and say whether they agree or disagree with their partner and why. This is a good opportunity to revise reporting verbs such as *say, argue, claim, tell* and *explain*.

Answers:

Students' own answers

- 2 Students work individually to match the words to make noun phrases. Explain to students that there may be more than one correct answer. Then put students into pairs to check their answers. If students discover their answers are different, encourage them to explain their choice of answer. Then check answers as a class. Ask individual students to give you a definition of what each of the noun phrases refers to.

Extra support

If your students need extra help, go through the activity with them, giving them definitions of the noun phrases as you do so.

If your students need an extra challenge, ask them to write their own definitions and example sentences for each of the noun phrases.

Answers:

1 b 2 a, d 3 a 4 c, d 5 a, e

- 3 Students work individually to complete the sentences. Check answers as a class, making sure that students are pronouncing the words correctly.

Alternative activity

If you think your students are capable, ask them to close their books before they see the words in the box. Write the sentences on the board and invite them to come up and complete the sentences. Accept any logical ideas. You could also do this as a game to see how many words students can add to each sentence that make logical sense, e.g. 3 *Mice and rats can eat / spoil / damage / destroy the grain.*

Answers:

1 harvest 2 flour 3 spoil 4 mouldy

- 4 Students can do this activity in pairs or individually. Remind them that there may be more than one solution to each of the problems. Check answers.

Answers:

| Problems | Solutions |
|----------------------------------|--|
| 1 moisture, mould | use an effective heating system |
| 2 mould | monitor the temperature regularly |
| 3 rodents, contamination | set traps around the storage silo |
| 4 mould, contamination, moisture | make sure the storage silo is waterproof |
| 5 rodents, contamination | keep the storage area clean |

- 5 Students work individually to circle the correct options, as they will be working in pairs in Exercise 6 to discuss the questions. Check answers around the class.

Answers:

1 storing 2 monitor 3 prevent 4 contaminate

- 6 Divide the class into pairs and have them ask and answer the questions in Exercise 5. Monitor, helping with vocabulary and sentence structure where necessary. Remind students that they should be giving reasons for their opinions when they answer the questions. Elicit feedback from a few pairs.

Extension activity

Ask students to think about the question they found most difficult to answer and give them some time to work individually to research it. Students can share the information they discovered in pairs or groups, before sharing the information with the rest of the class.

Answers:

Students' own answers

Grammar

Quantifiers; Countable and uncountable nouns

Warmer

Check that students remember the meaning of the following crops: *wheat, barley, grass, hay, rice, corn, maize, lentils, olives, grapes, figs*. To introduce the grammar point, model each word in a sentence using an appropriate quantifier, e.g. *My uncle grows a bit of wheat. Or, I put a few olives in the salad.*

- Put students into pairs to do the activity. Encourage them to write complete sentences about the crops in your region and what the end product of the crop may be, e.g. *Wheat is used to make flour, which is used to make bread.* If time allows, ask students to compare their sentences with another pair, before checking them as a class.

Answers:

Students' own answers

- Ask students to work individually. Alternatively, ask different students to read the paragraphs. Students then match the methods to the people. Tell students that some methods are used by more than one person. Check answers, asking students to read the sections from each of the paragraphs that helped them find the answers.

Extension activity

Divide students into pairs for them to discuss which methods their family uses. Students can then compare answers in groups.

Answers:

1 c 2 a, b, c 3 a 4 e 5 d

- Students work individually or in pairs. Do item 1 as an example. Ask students to scan the online comments first to find an example of an uncountable noun (*meat*) and the quantifier (*a bit of*). Students then follow the same process to complete the rest of the table. Check answers around the class.

Alternative activity

Before students do this activity, check that they remember what countable and uncountable nouns are and give them some examples on the board. Explain that countable nouns can be counted and have a plural form made by adding *-s* or *-es* (e.g. *crop – crops, animal – animals, farm – farms*). Uncountable nouns don't change in the plural form, (e.g. *fruit – fruit, cheese – cheese, information – information, etc.*).

Ask students to work in pairs to brainstorm uncountable nouns. Then direct students' attention to the words in bold in the online comments. Explain that these words are quantifiers and they tell us how much or how little of something there is. Explain that some quantifiers can be used with both countable and uncountable nouns, some can only be used with countable nouns and others can only be used with uncountable nouns. Remind students that they will need to learn which quantifiers go with which types of noun.

Answers:

| Quantifiers + uncountable nouns | Quantifiers + countable nouns | Quantifiers + countable / uncountable nouns |
|---------------------------------|-------------------------------|---|
| 1 some | 4 a few | 7 no |
| 2 too much | 5 many | 8 a lot of |
| 3 a bit of | 6 a couple of | 9 lots of |
| | | 10 plenty of |

- Read through the note with the class. Tell them to ignore the gaps and elicit what the note is about (*a farmer describing damage caused by a big storm*). Tell students to look at the nouns that follow each of the gaps and to decide if they are countable or uncountable. This will help them decide on which quantifier to use. Students can now complete the activity individually or in pairs. Check answers, accepting all correct options.

Answers:

- a lot of / lots of / a couple of
- no
- some / a bit of / a lot of / lots of
- a few / a couple of / many
- some / a lot of / lots of / plenty of

- Put students into pairs to discuss their opinions on the statements in the speech bubbles. Monitor, helping with vocabulary or sentence structure where necessary. Give students some time to do this and then ask them to share their ideas with the class, making sure that they give reasons to justify their answers.

Teaching tip

In order to motivate your students to work effectively and to focus on the activity, give them a set time to discuss each question.

Answers:

Students' own answers

Warmer

Give students a brief outline of a problem on the board, e.g. *You have been invited to two important events by your friends. Unfortunately they are on the same day. What do you do? How do you decide which event to go to?*

Ask students to tell you how they would solve the problem. Would they keep both friends happy and try and attend both events? Or would they choose one event to go to? Elicit what steps they would go through to decide and make a note of any good ideas on the board.

Task model

- 1 Students work in pairs to discuss the questions, before sharing ideas with the whole class.

Extension activity

Put students into pairs and have them make lists of the important decisions that they have made in their life so far (e.g. *choosing what subjects to study, deciding what career path to follow*). Students can compare their lists in pairs. Then ask them to tell you what their decision-making process is like, e.g. how quickly they make decisions, what affects the way they decide, what things they prioritise, etc.

Answers:

Students' own answers

- 2 Before you do this activity, check that students know what the general public refers to (*ordinary men and women / members of the public*). Allow students to compare answers in pairs, before checking answers as a class.

Extra support

If your students need extra help, read through the article with them, or ask different students to read each paragraph aloud. Ask them whether they should be reading the article for detail or main idea (*main idea*). Then ask them if there is any specific vocabulary in the article connected to the four groups of people listed in the question, e.g. words connected to farming, business or the environment (*no*). By a process of elimination, students should work out that this is an article written for the general public.

If your students need an extra challenge, ask them to write definitions (or translations, if you prefer) for the following words in the article: *research* (noun), *handle* (verb), *long-term* (adj.), *affect* (verb) and *options* (noun).

Answer:

the general public

- 3 This might be a challenging activity for your students, so work through the first sentence together. Explain that students will need to decide which section of the article each sentence belongs to. (In other words, the topic is the same.) Ask them to read sentence a and to try and paraphrase it. If they find this challenging, say: *When you've made a decision, act!* Then ask students to scan the article and the headings to find which section mentions the idea of acting quickly once you've made a decision (5). Students then work individually to follow the same process with the remaining four sentences. Monitor, helping where necessary. Check answers, making sure students can justify them by reading directly from the article.

Extension activity

To encourage your students to develop their paraphrasing skills, ask them to rewrite statements a–e in their own words.

Answers:

a 5 b 2 c 1 d 3 e 4

Useful language

Evaluating options

- 4 Students can do this activity individually or in pairs. Give them some time to write the phrases in the correct boxes. Monitor, helping where necessary. Check answers around the class.

Extra support

If your students need extra help, give them the first word of the correct answers for one of the categories in the table. Then work with students to complete the activity.

If your students need an extra challenge, ask them to add two more phrases of their own to each category in the table. They can then present these phrases to the rest of the class to add to the table.

Answers:

| | |
|--|---|
| <p>Identifying the issues</p> <p>What issues are involved?</p> <p>Have we identified all the issues?</p> <p>What's the main problem?</p> | <p>Evaluating options</p> <p>What options are available?</p> <p>There are several options.</p> <p>The options are limited.</p> |
| <p>Understanding everyone's interest</p> <p>What will everyone think about this?</p> <p>Who does this affect?</p> <p>There's a lot to consider.</p> | <p>Selecting an option</p> <p>There are more pros than cons.</p> <p>This is the best option.</p> <p>This is the better choice.</p> |

Task preparation

- 5 Ask students to read the *Web research* box first so they know what they have to do. Divide them into pairs and give them some time to choose two problems from the box and two different countries / regions to focus on. Students will be following the specific instructions in Exercise 6, so at this stage they should just be selecting the issues and places. Elicit some issues that different pairs want to research.

WEB RESEARCH

Ask students to read the information in the *Web research* box and check that they understand it. Tell students to choose two very different countries / regions (e.g. hot / dry countries and cold / wet countries) to better focus their research and to give them more scope for comparing the different problems and solutions. Remind them of the importance of finding reliable internet sources. Give students one or two examples of appropriate sources as examples.

Answers:

Students' own answers

- 6 Direct students' attention to the *Career skills* box. Students then read the instructions about how to carry out the activity (or you can read it through with the class). Ask a few questions to check that students understand what they have to do, e.g. *What does Student A have to make a list of?* (the problems and details of the one of the problems from Exercise 5) and *What does Student B have to make a list of?* (the solutions and details of the solutions to one of the problems from Exercise 5). Give them some time to work individually to do the research and to make their lists. Monitor, helping with identifying suitable problems / solutions and directing them to useful websites. Once they've done this, pairs can discuss the problem and the solutions. Remind them to follow the five steps from the article on page 42 to reach a decision about the best way to solve the problem. Students then work together to prepare a brief proposal using the *Useful language* phrases.

CAREER SKILLS: Critical thinking and decision making

Ask students to read the *Career skills* box or read it aloud. Check that they understand the information. Remind students that critical thinking and decision making are important career skills as well as important life skills. In order to solve problems it is important to analyse and evaluate information on a topic before they make a decision.

Answers:

Students' own answers

- 7 Tell students that they will now repeat the process they followed for Exercise 6. This time they will swap roles and discuss the second set of problems and solutions. Use this opportunity to make sure students are using the *Useful language* phrases. Monitor and provide support as students need it.

Answers:

Students' own answers

Speaking task

Present a proposal about farming

- 8 Students now present their proposal about one of the problems from Exercise 5 to the class or another pair. Less confident students might prefer to present their proposals in pairs first to practise and gain confidence before presenting them to the class. Make notes and feed back on the positive interactions you observed, e.g. active listening, staying on topic, suitable or innovative solutions, etc. Check that students are making notes. When all students have had a turn at presenting, either to the class or another pair, they have a class discussion on which of the proposals presented to the class they thought was best.

Alternative activity

Put three pairs of students into a group. Ask them to present their proposals to each other and to choose the best one. The pair whose proposal was voted the best then present to the rest of the class. Tell the class to take notes as they listen and write down any questions they have. Have a Question-and-Answer session after the presentation.

Answers:

Students' own answers

Feedback

- 9 Pairs work together to discuss the questions and then report what they discussed back to the class.

Answers:

Students' own answers

Warmer

Write the following on the board: *fridge, cupboard, bowl, shelf* and ask students to make a list of the food they store in each place. Students report back to the rest of the class. Ask: *What happens to food when we store it in the wrong place? (It can go bad / mouldy / smell / taste bad.)* Then ask: *Which foods from the list last a long / short time? Why?*

- 1 Ask students to work in pairs to discuss the questions. Students can compare their ideas with another pair, before feeding back to you on what they discussed.

Extension activity

Ask students to think about use-by dates on food products and have a class discussion on how important they think use-by dates are. Ask: *Would you ever eat food that was past its use-by date and why or why not? Do you think that fruit and vegetables should have use-by dates on them and why or why not?*

Answers:

Students' own answers

- 2 Ask students to read the question and the chart about storing fruit and vegetables. Ask them if they are looking for detail or main ideas (*detail*). Students then work individually to circle the fruit which can be stored outdoors. Check answers with the whole class.

Answers:

Students' own answers

- 3 Students can work individually or in pairs to complete the chart with the missing temperature and humidity. Before students do this activity, check that they understand that the figures followed by the degree sign show the temperature (in Fahrenheit) and the figures followed by the percentage sign show the humidity. Students can compare ideas in pairs, before sharing answers with the class.

Answers:

| | |
|--|---|
| Store in cold, moist conditions Temperature: 0° Humidity: 80–95% or 90–95% | apples, cherries, grapes, pears, carrots, peas, asparagus, leafy greens |
| Store in cool, moist conditions Temperature: 1–4° Humidity: 80–95% or 90–95% | mangoes, oranges, tomatoes, avocados, cucumbers, peppers |
| Store in cool, dry conditions Temperature: 3–13° Humidity: 50–85 % or 65–70% | onions, garlic |
| Store in warm, dry conditions Temperature: 10–15° Humidity: 50–85% or 65–70% | pumpkins, squash, sweet potatoes |

- 4 Students work individually to complete the sentences. Check answers, making sure students are pronouncing the words correctly.

Teaching tip

To check students' pronunciation, write the vocabulary items from Exercise 2 on the board and identify the stressed and unstressed syllables by using small and large circles above the syllables, e.g.:

○ ○
○ ○ ○
me – lons
to – ma – toes

Answers:

1 cold 2 Squash 3 Carrots 4 Cold, moist
5 Warm, dry

- 5 Allow students to use a dictionary or to ask you any questions during this activity. Remind them that they will need to refer back to the chart in Exercise 2. Tell students to check their work follows the three points in the *Writing tip* box.

Answers:

Students' own answers

WRITING TIP: Creating charts



Remind students that it is important that the information in their chart is clear and easy to understand because the person who is reading it may need to find the information quickly. The information should also be accurate and should contain a brief summary of the points.

- 6 Divide the class into groups for students to present their charts. Remind them to ask questions if any of the information in the chart is not clear. Monitor, helping with question formation where necessary.

Extra support

If your students need extra help, elicit some example sentences about their charts, e.g. *My chart is about...* or *The five crops I focus on are...* and show them where to include the information.

If your students need an extra challenge, ask them to pair with a less confident student to listen to their presentation and give feedback before they present.

Answers:

Students' own answers

I CAN...

Ask students to complete the checklist. Check students understand that 1 is the lowest end of the scale and 5 is the highest.

How to use the Workbook pages

There are a number of different ways that the Workbook pages can be used, depending on your teaching situation and students:

- 1 In the classroom:** the procedure notes below are designed for the Workbook exercises to be used in the classroom as a standard lesson using a communicative approach. The material consolidates the main vocabulary, grammar and useful language from the unit.
- 2 For homework:** the Workbook exercises can also be set as homework. For example, if you have taught the vocabulary lesson in your class, you can set the first two vocabulary exercises of the Workbook page for homework. If you have time, it's always a good idea to go through the homework with your students at the start of your next class.
- 3 As an extra test:** if required, you can use the Workbook page as an extra test. Remember to set an appropriate time limit for the test. The material has been conveniently divided into Vocabulary, Grammar and Useful language sections.

Vocabulary

Selling and storing crops

- 1 Students work individually to match the words to the definitions. Alternatively, and if you think your students are capable of doing this, ask them to close their books and read out the words for them to give you a definition of their own and an example sentence. Check that students are pronouncing the words correctly.

Answers:

1 f 2 c 3 b 4 d 5 a 6 e 7 g

- 2 Students work individually to do the activity, before checking answers as a class. Tell students that there can be more than one correct answer for some of the questions. To extend the activity, you can ask students to work in pairs to complete each of the sentence halves (1–6) with their own ideas.

Answers:

1 b 2 a, c 3 a, c, d 4 a, c 5 f 6 a, c, e

Grammar

Quantifiers; Countable and uncountable nouns

- 3 Students work individually or in pairs to do the activity. If necessary, allow students to refer back to Exercise 3 on page 41. Check answers. To extend the activity, ask students to work individually to make their own lists of nouns, some countable and some uncountable. Students then swap their lists in pairs and ask their partners to say whether the nouns are countable or uncountable.

Answers:

4 chickpea (✓) 5 bean (✓) 9 herb (✓)

- 4 Students work individually to complete the sentences with the correct options. Check answers as a class. Then ask students to say why the incorrect options in each of the sentences are incorrect, e.g. 1 = *Milk is uncountable, so we can't use 'many' with it because 'many' is used with countable nouns.*

Answers:

1 some 2 many 3 Most 4 a few 5 a lot of 6 no

Useful language

Evaluating options

- 5 Students work individually to complete the sentences with the words from the box, before checking answers as a class. Tell students that there can be more than one correct answer for some of the questions. Ask students to say the whole sentence when giving their answers so that you can assess (or correct) basic sentence stress and pronunciation.

Answers:

1 involved 2 pros 3 better, limited, identified
4 better 5 everyone 6 options, pros 7 identified
8 affect

Website

Unit 5 test

Unit 6

Animal and artificial products

UNIT OVERVIEW

Learning outcomes

Students can...

- use vocabulary to describe natural and artificial materials.
- use past question forms.
- use collaboration and teamwork.
- write an email about animal byproducts.

Listening

Items made with animal products

Reading

An article about animal products

Vocabulary

Natural and artificial materials

Grammar

Past question forms
Yes / No and Wh-questions in the past

Career skills

Useful language: Giving and replying to opinions
Speaking task: Collaboration and teamwork
Career skills: Collaboration and teamwork

Writing

An email about animal byproducts
Writing tip: Being polite

Workbook

Vocabulary: Natural and artificial materials
Grammar: Past question forms
Useful language: Giving and replying to opinions

Listening and reading

Warmer

Before students do this activity, check that they understand the difference between a natural product and an artificial one. Explain that an artificial material is one that is made through human effort, such as *metal* or *glass*. A natural product is one that comes from a plant or animal, such as *fur* or *cotton*. Draw a two-column table on the board with *artificial* at the top of one column and *natural* at the top of the other. Divide the class into two teams. Students take it in turns to race to the board and write a natural or artificial product in the correct column. Give your students a time limit of five minutes. The team with the most correct words wins.

Lead-in


- 1 Put students into pairs to do the activity. Monitor and encourage all students to speculate about what the products in the photo are used for. Elicit feedback from different pairs, or invite them to the board to add any everyday items made from animal products to the second column in the table.

Answers:

Students' own answers

Listening

Items made with animal products

- 2  10 Students work individually to do the listening activity. Play the audio. Allow students to check answers in pairs or groups of four, before checking with the whole class. Check that students are pronouncing the words correctly. Make sure that students pronounce *clothing* correctly (i.e. *clothe-ing* rather than *cloth-ing*).

Teaching tip

It is important to identify if students are not performing well in listening activities because they are struggling to recognise the sound-letter correspondence of a list of words that forms part of an activity requirement.

When you have spare class time, give a mini spelling test. This can involve giving a piece of paper to students and asking them to write five to ten words that you dictate. These should be key words that students have seen and used in previous lessons, and they should be words that have potentially problematic spelling. Collect students' papers in order to assess if there are common problems with particular letters or letter combinations, then draw attention to these in the next class.

Extension activity


Divide the class into small groups for them to discuss these items in the context of their own homes. Ask them to talk about whether they have these products at home and to say whether they are artificial, natural or both.

Answers:

- pillows 6
- furniture 3
- shoes 4
- bag 5
- rugs 2
- clothing 1

Audioscript: Track 10

- Nada:** Right, so we need to brainstorm a list of everyday items that are made from animal products. I'll write down our ideas.
- Hiba:** OK, well, a lot of things are made from wool. I mean, wool is used to make clothing and it's really comfortable and warm. We also use it for rugs and furniture.
- Zeina:** That's right, and there's leather, too. My shoes are leather, and so is my bag. They've lasted for a long time.
- Nada:** OK. So, clothing, rugs, furniture, bags...
- Hiba:** Oh! We use feathers to make pillows. Duck feathers are so soft and comfortable.
- Nada:** Yes. But, unfortunately, like a lot of people, I'm allergic to wool and feathers. So, I have to buy clothing made from artificial materials. I don't mind, though, because they're cheaper.
- Hiba:** Hmm. That's true, but I find clothes that are made from artificial materials are more uncomfortable. Also, I think natural materials are better for the environment.
- Zeina:** It's hard to say for certain. But let's get back to the list...

- 3  10 Students work individually. Play the audio. Check answers. If you have time, or if the students find this challenging, replay the audio, pausing it after each advantage and disadvantage is mentioned. Then discuss any ideas that students added to the table.

Extra support

If your students need extra help, allow them to listen while reading the audioscript at the same time. Then play the audio again (without allowing reading of the script) for students to listen and complete the table.

If your students need an extra challenge, have them try and recall or anticipate the advantages and disadvantages that are discussed in the audio, based only on their first listening opportunity in Exercise 2.

Extension activity

Ask students to tell you what problem Nada has with the animal products wool and feathers (*she is allergic to them*). Check that students understand what *to be allergic to something* means (*to become itchy or sneezy because you react to a certain product / animal / medicine*). Ask students to tell you if they are allergic to anything and, if so, what.

Answers:

| | Advantages | Disadvantages |
|----------------------|--|--|
| Artificial materials | cheaper | less comfortable |
| Natural materials | comfortable, warm, last for a long time better for the environment | some people are allergic can be more expensive |

- 4 Students work individually to choose their preferred items. Ask them to make notes about their reasons.

Answers:

Students' own answers

- 5 Students now work in pairs and ask and answer the questions about their choices in Exercise 4. You might like to write the following prompts on the board to help students start their discussions:

Do you prefer to wear clothes / shoes that are made from natural materials? Why?

I prefer my clothes / shoes to be... because...

What about furniture?

Monitor, helping with vocabulary and sentence structure where necessary. Elicit ideas from a few pairs.

Answers:

Students' own answers

DID YOU KNOW?



Before the lesson, make a note of some household items that contain unusual animal byproducts. Ask students to read the information in the *Did you know?* box. Ask them whether they knew that nappies, paper and plastics contain animal products. Elicit other household items that they know of that contain surprising or unusual animal byproducts.

Reading

An article about animal products

Warmer

If possible, before the lesson, find a list of everyday items that are made using animal byproducts and write the list on the board. Some examples include *plastic bags* (which contain an acid found in animal fat) and *nail polish* (which contains fish scales). Check that students understand what animal *byproducts* are (*parts of an animal such as the skin, fat or milk which are used in other household products*). Then put students into groups and ask them to discuss which items they think could have animal products in them (but at this stage, don't tell students that all the items on the list contain animal products). Elicit feedback on what they discussed.

Alternative activity

Write a list of common household items on the board. Ask students to divide the list into those things that do or don't contain animal byproducts. Students check their answers in groups and then feed back to the class.

- 1 Divide the class into pairs for students to discuss the questions. If students have done the *Warmer* activity, you could ask the whole class these questions. Elicit some of your students' ideas and make a note of any good ideas on the board.

Answers:

Students' own answers

- 2 Ask students to read the article, underline the animals and circle the products made from animals. Elicit answers, checking that students can match each of the sections in green to one of the photos. Direct students to the photo of the beaver if they don't know what this animal is.

Teaching tip

Explain that scanning is a useful everyday skill. People may scan when they are looking for a phone number on an advertisement, or looking for an email address on a webpage.

To develop your students' scanning skills, ask them to scan the article to find the words. Remind them that they don't need to read every word of the article to understand what the article is about when they are scanning for specific information. They should be running their eyes over the article to look for animal words and products made from animals only. Ask them to do this as quickly as possible.

Answers:

animals: beavers, fish, sheep, horse
products: ice cream, soft drinks, lipstick, washing detergents

- 3 Students work individually to read the article again and answer the questions, before comparing answers in pairs. Remind students to underline where they found the answers to the questions in the article. Elicit answers around the class.

Extra support

If your students need extra help, read through the article with them, or ask different students to read each section aloud. Go through any unknown vocabulary in the article and the questions.

If your students need an extra challenge, ask them to write definitions (or translations, if you prefer) for the following words in the article: *mass production* (noun), *livestock* (noun), *edible / inedible* (adj.), *cosmetics* (noun), *strengthen* (verb) and *washing detergents* (noun).

Answers:

1 55% 2 45% 3 beavers 4 to make clothes feel soft 5 to strengthen our lips

- 4 Give students time to research the industries before they do the activity. Alternatively, ask them to choose one industry that they would like to focus on. Students work in pairs to do the activity. Give them time to discuss the issue and then elicit feedback from different pairs.

Answers:

Students' own answers

- 5 Put students into groups to do the activity. Monitor their discussions, making notes on good language output and correcting any language errors. Hold a feedback session after the discussion to praise good language use and to correct common language errors.

Alternative activity

Students work in small groups to discuss reasons why animal byproducts are used in so many products and to make a list of their ideas. Elicit feedback from different groups and make a note of any good ideas on the board. Ask students to tell you which products have surprised them the most and why. Would they change their behaviour based on what they have learnt about animal byproducts?

Answers:

Students' own answers

 Vocabulary

Natural and artificial materials

Warmer

Put students into pairs and ask them to ask and answer questions about what they are wearing and what the clothes are made of or from, e.g. A: *What are you wearing today, Tarek?* B: *Today, I'm wearing a blue cotton jacket, cotton shorts and white leather trainers. How about you?* Students make a note in their notebooks and report back to the class. To extend the activity, you can ask students to tell you which materials they are wearing are artificial and which are natural.

- 1 Before students do this activity, explain that *down* is the word for small, soft feathers, especially from a young bird such as a goose or duck. Students work individually to label the photos with the correct words and phrases. Check answers as a class. You can then put students into pairs for them to decide if the materials are artificial or natural. Allow students to compare answers with another pair, before checking answers as a class.

Extension activity

Play 'Spelling tennis'. Students close their books. Put students into teams of four. Give each team five points. Say a material and the first letter (e.g. *cotton* – c) and then choose a group to say the next letter (o). That group then selects another group to say the next letter (t), etc. If a group says the wrong letter, then deduct one point. The winning group is the group with the highest number of points.

Answers:

1 plastic, artificial 2 down, natural 3 leather, natural
4 nylon, artificial 5 silk, natural 6 polyester, artificial
7 fur, natural 8 cotton, natural

- 2 Students work in pairs to ask and answer the questions. Remind them to use *made of / from* and *used in / for* and to make a note of their answers in their notebooks to help them with Exercise 3. Ask students to make notes after they have finished the activity so this doesn't interrupt the flow of them asking and answering questions. Monitor, helping with vocabulary and sentence structure where necessary.

Extension activity

At the end of the activity, ask one or two confident pairs of students to model the questions and answers. Other pairs can then say whether they mentioned the same items in their discussions.

WATCH OUT!



Direct students' attention to the *Watch out!* box. Explain that they can use *made from* or *made of* when they are talking about materials.

Made from is used to talk about how something is made, e.g.:

Plastic is made from oil. (In other words, oil is used to make plastic.)

Made of is used to describe the basic material that is used to make something, e.g.:

This ring is made of gold. (In other words, the material of the ring is the metal, gold.)

Ask students if they can think of any other examples and ask them to write them on the board.

Answers:

Students' own answers

- 3 In the same pairs, students use their answers from Exercise 2 to complete the wordwebs. They can copy the wordwebs into their notebooks. Check answers with the class and write any answers which you think are relevant to Exercise 4 on the board.

Extension activity

Ask students to give you an example sentence using the words in the wordweb so that you can check their spelling and pronunciation.

Suggested answers:

Jackets are made of leather.
Water bottles are made from plastic.
Rope is often made of nylon.
Down is used for making pillows.
Fox fur is sometimes used in coats.
Silk is used for making special clothing such as ties.

- 4 Put students into pairs to describe items around the classroom. Elicit feedback from different pairs on what items they mentioned.

Alternative activity

Students can take turns to describe something in the classroom, but not say what it is. Their partner must try and guess what they are describing. Students score a point for guessing correctly. The person with the most points after five minutes wins.

Answers:

Students' own answers



Grammar Past question forms

Warmer

Ask students when they think farmers began to keep animals. Ask students what animals they think farmers kept. When you have a list of animals, ask direct questions, e.g. *When did farmers begin keeping goats? When did farmers begin keeping chickens?* Accept all ideas at this point.

- 1 Put students into pairs. Give them five minutes to discuss the questions and encourage them to make a note of their ideas in their notebooks. Elicit feedback from different pairs.

Answers:

Students' own answers

- 2 11 Students work individually to do the activity. Play the audio once for students to decide what the topic of the discussion is. Elicit the answer.

Suggested answer:

The topic is the history of farming.

Audioscript: Track 11

Historian: OK. So, let's begin our discussion with some questions. How old is farming? When did people first start to raise their own food? Does anyone know?

Dania: I think it must be more than 10,000 years ago.

Historian: Yes. You're right. Farming with goats and sheep began about 12,000 years ago in the Middle East. Cattle came after that from the country that we now call Turkey.

Dania: Did farmers keep chickens at that time?

Historian: No, chickens came later. It's not certain, but probably around 3,000 years ago.

Hanane: How did the farmers use the animals? Did farmers keep most animals for their meat and skins?

Historian: No, farmers first started milking goats and sheep before they ate meat.

Lama: What about for ploughing? Did they use animals to plough or carry heavy loads in those early days?

Historian: Well, for a long time the farmers pulled the ploughs themselves. It was very hard work! Then about 4,000 years ago in Egypt they used animals like oxen and camels to do it.

Roula: When did farmers stop using animals to work on the farm?

Historian: Well, they haven't stopped – many farmers still use animals today. However, the tractor is much more common these days and that was invented about 130 years ago. About 100 years before that, the industrial revolution changed agriculture forever. Many machines were invented that made farmers' work easier and quicker.

- 3 11 Students now listen to the audio again and number the events in the order that they hear them. Play the audio again. If you think your students might find this challenging, pause the audio after each event is mentioned.

Answers:

farmers began raising cattle **2**
farmers began raising goats and sheep **1**
the tractor was invented **5**
farmers began raising chickens **3**
farm animals were trained to work on farms **4**
the industrial revolution changed agriculture forever **6**

Yes / No and Wh-questions in the past

- 4 Students work individually to complete the grammar rules. Check answers around the class.

Alternative activity

Explain to students that questions in the past begin with *Did* or *Wh-* words. Write the following on the board:

Farmers began to keep chickens about 3,000 years ago.

Question: Did farmers begin to keep chickens about 3,000 years ago?

Answer: Yes, they did. / No, they didn't.

Question: When did farmers begin to keep chickens?

Answer: They began to keep chickens about 3,000 years ago.

Remind them that the main verb in the question stays in the present tense and doesn't change to the past form.

Answers:

1 Yes / No 2 did 3 where 4 beginning

- 5 Students work individually or in pairs to write the words in the correct order. Remind them that the first word of each sentence is capitalised.

Answers:

1 Why did people begin farming 2 How did farmers protect their crops 3 When did people start farming 4 What animals did farmers use for work 5 How did the industrial revolution change 6 What crops did farmers in your region raise

WEB RESEARCH



Ask students to read the *Web research* task and check that they understand it.

Give students the names of some useful websites to better focus their research.

Warmer

Write *plant-based diet* on the board. Ask students to brainstorm the things that you can eat when you follow a plant-based diet. Put students into pairs to discuss their ideas before they share them with the whole class. (Possible answers: *fruit, vegetables, tofu, beans, vegetables, nuts and seeds, soya protein, rice, lentils.*)

Ask students to tell you if they follow a plant-based diet and, if so, why. If students do eat meat, dairy and eggs, ask them to tell you if they could give up eating any of these things and why or why not.

Task model

- 1 Students work in pairs to do the activity, before sharing ideas with the whole class. The photos show different foodstuffs (rocket / arugula leaves, tofu, almonds, almond milk, beans, falafels, corn burgers) which can be eaten by someone who follows a plant-based diet, e.g., rocket leaves, tofu, potatoes, almonds, almond milk and falafel.

Answers:

Students' own answers

- 2 Students are now going to read an online comment thread about a plant-based diet. Give them a short time to do this and then ask them to work individually to make a note of the comments that they agree and disagree with. Encourage them to underline the comments they agree with and to circle the comments they disagree with to help when they are giving feedback. Elicit opinions from a few students and ask them to give reasons to justify their opinions.

Teaching tip

Before students read the online comments, ask them to work individually to make a note of words they think they may read. Elicit some of their ideas and write the words on the board. Students then read the first time to check if any of their words are mentioned. Doing this can help focus their attention on the topic and gives them a further reason to read.

Answers:

Students' own answers

- 3 Students work individually to match the names to the opinions. They should underline or highlight the parts of the online comments which helped them find the answers. Check answers around the class.

Extra support

If your students need extra help, help them identify key words in the opinions listed in the activity and then find the same words / synonyms / related words in the online comments.

If your students need an extra challenge, ask them to choose one comment and rewrite it in their own words.

Answers:

1 d 2 b 3 c 4 a

Useful language

Giving and replying to opinions

- 4 Students can do this activity individually or in pairs. Give them a few minutes to complete the table and then check answers around the class.

Alternative activity

Do this activity as a whole class on the board. Invite students to come and write the phrases in the correct column on the board. When you've done this, students can add any other phrases they know that you think are suitable.

Answers:

| Expressing opinions | Agreeing / Disagreeing |
|--------------------------------------|---------------------------------------|
| Personally, I think / don't think... | I can't agree with you on that. |
| Everyone should be free to... | I totally agree / disagree with that. |
| I think it's right / wrong to... | I'm afraid I have to disagree. |

- 5 Students now work in pairs. Remind them to look back at Exercise 3 which outlines some of the opinions. Encourage them to use the *Useful language* phrases to help them. Monitor, helping with vocabulary and sentence structure where necessary. Elicit opinions from a few pairs.

Extension activity

When students have finished their discussions, you may like to develop this into a class discussion on the benefits or risks of meat or plant-based diets. Ask: *Can you tell me some of the benefits of following a plant-based diet?* If your students feel comfortable with this, you could also conduct a class survey to find out which students follow a plant-based diet and why.

Answers:

Students' own answers

Task preparation

- 6 Direct students' attention to the *Web research* box. Students research the products in pairs and follow steps 1–3. Monitor, helping with identifying key information where necessary. Elicit some of the information they discover and encourage students to make a note of any information their classmates mentioned that they think is important. When they have done this, ask them to read the instructions for Student A and B and to choose who is A and who is B.

WEB RESEARCH



Ask students to read the *Web research* task. You could give students the names of some useful websites or a brief list of certain products which are made using animal byproducts and products that are made using only plants to help focus their research more.

Extra support

If your students need extra help with choosing specific products, direct them back to the article on page 47 which outlines products that contain animal byproducts.

If your students need an extra challenge, ask them to research any natural products which can be used as an alternative to animal byproducts, e.g. coconut oil can be used instead of beeswax in cosmetics.

Answers:

Students' own answers

Speaking task

Collaboration and teamwork

- 7 Direct students' attention to the *Career skills* box and encourage them to follow the guidelines in their discussion. Students work in pairs to discuss the benefits and risks of the products that they researched. Remind them to refer back to the notes they made in Exercise 6 and to use the *Useful language* phrases where possible. Monitor, helping with vocabulary and sentence structure where necessary. Elicit feedback on what they discussed.

Alternative activity

Have students complete the activity in pairs. They should take notes on each other's content and how well they collaborate and use the *Useful language* phrases as they have the discussion. They then give each other feedback and repeat the activity, taking the feedback into account. They should film the second discussion and then watch it and analyse their performance.

CAREER SKILLS: Collaboration and teamwork



Ask students to read the *Career skills* box or read it aloud. Check that they understand the information. Remind students that collaboration (working together with other people) and teamwork are important career skills as well as important life skills. In order to develop good collaboration and teamwork skills, it is important that students are open to the ideas of others and can express their ideas clearly and politely.

Answers:

Students' own answers

- 8 Students now join with another pair who researched a different topic. Monitor, checking how well students interact and present their views. You may like to make notes and feed back on the positive interactions you observed, e.g. turn-taking, active listening, moving the discussion forward, etc.

Teaching tip

Remind students that when they are making notes about information their partner is giving them, they should ask for clarification when necessary. Explain that they may need to do this if they didn't hear what their partner said, didn't understand it or would like the information repeated so they can check it. You can write the following phrases on the board for students to refer to when they are doing the activities on this page:

I'm sorry, but could you repeat that, please?

Can you say that again?

Did you say... or... ?

What did you say about... ?

I'm not sure I understand what you said.

Sorry, but I didn't hear what you said.

Let me just check I've got this right...

Answers:

Students' own answers

Feedback

- 9 Groups work together to do the activity. Elicit feedback on what they discussed.

Extension activity

Ask students to tell you how easy it was to start and end the discussion. Elicit any phrases that they used and make a note of any good ideas on the board. Alternatively, write the following phrases on the board for students to copy into their notebooks:

So why don't we start by talking about...

A good place to start is...

I think that's a good place to end the discussion.

Has everyone said everything they want to say?

Answers:

Students' own answers

Warmer

Around the world, there is some disagreement about whether animals have rights and what this means in practice. According to many animal rights groups, there are certain basic principles which humans must consider in their relationship with animals of all kinds. To help students get an understanding of what animal rights are, write *animal rights* on the board, with lines coming from it. Write one or two of the principles listed below and ask students to suggest what the others might be:

- *not carrying out animal experiments*
- *not killing animals for food, clothes or medicine*
- *not using animals to do hard physical work*
- *not hunting animals for fun*
- *not putting animals in zoos or using animals for entertainment.*

- 1 Ask students to read the rubric and to tell you what they are going to read and why (*an email from an animal rights group, read to find out if they agree or disagree with the opinions in the email*). Elicit feedback, asking students to support their opinions with information from the email.

Extension activity

Divide the class into groups of four and ask them to nominate A, B, C and D students. A students read the information labelled (a) in the email, B students read the information labelled (b), C students read the information labelled (c) and D students read the information labelled (d). With closed books, each student (starting with Student A) tells their group the facts that they remember from their section of the email for other students to take notes. When all four students have done this, they can open their books and check that the information was correct.

Answers:

Students' own answers

- 2 Students will read the email again to match the information with the correct part of the email. First, give them a short time to read sentences 1–5 and make sure everyone understands each point. Students then work individually to do the activity. Check answers with the whole class. Encourage students to read directly from the email when they give you the answer.

Alternative activity

You could ask students to explain the purpose of sections a–e in the email in Exercise 1. Then, students can refer to Exercise 2 to see if their ideas were correct.

Answers:

1 e 2 b 3 a 4 d 5 c

- 3 Students now plan their own emails. They can do this activity individually or in pairs. Elicit who they are writing their email to (*the Animal Trust*). Elicit why they are writing (*to respond to the writer's points, to give their company's opinion and to explain what they plan to do in response to the points raised*). Remind them to refer back to the information in the article and online comments, the *Web research* tasks on page 51 and the *Useful language* phrases for agreeing and disagreeing on page 50. Monitor, checking that they are including all the information they need to and dividing their email into suitable paragraphs.

Teaching tip

Referring students back to a writing model and analysing the model for structure, language and content provides additional support for students.

Answers:

Students' own answers

- 4 Before students do this activity, ask them to read the information in the *Writing tip* box. Allow students to use a dictionary or to ask you any questions during this activity. Monitor and assess which students appear to need more input from you and then offer help or check their work so far.

WRITING TIP: Being polite

Ask students to read the information. Check that they understand that they need to be polite when they respond to someone else's opinions. This is as true when speaking to someone as it is when writing to someone. Tell them that the other person will be much more likely to listen and discuss their opinions if they remain polite. Remind them that an easy way to be more formal in their writing is to avoid the use of contractions (e.g. *I am* rather than *I'm*, *do not* instead of *don't*).

Answers:

Students' own answers

I CAN...

Ask students to complete the checklist. Check students understand that 1 is the lowest end of the scale and 5 is the highest.

How to use the Workbook pages

There are a number of different ways that the Workbook pages can be used, depending on your teaching situation and students:

- 1 In the classroom:** the procedure notes below are designed for the Workbook exercises to be used in the classroom as a standard lesson using a communicative approach. The material consolidates the main vocabulary, grammar and useful language from the unit.
- 2 For homework:** the Workbook exercises can also be set as homework. For example, if you have taught the vocabulary lesson in your class, you can set the first two vocabulary exercises of the Workbook page for homework. If you have time, it's always a good idea to go through the homework with your students at the start of your next class.
- 3 As an extra test:** if required, you can use the Workbook page as an extra test. Remember to set an appropriate time limit for the test. The material has been conveniently divided into Vocabulary, Grammar and Useful language sections.

Vocabulary

Natural and artificial materials

- Students can do this activity individually or in pairs. Check answers (including correct pronunciation) as a class.
Fast finishers can write their own example sentences using the words from the crossword. Alternatively, ask students to give you an example sentence using the words.

Answers:

| Down | Across |
|-------------|-------------|
| 1 polyester | 2 down |
| 3 nylon | 7 wool |
| 4 leather | 8 synthetic |
| 5 plastic | 9 natural |
| 6 silk | 10 cotton |

Grammar Past question forms

- Students work individually or in pairs to do the activity. If necessary, allow students to refer back to Exercise 4 on page 49. Check answers with the class and elicit why an answer is correct, e.g. 1 = *We use 'when' to ask a question about a period of time.* To extend the activity, you could divide the class into pairs to ask and answer questions about what they did the previous day / evening, e.g. *Where did you go yesterday after class? When did you get home?, etc.*

Check that students understand the meaning of the verb *graze* (*used for animals, it means to allow them to feed on open land*).

Answers:

1 c 2 a 3 d 4 b 5 f 6 e

- Students work individually or in pairs to write questions using the word in brackets. Explain that they need to read the answer to the question first so they know what information to include in the question. Encourage them to keep the main verb the same. Check answers around the class, checking students' question intonation.

Answers:

- When did they train animals to work?
- How did they irrigate their crops?
- What did they use for fertiliser?
- Why did they grow wheat?
- Did the tractor completely replace the ox?

Useful language

Giving and replying to opinions

- Students work individually to complete the sentences. Then check the answers as a class.
To extend the activity, read the sentences aloud one by one, but saying 'beep' in place of the gapped word. Students should try to recall what the missing word is.

Answers:

- 1 Personally 2 totally 3 agree 4 afraid 5 free
6 ways

DID YOU KNOW?

It's estimated that about 6% of all words in English derive from Greek. Other words used in English that come from Greek include *dinosaur* (literally 'terrible lizard'), *planet*, *hippopotamus* (literally 'river horse'), *telescope*, *history* and *music*.

You could ask students to research English words that derive from other languages, such as Arabic. Students should make a list of the words they find in their vocabulary notebook.

Website

- Unit 6 test
- End of volume 1 test

End of volume 1 review answer key

The *End of volume 1 review* in the Student's Book (pages 54–56) evaluates each unit individually. Every unit review is marked with a score out of 20. The 20 items are divided into 4 exercises of 5 items each, covering the key vocabulary, grammar and useful language from the unit.

Unit 1

A

- | | |
|----------|-------------|
| 1 trowel | 4 shovel |
| 2 spade | 5 secateurs |
| 3 hoe | |

B

- | | |
|----------|-----------|
| 1 plant | 4 water |
| 2 plough | 5 harvest |
| 3 rake | |

C

- | | |
|----------|-----------|
| 1 Before | 4 However |
| 2 too | 5 When |
| 3 also | |

D

- 1 e 2 a 3 b 4 d 5 c

Unit 2

A

- 1 e 2 b 3 a 4 d 5 c

B

desertification, erosion, irrigation, pollution, solution

C

- | | |
|-------------------|-----------------|
| 1 should | 4 don't have to |
| 2 must / have to | 5 can |
| 3 can't / mustn't | |

D

- 1 A key issue in my country is a lack of water.
- 2 The biggest problem is for agriculture.
- 3 How do you deal with water shortages?
- 4 One way to solve this problem is to filter water.
- 5 The best way to deal with this is to use less water.

Unit 3

A

- | | |
|-----------|------------|
| 1 contain | 4 decrease |
| 2 replace | 5 low |
| 3 spread | |

B

- | | |
|--------------|--------------|
| 1 started | 4 has become |
| 2 lived | 5 has been |
| 3 have grown | |

C

- 1 Tarek didn't **use** to be an organic farmer.
- 2 He used to **fertilise** his crops with chemical products.
- 3 He used to **spray** the wheat every week.
- 4 Why did he **use** to farm in this way?
- 5 He used **to** believe it was the best way to grow vegetables.

D

- 1 drawback / downside
- 2 downside / drawback
- 3 good thing
- 4 upside
- 5 advantages / disadvantages

Unit 4

A

- | | |
|----------------------------|--------------------------|
| 1 weed (not a crop) | 4 fox (not a rodent) |
| 2 rodent (not an insect) | 5 rabbit (not an insect) |
| 3 locust (a pest / insect) | |

B

broken, carried, dug, made, spread

C

- | | |
|--------------|-------------------|
| 1 are eaten | 4 is contaminated |
| 2 are used | 5 are destroyed |
| 3 are killed | |

D

- 1 You could use traps to catch the mice.
- 2 I don't think you should use pesticides.
- 3 Another possibility is to poison the rats.
- 4 In your position, I wouldn't use weedkiller.
- 5 I think the best solution would be to get a cat!

End of volume 1 review answer key

Unit 5

A

- | | |
|--------------|--------------|
| 1 flour mill | 4 waterproof |
| 2 store | 5 mouldy |
| 3 silo | |

B

- 1 a couple of (a small number)
- 2 selling (not preserving food)
- 3 jam (uncountable / not an ingredient or fruit)
- 4 rice (uncountable / not a legume)
- 5 olives (countable)

C

- 1 d 2 c 3 a 4 e 5 b

D

- 1 What issues are **involved**?
- 2 What options are **available**?
- 3 Have we identified all the **issues**?
- 4 What's the main **problem**?
- 5 Who does this **affect**?

Unit 6

A

- | | |
|-------------|-------------|
| 1 polyester | 4 clothing |
| 2 nylon | 5 cosmetics |
| 3 fur | |

B

- | | |
|--------|-------|
| 1 of | 4 for |
| 2 from | 5 of |
| 3 in | |

C

- | | |
|--------|---------|
| 1 When | 4 Why |
| 2 How | 5 Where |
| 3 What | |

D

- 1 D 2 A 3 D 4 A 5 D