

Cambridge Grammar and Writing Skills

Teacher's Resource 7–9
Stage 7

Unit guides: Unit 1 Narrating my life

Writing objectives for first language English	Writing and Use of English objectives for second language English
Practise note-taking for different purposes. Use correct grammar in a range of genres and text types.	Revise present and past tenses, and <i>used to</i> . Learn indefinite and quantitative pronouns. Use correct punctuation: capital letters.
Cambridge lower secondary English resource links Cambridge Global English: Stage 7: Unit 2: Personal identity Cambridge Checkpoint English: Stage 7: Unit 4: School stories	Aim: To be able to write in a clear, thoughtful way for a diary
International Baccalaureate Middle Years Programme links Language acquisition: Phase 3 Language and literature: MYP1	Key terminology: Diary, narrator

Warmer

- Ask learners about famous people they admire. What do they know about their lives?
- Ask them about their reading preferences, e.g. What sort of books do you like reading? Do you ever read books, articles or stories about the lives of people you admire? Why?
- Ask learners if they have ever written about their own lives. Encourage them to talk about their experiences and the problems they feel they have had.

Noticing

- Bring a biography of a favourite author or sports person, or an interview transcript, and read a short extract with the class.
- Make copies of selected extracts and share them with the class.
- In groups, ask learners to read and discuss what they find interesting about it, e.g. the anecdotes, the language used.

Pre-reading

- Encourage the class to discuss why people would want to write a diary. Have them reflect on whether diaries are private and personal, or whether they can also be made public and be published.
- Explain that diaries are traditionally considered to be a form of private writing, an account of someone's life. However, some people write diaries for other reasons. Ask learners to think why someone would want to make their diary available to the general public.
- Ask the class if they have ever kept a diary. If learners have, encourage them to describe what

sorts of things they wrote in it. Did they keep it in a special notebook? Did they include other things besides writing, e.g. concert tickets, cards, newspaper cutting or photos, etc.?

- If they haven't, what would they put in a diary?
- How would they feel if someone in the future read their diary? What aspects of their life and their time would they want people in the future to learn about by reading their diary?
- Focus on the big question: How can I write about my life in an interesting way? Elicit ideas, e.g. what tenses are used, what sort of language (formal/informal); use interesting vocabulary, include funny anecdotes, talk about feelings and emotions, etc.
- You may wish to draw a spidergram on the board and write down learners' ideas for future reference.

Effective diaries

- Focus on the characteristics of a good diary entry and ask learners to compare them with their own ideas. Are there any they didn't think of? Can they add more?

How the text works

- Ask: What makes a good diary? Encourage learners to recall the characteristics they discussed before reading the text.
- Focus on this section. Ask learners to work in pairs or small groups. They should re-read the text and identify the parts of the text where the writer used those techniques.
- Encourage them to discuss whether the writer used those techniques effectively.

Suggestions for further reading

Artichoke Hearts – Sita Brahmachari. Macmillan Children's Books

The Diary of a Young Girl – The Definitive Edition, Anne Frank, Mirjam Pressler (Edited by), Otto Frank (Edited by), Elie Wiesel (Introducer), Susan Massotty (Translator). Penguin Classics

Captain Scott's Last Expedition – Robert Falcon Scott, Edited by Max Jones. Oxford World's Classics

Diary of a Wimpy Kid – Jeff Kinney. Amulet Books

The Secret Diary of Adrian Mole Aged 13 ¾ – Sue Townsend. Methuen

Active learning

Post reading: reacting to the text

After the class has read the text, discuss reactions to it. Give learners a few questions and ask them to work on their own. They should reflect and think of the answers. After a few minutes, ask them each to pair up with a partner to compare and contrast their answers. Finally, have an open-class discussion.

You may wish to use the following questions:

- How do you feel about what you have read? Why?
- What two questions would you like to ask Mira?
- Imagine you were Mira. What would your answers be to these questions?
- Imagine you were in a similar situation. What would you do?

Differentiation strategies

- Use Think–Pair–Share to provide learners time and structure for thinking about a given topic, enabling them to formulate individual ideas and share these ideas with a peer. Ask learners to work individually on the text-analysis questions. Then, they should compare their responses with a partner's and synthesise a joint solution to share with the entire class. This is a useful technique for both less and more confident learners.
- Offer less confident learners a choice of task. Allow a few minutes for them to read through

the tasks they are expected to do. Allow them to choose the tasks they feel are easier and have them do these first. This will give them a sense of achievement and encourage them to approach the more difficult ones with more confidence.

- Help more confident learners develop their inferencing skills by using the context to guess the meaning or usage of unfamiliar language or vocabulary.

Learning to learn

- Conduct pre-reading activities in which learners identify their prior knowledge about the topic or genre of the reading text and make meaningful personal associations. Tell learners that this strategy is called 'personal elaboration' and it will help them understand the text they are going to read. Explain that this strategy can be also be used when they are preparing to write. Use the questions and ideas in the Pre-reading section to help them prepare for the reading text that follows.
- Encourage less proficient learners to explain to themselves what they have to do in each task, especially those that may pose greater difficulty. This self-talk strategy will help them understand and plan ahead for how to go about doing the task.

Use of English – additional activities

When learners have finished the lesson, you may ask them to complete the Use of English additional activity for this unit.

Publishing learners' writing ideas

A day in the life of ...

When learners have finished their writing task, ask them to add photos or pictures to make their diary entries more attractive. If conditions permit, create a publishing space in the classroom called 'A day in the life of ...', or any other fancy name of their choice. They should post their diary entries there for the rest of the class to read. Afterwards, they can collect all the diary entries in a folder or bind them together to make a small book.

Answer key

Reading

- 1 a Mira's family life: not very much – just her family name (Levinson), and she mentions her father and 'nana'.
 b Learners' own answers – at this stage. Should begin to pick up her self-doubt, how she thinks a lot – perhaps too much.

Text analysis

- 1 Partly true – she mentions 'facts' about her life, but also talks about blushing and having a 'mixed-up mind-maze'.
 2 a Para 4. b Para 3.
 c Para 2. d Para 1.
 3 a Millie.
 b It's her birthday – she's 12.
 c Long, dead-straight black hair.
 d She hates talking in class ('contributing to class discussions').
 e Strange.
 4 a Weird.
 b Simplest; most straightforward.
 c 'aren't my thing'; words.
 d Daydreamer.
 5 a iii Confused and unsure.
 b She needs to 'build her confidence'; she 'blushes bright red' and 'clams up'.
 c She likes drawing/art ('Give me a paintbrush any day') and later says she's a 'doodler'.

d Possible answer: she feels unbalanced, frightened.

- 6 Learners' own answers in note or sentence form.

Use of English

Grammar

- 1 **part 1a** **part 1b**
 a ii f Learners' own answers.
 b iv
 c v
 d i
 e iii
 2 a haven't been sleeping
 b 've ... written
 c used to like
 d 've been thinking
 3 a calls / has always called
 b come
 c haven't always lived / didn't use to live
 d used to live
 e moved
 f 've got
 g walk
 h found
 i joined
 j 've been making
 k 've been hanging
 l plays

Vocabulary

4 a		no-	any-	some-	every-
	-thing	nothing	anything	something	everything
	-body/-one	nobody/no one	anybody/anyone	somebody/someone	everybody/everyone
	-where	nowhere	anywhere	somewhere	everywhere

- b Learners' own answers.
 5 a anything b anywhere c someone
 d anyone e nowhere
 6 a everything b none c more
 d a few e some f any
 g everyone

Punctuation

- 7 Last summer my family and I went to Milan for the weekend. It was July so it was very warm. We arrived on Friday morning and stayed until Sunday. I love Milan because there's so much to see and do. My little brother Ali wanted to practise his Italian so he said 'ciao' to everyone!

Independent Writing answers

Write a diary entry of 250–300 words from your own point of view following a significant event or moment in your life (this can be real or imagined).

Sample answer

21 September – London, England

Dear diary,

What a busy day! I couldn't sleep much last night. The bed was so hard! I was excited because I'm in London. this is my first time in London! This is like a dream. I've always wanted to visit this city, and I'm finally here! we went to Buckingham Palace. The Palace gardens are pretty. I think I found the house of my dreams. We saw the changing of the guards. I've always wanted to see the changing of the guards. I took lots of pictures. We were hungry so we went to a pub. It was near the palace. Mum wanted to go to an authentic British pub. The food was delicious. I had steak and kidney pie and apple pie. After lunch we went to the famous London eye. There was a long queue and we waited for two hours. It was great. After the eye, we saw the houses of parliament, Big Ben, and the River Thames. My brother took a lot of pictures! Our tour guide told my parents to go to a tea house. We had tea there. It was great too. We drank tea and ate cakes and scones! Tomorrow we're going to the tower of London and the theatre. I'm wanted to go to a concert.

Bye,

Raj

Examiner comment

All the content is relevant. The learner responds to the task correctly and gives details about the places he has visited. It is also clear that this visit is a special event in his life. The overall tone is enthusiastic and positive.

The response is written in an informal, friendly tone, which is appropriate for the task. The conventions for opening and closing a diary entry are used appropriately.

The text is coherent and ideas and events follow a logical sequence. However, there is no organisation into paragraphs. Sentences are short and simple. There are no linking words except for the simplest ones (*but, and, so*) and there is no attempt at using complex sentences.

There is a range of everyday vocabulary used, which is relevant to the topic, but no attempt is made at using idioms or more sophisticated adjectives.

There is a range of simple grammatical forms used with a good degree of control, e.g. present and past forms of verbs. There are some minor mistakes in capitalisation (underlined), which can be attributed to absent mindedness, e.g. capital letter at the beginning of a sentence. However, there are more serious ones: the learner fails to use capital letters for the names of monuments.

Grade: 3

Model answer

¹September 21 – London, England

²Dear diary,

What a busy day! I couldn't sleep much last night because the hotel bed wasn't very comfortable. It was so hard! And also because I was so excited. ³I'm finally in London for the first time! I've always wanted to visit this city, and I'm here at last!

Today we went to Buckingham Palace in the morning. The gardens are amazing! I think I found the house of my dreams. Ha, ha! We also saw the changing of the guards, another thing I've always wanted to see. I took lots of photos. By this time, we were hungry so we went to a pub nearby. Mum was excited because she really wanted to go to an authentic British pub. The food was delicious. I had steak and kidney pie and apple pie. It was the best lunch I've ever had.

After lunch we went to the famous London Eye. When we got there, we knew we'd have to wait to get in, but we never thought it would be two hours! But it was great to see London from there.

After the Eye, we saw the Houses of Parliament, Big Ben and the River Thames. My brother got his picture taken everywhere! ⁴Our tour guide suggested we should go to a little tea house where we could have a typical English afternoon tea. It was great to be able to stay somewhere nice for a while and enjoy a traditional English tea. We felt quite sophisticated drinking our tea and eating our cakes and scones!

Tomorrow we're going to the Tower of London and the British Museum and after that we're going to the theatre think my dad got tickets for a musical my mum wanted to see. ⁵I wanted to go to a concert but well, maybe next time.

⁶So, until the next one!

Raj

- 1 Date and place
- 2 Diary entry greeting
- 3 Introduces the special occasion, describes feelings and explains why it is special
- 4 Paragraphs 2–4 develop the ideas presented in the introduction, and include descriptive language and humour
- 5 Conclusion reflects on the events
- 6 Closing phrase

Unit guides: Unit 2 Creating suspense

Writing objectives for first language English	Writing and Use of English objectives for second language English
Learn to develop character and voice in fiction writing. Clarify meaning and use language to create different effects. Provide clarity and emphasis in writing using a variety of sentence lengths and structures.	Use narrative tenses: past simple, past continuous and past perfect. Learn compound adjectives. Use cohesion: personal, possessive, and demonstrative pronouns.
Cambridge lower secondary English resource links Cambridge Global English: Stage 7: Unit 4: Outdoor pursuits Cambridge Checkpoint English: Stage 7: Unit 2: Tall tales	Aim: To write an exciting story of suspense and tension
International Baccalaureate Middle Years Programme links Language acquisition: Phase 4 Language and literature: MYP1	Key terminology: Suspense, tension, scan, simile, cohesion

Warmer

- Ask learners about their preferences, e.g. What sort of books do you read? What sort of films do you like watching? Why?
- You may bring in a number of suspense stories or books in English and in the learners' first language, or show the covers on the overhead projector or whiteboard. Ask learners if they have read any of those. If they have, what do they think of them?

Noticing

- Choose a short extract from a suspense story and read it with the class. Ask, e.g. Would you like to go on reading it? Why? Do you find the story exciting/interesting? What makes it interesting/exciting?
- Encourage them to discuss what they like about it, e.g. the story itself, the language used, the characters.
- Introduce the concept of 'suspense'.

Pre-reading

- Focus on the picture. What is going on? Elicit that this person is walking on a tightrope between two mountains.
- Show a picture of someone doing an extreme sport. Encourage class discussion, e.g. Why is this person there? What is he/she doing? How dangerous is this activity? Why would someone want to do something like that?
- Personalise the discussion. Ask, e.g. Would you like to do this? Would you be afraid? Why? Have you ever had a frightening experience?
- Ask learners to work in pairs and tell each other what happened in their frightening experience and how they felt.

- If someone hasn't had a frightening experience they can talk about, ask them to imagine one.
- Focus on the big question: How can I create a story that is full of suspense? Elicit ideas, e.g. what tenses are used, interesting adjectives of different kinds describing places, situations and feelings, what sort of characters are interesting for these stories, etc.

Effective suspense stories

- Focus on the characteristics of a good suspense story and ask learners to compare them with their own ideas. Are there any they didn't think of? Can they add more?

How the text works

- Ask: What makes a good suspense story? Encourage learners to recall the characteristics they discussed before reading the text.
- Focus on this section. Ask learners to work in pairs or small groups. They re-read the text and identify the parts of the text where the writer used those techniques.
- Encourage them to discuss whether the writer used those techniques effectively.

Suggestions for further reading

Stormbreaker. The Alex Rider Series – Anthony Horowitz. Walker Books

Roald Dahl's Book of Ghost Stories – Roald Dahl. Penguin Books

The Hound of the Baskervilles – Sir Arthur Conan Doyle. Penguin Classics

Miss Peregrine's Home for Peculiar Children – Ransom
 Briggs. Penguin Random House

Pretty Girl-13 – Liz Coley. Katherine Tegen Books

Active learning

Post reading: reacting to the text

a After the class has read the text, discuss reactions to it. Give learners a few questions and ask them to work on their own. They should reflect and think of the answers. After a few minutes, ask them to pair up with a partner to compare and contrast their answers. Finally, have an open-class discussion.

You may wish to use the following questions:

- What did you see in your mind as you read the story?
- Imagine you were in a similar situation. What would you do?
- Does this story remind you of other stories? Which ones? Why?
- Choose five words or phrases that you find particularly interesting.

b Ask learners to work in pairs or groups of three and write the rest of the story. Ask them to brainstorm ideas and use a graphic organiser to organise them. They should write a short summary of how they think the story develops.

c In pairs or small groups, learners should ask themselves questions beginning ‘What would have happened if ...?’ (e.g. if Alex had taken the other road). They should discuss how the story would develop if they introduced these changes.

Differentiation strategies

a Before reading the story, show the illustration and ask the class how it is related to the text. Ask learners to think of two possible actions that might happen. Have more confident learners discuss their ideas in pairs and write down the best possible outcomes from those they have discussed. They may use a spidergram or other graphic organisers to summarise their ideas.

b Ask less-confident learners to keep a vocabulary notebook and record the new words there with an example and/or a brief explanation. They can create a personal thesaurus with a key word at the centre of a semantic cluster map of other words with similar meanings.

c Encourage learners to read independently. This will help them to develop awareness of different styles of writing and increase their vocabulary. They may develop a reading log (see the following sample) where they record what they are reading and their impressions.

Date	Title / Author / Genre	Number of pages read	Opinion

Learning to learn

Some learners have good self-monitoring skills, so they are able to tell whether or not they have understood a text that they have read. They can use appropriate strategies to overcome problems in understanding. To help them develop this strategy, encourage learners to:

- identify where the difficulty occurs
- identify the nature of the difficulty (e.g. I don't understand what the author wants to say)
- reformulate difficult sentences or paragraphs in their own words

Use of English – additional activities

When learners have finished the lesson, you may ask them to complete the Use of English additional activity for this unit.

Publishing learners' writing ideas

Learners' e-book

Learners can create an e-book using Google Slides: Then they can embed it in the class or school blog. They can also turn it into a pdf.

Answer key

Reading

- 1 a** Possible answer: It is exciting to read because Alex is in danger and the reader is also in the dark, and because of the way the quad-bike riders are described.
- b** He takes the wrong turn in the countryside and is then attacked by two men on bikes trying to kill him.

Text analysis

- 1** We follow Alex's thought process as he gradually realises he is in danger and then has to react to the bikers. The sudden movements and description of the setting also add to the effect.
- 2 a** Possible events to place along the timeline:
- Alex sees the sign, pauses, then follows it.
 - The path dips down into a hollow of tall grass.
 - Alex hears a sound.
 - A 'dark shape' appears, so Alex dives for safety.
 - The bike momentarily disappears.
 - The bikes circle Alex and he dives out of the way again.
 - He fights through the grass trying to find the main path.
 - The bike riders attack him in a line with cheese-wire stretched between them.
- 3 a** 'almost as tall as Alex'.
b A tractor.
c The sign had been brand new – deliberately placed to lead him off the correct path.
d His shoulder.
e Cheese-wire (very sharp wire).
- 4 a** Dipped.
b Erupted.
c Wasps sting (harmful, like the men) and the buzzing sound is like the bikes.
d 'drone' – dull throbbing sound; 'scream' – high-pitched cry; 'roaring' – snarling growl.
e 'scratching', 'half-blinding'.

- 5 a** He is unsure.
b He was already under attack.
c He 'had to' find somewhere to hide (auxiliary 'had' suggests need); 'desperately' (adverb); He 'needed' (verb) other people.
d Aggressive, murderous.
- 6** Learners' own answers.

Use of English

Grammar

- 1 a** hesitated, dismissed, was walking, was shining
b erupted, had disturbed
c had, led
d were circling
- 2 i** b
ii c
iii d
iv a
- 3 a** was walking, heard
b watched, climbed
c said, hadn't finished
d got, had taken
e pushed, wasn't, had locked
- 4 a** was shining
b cycled / was cycling
c hadn't intended
d had asked
e was ... passing
f remembered
g had ... liked
h was
i barked/was barking
j didn't appear
k thought

Vocabulary

- 5 a** ii **b** iii **c** i
- 6 a** ii **b** i **c** i **d** ii
- 7 a** iii **b** vi **c** v **d** i/ii **e** iv **f** i/ii
- 8 a** v **b** iii **c** ii **d** i **e** iv

Independent Writing answers

Write a suspense story, or just an extract from one, of 250–300 words. Write at least three paragraphs.

Sample answer

Mysterious knocking sounds

My house is twenty years old and nothing strange ever happens.

I got home from school and grabbed a snack and sat down to watch TV in my bedroom. My older brother was downstairs in the computer room. He played with a game online. I lay down on my bed when BANG! BANG! BANG! The noise didn't continue so I thought it was the workers across the street. I watched a film. There was the noise again. It wasn't too loud. It came from the attic. I was confused because it's too small.

I heard it again. Three loud bangs. It was as if someone was knocking on the wall very hard. But I was on the first floor! I went downstairs. I told my brother. We could hear the noise from the basement. We were afraid so we called dad. The sound continued until my dad got home.

He went to the attic with a torch to check the attic. My brother went up with him holding his hockey stick. No one was up there. Dad said it had to be an animal. There are animals in the wood behind our house.

We heard the three bangs again, and a loud roar.

Examiner comment

The content is relevant. On the whole, the learner responds to the task and follows a logical sequence of events. The general idea is conveyed and there is an attempt to build suspense.

However, there is a limited range of sentence types. Most sentences are short and simple and no attempt is made to use complex sentences.

There is a range of everyday, topic-specific vocabulary, which is used appropriately. Simple grammatical forms are used with a good degree of control. There are a few attempts to express ideas using a range of fairly sophisticated grammatical forms, e.g. 'It was as if', although the learner fails to use the past continuous correctly to set the scene.

On the whole, vocabulary is simple with few exceptions, e.g. 'grabbed a snack'.

Grade: 3

Model answer

¹My house was built twenty years ago so nothing strange ever happened in this home until one day.

²I had just got home from school and decided to grab a snack and sit down to watch TV in my bedroom. My older brother was downstairs in the computer room, playing around with a game online. I was lying down on my bed when all of a sudden BANG! BANG! BANG! ³It startled me but the noise didn't continue so I thought it was the workers across the street.

I went on watching a film when ... BANG! BANG! BANG! There was the noise again. It wasn't too loud but it was clearly not coming from across the street. It sounded like it was coming from the attic. I was confused because it's too small for anyone to be up there.

After about a minute, I heard it again. Three loud bangs in a row. It was as if someone was knocking on the wall as hard as they could. But I was on the first floor! This time it only paused ⁴for a second and then the three knocks started again.

I flew downstairs to tell my brother. The noise was so loud that we could hear it from the basement. We were both really scared so we called dad. The sound continued until my dad got home.