

> Introduction

Welcome to the new edition of our Cambridge Global English series.

Since its launch, the series has been used by teachers and learners in over 100 countries for teaching the Cambridge Lower Secondary English as a Second Language curriculum framework.

This exciting new edition has been designed by talking to Global English teachers all over the world. We have worked hard to understand your needs and challenges, and then carefully designed and tested the best ways of meeting them.

As a result of this research, we've made some important changes to the series, while retaining the international and cross-curricular elements which you told us you valued. This Teacher's Resource has been carefully redesigned to make it easier for you to plan and teach the course. It is available in print for all Stages.

The series still has extensive digital and online support, including Digital Classroom which lets you share books with your class and play videos and audio. This Teacher's Resource also offers additional materials, including tests, available to download from Cambridge GO. (For more information on how to access and use your digital resource, please see inside front cover.)

The series uses successful teaching approaches like active learning and metacognition and takes a 21st-century skills approach, with a focus on developing critical thinking skills. This Teacher's Resource gives you full guidance on how to integrate them into your classroom.

Formative assessment opportunities help you to get to know your learners better, with clear learning intentions and success criteria as well as an array of assessment techniques, including advice on self and peer assessment. This Teacher's Resource also includes example responses to writing tasks, together with comments from the authors to help you and your learners understand what 'good' looks like.

Clear, consistent differentiation ensures that all learners are able to progress in the course with tiered activities, differentiated worksheets, open-ended project tasks and advice about supporting learners' different needs.

All our resources are written for teachers and learners who use English as a second or additional language. In this edition of Global English we focus on four aspects of language:

- there is more grammar presentation and practice in the Workbook and on the Digital Classroom
- we have introduced scaffolded writing lessons with models of a range of text types
- we have included a range of literature
- and we have worked to ease the transition between stages, especially between primary and secondary.

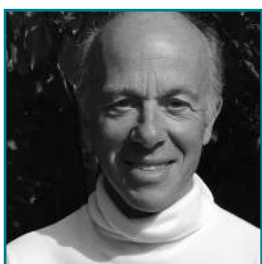
We hope you enjoy using this course.

Eddie Rippeth

Head of Primary and Lower Secondary Publishing, Cambridge University Press

> CAMBRIDGE GLOBAL ENGLISH 9: TEACHER'S RESOURCE

> About the authors



Chris Barker

Chris Barker is an author of English language teaching materials. With Libby Mitchell, he has written Stages 7, 8 and 9 of *Cambridge Global English* as well as other secondary courses for international markets. He has also written grammar and vocabulary books and has developed materials for magazine-based language teaching. As a teacher trainer, he has given talks and workshops on teaching grammar and vocabulary, on getting students talking and on using drama in the classroom.

Before becoming a full-time writer, he worked as a commissioning editor in educational publishing in the UK and as a teacher with the British Council at the University of Belgrade. He also taught adult literacy in the UK. From 2012 to 2015 he was Chair of the Educational Writers Group of the Society of Authors.



Libby Mitchell

Libby Mitchell writes language-learning materials in English and Spanish for secondary school students. She has taught English to teenagers and young adults in Spain and in the UK. With co-author Chris Barker, she has written Stages 7, 8 and 9 of *Cambridge Global English* and other materials for international markets, including coursebooks, magazines, workbooks and videos.



Ingrid Wisniewska

Ingrid Wisniewska is a freelance author of English Language teaching materials. She holds a degree in Modern Languages and Philosophy from Oxford University and an MA in English Language Teaching from the University of Kent at Canterbury. She gained her PhD from Southampton University. She has over 20 years' experience as a teacher and teacher educator and has taught in Japan, Czechia, Poland, the UK and the USA. She's especially interested in developing learning materials that are creative and engage critical thinking skills. She is the author of *Learning One-to-One*, a handbook for language teachers published by Cambridge University Press.



Annie Altamirano

Annie Altamirano holds an MA in ELT and Applied Linguistics, (University of London). She has over 30 years' experience as a teacher and teacher trainer. She has given teacher-training workshops in Europe, Asia and Latin America and has served as an examiner. She has worked with a wide range of publishers and written materials for children and adolescents. Her latest published work includes *Cambridge Global English Teacher's Resource and Cambridge Grammar & Writing Skills Levels 7–9 Teacher's Resource* published by Cambridge University Press. She has visited schools in Colombia, Argentina, Brazil, Turkey, Indonesia and China to learn more about teachers' needs and expectations.

Since her early years as a teacher, Annie has integrated the use of film, art, poetry and diverse visual elements in her classes and materials as a way of helping students develop their linguistic skills as well as their creativity. She shares her ideas in her workshops and on the posts on her website *Blogging Crazy* <http://bloggingcrazy-annie.blogspot.com.es/>.

ABOUT THE AUTHORS



Mark Little

Mark Little has over twenty years' experience of teaching English, largely in the UK, and has also worked as a teacher educator. He has been a full-time freelance writer since 2015, contributing to a wide range of English Language tests. Mark has also co-authored coursebooks aimed at providing exam practice from Preliminary to Advanced levels.



Nicola Mabbott

Nicola Mabbott is a linguist who began her teaching career in Nottingham, England in 1998, teaching English as a Foreign Language to young adults. Since then, she has taught learners of all abilities and ages (from preschool age to retired adults) in Italy. She also regularly works as a tutor in English for Academic Purposes, mainly at the University of Nottingham.

Nicola has been writing for a variety of publishers in the UK and Italy – mostly resources for teachers of EFL to young learners and adolescents – for over 10 years. These resources include games, quizzes, communicative activities, worksheets, self-study resources, short stories and reading and listening activities for school coursebooks.

Nicola has a passion for language and languages and also works as a translator and examiner.



Bob Hubbard

Bob Hubbard's first teaching job was in a primary school in Dagenham and subsequently he became a teacher trainer at Hilderstone College, before teaching abroad in the Middle East.

He then worked for the British Council in Yemen and Somalia, writing English language textbooks for the host governments, and training their teachers to implement them.

Bob has worked as an examiner and at Anglia Ruskin University where he taught graduate students, specialising in speaking and listening.



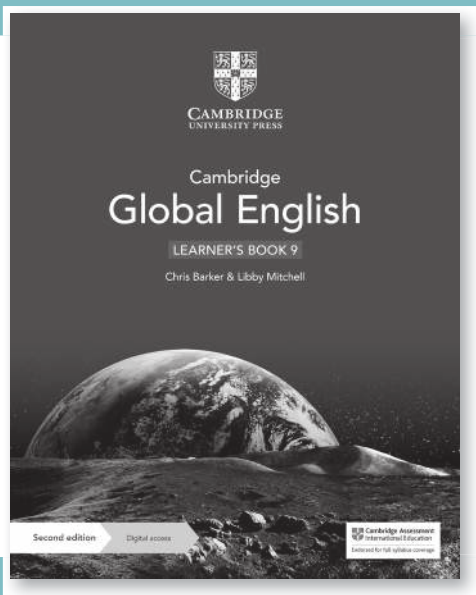
Julie Moore

Julie Moore has been involved in English Language teaching for more than 25 years as a teacher, teacher trainer and materials writer. She has taught children and teens in Greece, Business English students in Czechia and international university students in the UK. As a writer and researcher, she has worked on a range of ELT materials, including coursebooks and self-study resources, for secondary, adult and English for Academic Purposes.

Her special interest is in vocabulary learning and she has worked as a lexicographer on numerous learner dictionaries and other vocabulary resources. She has been using the Cambridge Learner Corpus to research the language used – and misused – by learners at different levels and from different language backgrounds for more than 20 years. Her research has fed into numerous projects and she has written material targeting specific problem areas for coursebooks and workbooks. She is the author of *Common Mistakes at Proficiency* and *IELTS Common Mistakes 6.0–7.0* and was part of the team for *Global English Stages 2, 3, 6, 8 and 9*.

> CAMBRIDGE GLOBAL ENGLISH 9: TEACHER'S RESOURCE

> How to use this series

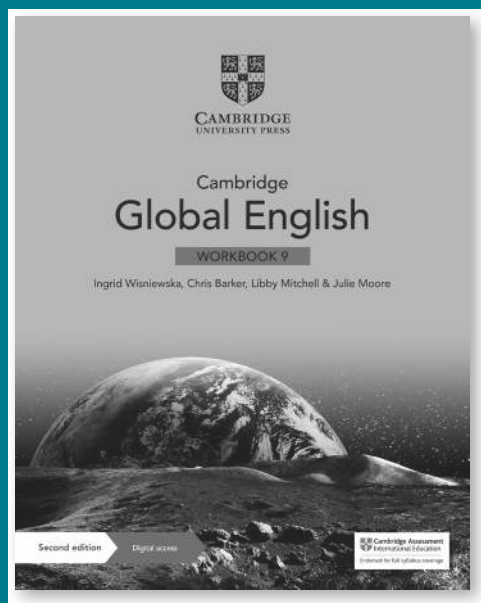


The Learner's Book is designed for learners to use in class with guidance from the teacher. It offers full coverage of the curriculum framework. The cross-curricular content supports success across the curriculum, with an international outlook. There is a focus on critical thinking, reading and writing skills with a literature section in every unit. A scaffolded approach aids the development of written skills, with model texts. End-of-unit projects provide opportunities for formative assessment and differentiation so that you can support each individual learners' needs.

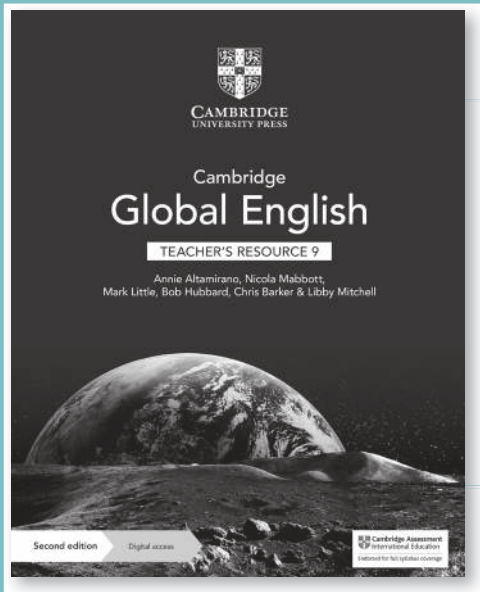
Digital Access with all the material from the book in digital form, is available via Cambridge GO.

The write-in Workbook offers opportunities to help learners consolidate what they have learned in the Learner's Book and is ideal for use in class or as homework. It provides grammar presentations and plenty of differentiated grammar practice at three tiers so that learners have choice and can support or extend their learning, as required. Activities based on Cambridge Learner Corpus data give unique insight into common errors made by learners.

Digital Access with all the material from the book in digital form, is available via Cambridge GO.



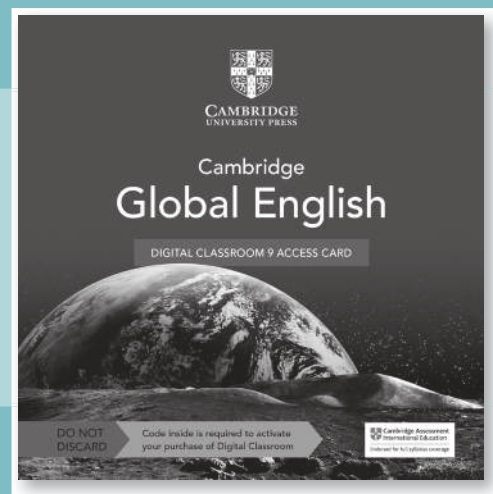
HOW TO USE THIS SERIES



In the print Teacher's Resource you'll find everything you need to deliver the course, including teaching ideas, answers and differentiation and formative assessment support. Each Teacher's Resource includes:

- a print book with detailed teaching notes for each topic
- a digital edition with all the material from the book plus editable unit and progress tests, differentiated worksheets and communicative games.

The Digital Classroom is for teachers to use at the front of the class. It includes digital versions of the Learner's Book and Workbook, complete with pop-up answers, helping you give instructions easily and check answers. Zoom in, highlight and annotate text, and support better learning with videos, grammar slideshows and interactive activities.



- A letter to parents, explaining the course, is available to download from Cambridge GO (as part of this Teacher's Resource).

> CAMBRIDGE GLOBAL ENGLISH 9: TEACHER'S RESOURCE

> How to use this Teacher's Resource

This Teacher's Resource contains both general guidance and teaching notes that help you to deliver the content in our Cambridge Global English resources. Some of the material is provided as downloadable files, available on **Cambridge GO**. (For more information about how to access and use your digital resource, please see inside front cover.) See the Contents pages for details of all the material available to you, both in this book and through Cambridge GO.

Teaching notes

This book provides **teaching notes** for each unit of the Learner's Book and Workbook. Each set of teaching notes contains the following features to help you deliver the unit.

The **Unit plan** summarises the lessons covered in the unit, including the number of learning hours recommended for the lesson, an outline of the learning content and the Cambridge resources that can be used to deliver the lesson.

Lesson	Approximate number of learning hours	Outline of learning content	Learning objective	Resources
1 What helps you to learn?	1.25–2.25	Listen to students' views on talking in class and give your own views.	9Ld.02 9Lo.01 9Sc.05 9So.01 9Wca.02–03 9Wor.02 9Wc.02 9Us.04	Learner's Book Lesson 1.1 Workbook Lesson 1.1 ↓ Differentiated worksheets 1A, B and C Digital Classroom: video – Learning about learning presentation – <i>-ing</i> forms

The **Background knowledge** feature provides information which helps the teacher to familiarise themselves with the cross-curricular and international content in the unit.

Learners' prior knowledge can be informally assessed through the **Getting started** feature in the Learner's Book.

BACKGROUND KNOWLEDGE

In Lesson 1.9, learners read about Tanitoluwa Emmanuel Adewumi. Tani, as he is popularly known, was born in Nigeria in 2010. His family had to flee the country because of persecution and were given asylum in the US. The family settled in New York, where Tani started elementary school.

The **Teaching skills focus** feature covers a teaching skill and suggests how to implement it in the unit.

TEACHING SKILLS FOCUS

Metacognition mainly involves being aware of one's thinking skills and processes. It describes the mental processes we engage in when we plan, monitor, evaluate, and make changes to our learning behaviours.


HOW TO USE THIS TEACHER'S RESOURCE

Reflecting the Learner's Book, each unit consists of multiple lessons.

At the start of each lesson, the **Learning plan** table includes the learning objectives, learning intentions and success criteria that are covered in the lesson.

It can be helpful to share learning intentions and success criteria with your learners at the start of a lesson so that they can begin to take responsibility for their own learning.

LEARNING PLAN		
Learning objective	Learning intentions	Success criteria
9Ld.02, 9Lo.01	<ul style="list-style-type: none"> Listening: Listen and understand learners' views on talking in class. 	<ul style="list-style-type: none"> Learners can listen to and understand learners' views on talking in class.

There are often **common misconceptions** associated with particular grammar points. These are listed, along with suggestions for identifying evidence of the misconceptions in your class and suggestions for how to overcome them. At Cambridge University Press, we have unique access to the Cambridge Learner Corpus to help us identify common errors for key language groups. 

Misconception	How to identify	How to overcome
Learners fail to include <i>be</i> with common passives, e.g. <i>You should prepare a red envelope with £1 or £2 inside which called lucky-money.</i>	Write the incorrect sentences on the board and ask the class what they think is wrong with them. Is anything missing? Elicit the answer and add the missing form of <i>be</i> in colour.	Ask learners to make a poster or a banner with the correct form of the present passive, highlighting the forms of <i>be</i> in colour. Display it on the board or in another visible place for reference.

For each lesson, there is a selection of **starter ideas**, **main teaching ideas** and **plenary ideas**. You can pick out individual ideas and mix and match them depending on the needs of your class. The activities include suggestions for how they can be differentiated or used for assessment. **Homework ideas** are also provided, with home-school link suggestions to enable learners to continue their learning at home.

<p>Starter ideas</p> <p>My role model (5–15 minutes)</p> <ul style="list-style-type: none"> Show photos of people you admire. Explain why you admire them, but do not use the expression 'role model' yet. Ask learners if there is anybody they admire. Are they famous? Are they pop stars, actors, sportspeople? Why do they admire them? Write 'role model' on the board. Ask the class: <i>What is a role model?</i> Elicit answers. Ask them if the people they admire are also their role models. Why? Why not? 	<p>Main teaching ideas</p> <p>1 Listen to this conversation between Theo, Mai and Leila. What is it about? (5–10 minutes)</p> <ul style="list-style-type: none"> Focus on the photographs. Do the learners know who these people are? Do they think they are famous? What might they be famous for? Encourage them to speculate. Tell the class that they are going to listen to three teenagers talking. They listen and find out who these people are. Play the recording twice. Elicit the answers. Were their ideas right?
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> CAMBRIDGE GLOBAL ENGLISH 9: TEACHER'S RESOURCE

The **Language background** feature contains information to help you present the grammar in the unit.

LANGUAGE BACKGROUND

Present continuous with *always*

The present continuous can be used with *always* to talk about things that happen more often than is expected or normal, and which are unexpected or unplanned, for example:

My husband is always losing his keys.

'Always' can also be used in this way to show irritation, for example:

He is always interrupting. How annoying!

The **Cross-curricular links** feature provides suggestions for linking to other subject areas.

CROSS-CURRICULAR LINK

Media studies: If appropriate, you could direct learners to the original article in *The Sun* and have them look at the photographs that accompany the article. Alternatively, you could choose some of the photographs that are suitable for your context. What effect do they have on the reader?

> **Differentiation idea:** This feature provides suggestions for how activities can be differentiated to suit the needs of your class.


> **Critical thinking opportunity:** This feature provides suggestions for embedding critical thinking and other 21st-century skills into your teaching and learning.

> **Assessment idea:** This feature highlights opportunities for formative assessment during your teaching.

> **Digital Classroom:** If you have access to Digital Classroom, these links will suggest when to use the various multimedia enhancements and interactive activities.

Answers: Answers to Learner's Book exercises can be found integrated within the lesson plans and Learner's Book and Workbook answer keys are also available to download.

Digital resources to download

This Teacher's Resource includes a range of digital materials that you can download from Cambridge GO. (For more information about how to access and use your digital resource, please see inside front cover.) This icon  indicates material that is available from Cambridge GO.

Helpful documents for planning include:

- **Letter for parents:** a template letter for parents, introducing the Cambridge Global English resources.
- **Lesson plan template:** a Word document that you can use for planning your lessons.
- **Curriculum framework correlation:** a table showing how the Cambridge Global English resources map to the Cambridge Lower Secondary English as a Second Language curriculum framework.
- **Scheme of work:** a suggested scheme of work that you can use to plan teaching throughout the year.

Each unit includes:


- **Differentiated worksheets:** these worksheets are provided in variations that cater for different abilities. Worksheets labelled 'A' are the least challenging with the most support, while worksheets labelled 'C' are the most challenging with the least support. Worksheet B is between worksheets A and C. Answer sheets are provided.
- **Photocopiable resources:** these include communicative language games, templates and any other materials that support the learning objectives of the unit.
- **Sample answers:** these sample writing answers contain teacher comments, which allow learners and teachers to assess what 'good' looks like in order to inform their writing.
- **End-of-unit tests:** these provide quick checks of the learner's understanding of the concepts covered in the unit. Answers are provided. Advice on using these tests formatively is given in the Assessment for Learning section of this Teacher's Resource.
- **Project checklists:** checklists for learners to use to evaluate their project work.

Additionally, the Teacher's Resource includes:

- **Progress test 1:** a test to use at the end of Unit 3 to discover the level that learners are working at and whether there are areas that you need to go over again. The results of this test can inform your planning. Answers are provided.
- **Progress test 2:** a test to use after learners have studied Units 4–6 in the Learner's Book. You can use this test to check whether there are areas that you need to go over again. Answers are provided.
- **Progress test 3:** a test to use after learners have studied all units in the Learner's Book. You can use this test to check whether there are areas that you need to go over again, and to help inform your planning for the next year. Answers are provided.
- **Progress report:** a document to help you formatively assess your classes' progress against the learning intentions.
- **Audioscripts:** available as downloadable files.
- **Answers to Learner's Book questions**
- **Answers to Workbook questions**
- **Wordlist:** an editable list of key vocabulary for each unit.

In addition, you can find more detailed information about teaching approaches.

 **Audio** is available for download from Cambridge GO (as part of this Teacher's Resource and as part of the digital resources for the Learner's Book and Workbook).

 **Video** is available through the Digital Classroom.

CAMBRIDGE GLOBAL ENGLISH 9: TEACHER'S RESOURCE

CAMBRIDGE GLOBAL ENGLISH 9: UNIT 1 PHOTOCOPIABLE ACTIVITIES

Photocopiable 1: Vocabulary crossword

Aim: Revision of the new vocabulary from Lessons 1.1 and 1.2.
Preparation time: 5 minutes
Completion time: 20 minutes
Language focus: Vocabulary from:

- Lesson 1.1: *interrupt, compare, distract, encourage, tell someone off, get into, concentrate on*
- Lesson 1.2: *a grow-up, risk assessment, terrified, evidence, sensible, brain, problem-solving, creativity, self-analysis, focus, ambition, communication*

Materials: One Vocabulary crossword photocopiable per learner.

Procedure:

- Revise the new words from Lessons 1.1 and 1.2.
- Distribute one Vocabulary crossword photocopy to each learner.
- Demonstrate the activity by eliciting the answers to 1 and 2.
- Allow learners sufficient time to complete the crossword individually or in pairs.
- Circulate and support less confident learners.
- Give class feedback on the answers.

Answers:

CAMBRIDGE GLOBAL ENGLISH 9: WORKSHEETS 1A, B AND C

Differentiated worksheets 1A, B and C: -ing forms

Aim: To recognise/practise -ing forms from Lesson 1.1:

- the -ing form used after certain verbs, for example: *Our teachers don't mind us talking quietly.*
- the -ing form used as the subject of a verb, for example: *Sharing ideas helps me to learn.*
- the -ing form used after prepositions, for example: *I sometimes get into trouble for chatting in class.*

The main difference between the worksheets is the number of activities and level of support for your learners. This is recommended for the least confident learners.

Differentiated worksheet A is the least challenging worksheet, with the most support. This is recommended for the most confident learners.

Differentiated worksheet B is between Worksheets A and C.

Procedure:

- The worksheets have been designed to be as self-explanatory as possible, for learners to use for independent study. They can also be used in the classroom.

Tip: If using the worksheets for independent study, to get the maximum benefit be sure to choose the most appropriate worksheet for the level of your learners.

- Worksheets 1A, B and C can be used after Lesson 1.1.

Answers:

Worksheet A:

- 1 a 1 Being allowed to talk in class is sometimes a good idea. s
- 2 I enjoy talking about what I learn – it helps me remember. V
- b 1 I dislike comparing answers – it confuses me. V

CAMBRIDGE GLOBAL ENGLISH 9: END OF UNIT 1 TEST

Name _____ Date _____

End of Unit 1 test

Vocabulary 1

Use the words and phrases in the box to complete the sentences below. Write the correct word or phrase in each sentence. There is one extra word or phrase that you do not need to use.

discuss	sharing	get into trouble	distracts
encourage	tell you off	explaining	interrupt
concentrate	chat	supposed	compare

Example:

0 I love it when the teacher gives us time to *discuss* our ideas with classmates.

- You need to listen carefully when the teacher is how to do an activity.
- Some experts think that your ideas with someone else helps you learn.
- We are allowed to talk about work in class but not to about other things.
- I find it very hard to on my work if there's lots of noise in the classroom.
- It's very rude to someone while they're talking.
- All students are to behave well while they are in school.
- If you do something bad at school, the teacher will probably
- I can't listen to music when I'm doing homework because it really me.
- I often my answers with another student's work to see if they are the same.
- You will if you are late for school or for a class. **[Total: 10 marks]**

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CAMBRIDGE GLOBAL ENGLISH 9: PROGRESS TEST 1

Progress test 1

Date _____

Read and circle the correct letter, A, B or C.

- 1 My person – he loves looking after his younger brothers.
 A impatient B encourage C cheeky
- 2 me when I'm talking. It's really rude!
 A encourage B interrupt C obesity
- 3 He world don't have enough to eat and are suffering from
 A malnutrition B water sports C theme park
- 4 She sailing and windsurfing
 A water sports B accommodation C resources
- 5 My holiday was part of an international hotel
 A always making things or painting and drawing. B civil C creative
- 6 I'm always talking nearby – it really me!
 A encourages B compares C waste
- 7 How much food they produce.
 A waste B terrified C furious
- 8 I'm so about that I'd passed my science test!