

Marian Barry

# Success

International English Skills  
for Cambridge IGCSE®

Teacher's Book

Fourth edition



Completely Cambridge  
Cambridge resources  
for  
Cambridge qualifications



**Marian Barry**

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for Cambridge IGCSE®**

**Teacher's Book**

Fourth edition

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# Assessment criteria for writing and speaking

Below are the criteria for Cambridge IGCSE English as a Second Language writing and speaking. For full details, go to the Cambridge International Examinations website.

## Writing

| Marks | Content (maximum 8 marks)   | Marks | Language (maximum 8 marks)   |
|-------|---|-------|--|
| 7–8   | <p><b>Relevance</b></p> <ul style="list-style-type: none"> <li>• Instructions are followed.</li> <li>• Consistently appropriate style and tone for the text type.</li> <li>• Excellent sense of purpose and audience.</li> </ul> <p><b>Development of ideas</b></p> <ul style="list-style-type: none"> <li>• Writing is very well developed, at an appropriate length.</li> <li>• Meaning is communicated skilfully and effectively.</li> </ul> | 7–8   | <p><b>Range and accuracy</b></p> <ul style="list-style-type: none"> <li>• A varied range of high and low frequency vocabulary used competently.</li> <li>• A varied level of complex and simple sentence structures used appropriately.</li> <li>• A considerable level of language accuracy throughout. Some errors may remain, but these do not hinder communication of ideas or meaning.</li> <li>• The errors present relate to low frequency vocabulary and more complicated structures.</li> </ul> <p><b>Organisation</b></p> <ul style="list-style-type: none"> <li>• Consistently well-organised and ordered.</li> <li>• A varied range of connecting words and other cohesive methods, used consistently well.</li> </ul>   |
| 5–6   | <p><b>Relevance</b></p> <ul style="list-style-type: none"> <li>• Instructions are followed.</li> <li>• Generally appropriate style and tone for the text type.</li> <li>• Generally good sense of purpose and audience.</li> </ul> <p><b>Development of ideas</b></p> <ul style="list-style-type: none"> <li>• Writing is developed, at an appropriate length.</li> <li>• Meaning is generally communicated clearly.</li> </ul>                 | 5–6   | <p><b>Range and accuracy</b></p> <ul style="list-style-type: none"> <li>• A good range of high frequency vocabulary used competently. Attempts to use some lower frequency vocabulary.</li> <li>• A good range of simple sentence structures used competently. Attempts to use some more complex sentence structures.</li> <li>• A good accuracy level throughout. Some errors are present, but these usually do not hinder communication.</li> <li>• The errors present usually relate to low frequency vocabulary or more complex sentence structures.</li> </ul> <p><b>Organisation</b></p> <ul style="list-style-type: none"> <li>• Often well-organised and ordered.</li> <li>• A varied range of connecting words and other cohesive methods, used appropriately.</li> </ul> |



| Marks | Content (maximum 8 marks)  | Marks | Language (maximum 8 marks)   |
|-------|--|-------|--|
| 3–4   | <p><b>Relevance</b></p> <ul style="list-style-type: none"> <li>• Instructions are generally followed.</li> <li>• Reasonably appropriate style and tone for the text type, but this may not be consistent.</li> <li>• Some sense of purpose and audience.</li> </ul> <p><b>Development of ideas</b></p> <ul style="list-style-type: none"> <li>• Some development of writing, but it may be repetitive or insufficient in some areas.</li> <li>• Meaning is communicated, but may lack clarity in places</li> </ul> | 3–4   | <p><b>Range and accuracy</b></p> <ul style="list-style-type: none"> <li>• Mostly uses high frequency vocabulary, reasonably appropriately.</li> <li>• Mostly uses simple sentence structures, usually appropriately.</li> <li>• Reasonable accuracy level throughout. Some errors may hinder communication.</li> <li>• Errors are present when using some high frequency vocabulary or simple sentence structures.</li> </ul> <p><b>Organisation</b></p> <ul style="list-style-type: none"> <li>• Reasonably organised and sequenced.</li> <li>• Some connecting words and other cohesive methods, used reasonably appropriately.</li> </ul> |
| 1–2   | <p><b>Relevance</b></p> <ul style="list-style-type: none"> <li>• Instructions may only be partially followed.</li> <li>• Style and tone for the text type may be inappropriate.</li> <li>• Inappropriate sense of purpose and audience.</li> </ul> <p><b>Development of ideas</b></p> <ul style="list-style-type: none"> <li>• Limited attempt to develop writing, there may be gaps, irrelevance and/or repetition.</li> <li>• Limited attempt to communicate meaning, it lacks clarity in places.</li> </ul>     | 1–2   | <p><b>Range and accuracy</b></p> <ul style="list-style-type: none"> <li>• Limited use of vocabulary.</li> <li>• Limited use of sentence structures.</li> <li>• Lack of control of vocabulary. Meaning is generally unclear.</li> <li>• Errors occur when using common vocabulary and simple sentence structures.</li> </ul> <p><b>Organisation</b></p> <ul style="list-style-type: none"> <li>• Organisation lacks order.</li> <li>• Limited attempt to use connecting words and other cohesive methods.</li> </ul>  |
| 0     | <ul style="list-style-type: none"> <li>• No response worthy of credit.</li> </ul>  | 0     | <ul style="list-style-type: none"> <li>• No response worthy of credit.</li> </ul>  |

## Speaking

Give a mark out of 10 for each category (structure, vocabulary, development and fluency), and then add these marks to give an overall total out of 30.

| Mark        | Structure  | Vocabulary  | Development and fluency  |
|-------------|--|---|--|
| <b>9–10</b> | The student demonstrates their ability to use a range of sentence structures accurately, confidently and consistently.   | The student demonstrates enough command of vocabulary to respond to questions with accuracy and understanding. Meaning is conveyed with precision, and some sophisticated ideas are communicated. | The student demonstrates a continued ability to maintain a conversation and to contribute appropriately. The student can respond to changes in the direction of conversation. There is clarity in pronunciation and intonation.                |
| <b>7–8</b>  | Sentence structures are usually sound, but are not used entirely accurately or with confidence. There are some errors when more complex sentence structures are attempted. | The student has a sufficient range of vocabulary to convey meaning and ideas with competence.   | The student responds relevantly and at length which makes frequent prompting unnecessary. The student can hold a competent conversation, and pronunciation and intonation are generally clear.   |
| <b>5–6</b>  | The student can use simple structures efficiently but has some difficulty venturing beyond them.   | Vocabulary conveys simple ideas and information with clarity. Errors are somewhat noticeable, and only partial competence is achieved.  | The student attempts to respond to questions and prompts. Effort and additional prompting is necessary to develop the conversation. There is some lack of clarity of pronunciation and intonation, but it is unlikely to impede communication. |
| <b>3–4</b>  | Sentence structures will largely be very simple, limited and with some errors, which will hinder communication.  | Vocabulary is not particularly varied and there is difficulty in conveying simple ideas. There is hesitation and repetition.  | Responses are short and widely spaced. The student has to be encouraged to develop brief responses and continue the conversation. Pronunciation and intonation cause some difficulties in communication.                                       |
| <b>1–2</b>  | Some attempt at a response will be made during the conversation. Attempts at structured sentences will rarely achieve satisfactory communication.                          | Vocabulary will generally be insufficient to convey simple ideas.   | Responses are so brief that little is communicated. The student hardly engages in conversation. Pronunciation and intonation patterns cause difficulty for the listener.   |
| <b>0</b>    | Completely limited/no attempt at a response.   | Completely limited/no attempt at a response.  | Completely limited/no attempt at a response.   |



# Introduction

This course provides detailed preparation for Cambridge IGCSE English as a Second Language.

The redesigned Student's Book has been revised to bring it in line with the revised Cambridge syllabus for examination from 2019. There are some changes in every unit. These include:

- new reading tasks to further support reading skills and, in particular, to prepare for multiple matching reading exercises
- several additional writing tasks to prepare for writing formal reports
- several additional exercises in the exam-style questions at the end of every unit, to consolidate preparation for the revised syllabus
- several new example answers to the exam-style questions for compositions, emails, reports, note-making and summarising.

There are also:

- five additional exam-style listening tasks to reflect the updated syllabus
- stimulating new photographs to increase the enjoyment of learning.

The Workbook consolidates and tests understanding of the language and themes in the Student's Book, with a range of exercises suitable for classroom use or homework. The Workbook has also been revised and extended to include several new exercises reflecting the developments in the syllabus. It also now includes photos. The final section of this Teacher's Book contains the answers to the Workbook exercises.

## How the course reflects the exam

The course reflects the integrated skills basis of the exam, independently of each other. For example, a listening

exercise may also be exploited to develop topic and vocabulary knowledge and to practise functional language and intonation.

The holistic nature of Cambridge IGCSE English as a Second Language is based on the expectation that students are receiving their education through the medium of English, or living in a country where English is widely spoken. Students will therefore be more comfortable with English than will 'pure' EFL students at a similar level. Unlike other language exams for non-native speakers, there is no isolated testing of freestanding structures.

Care has been taken in the course to highlight the structures and vocabulary that would be useful for a particular topic. In addition, the *Grammar Spotlight* at the end of each unit clarifies the purpose of a key structure, but the emphasis throughout is on how grammar can be applied in natural English.

## Educational aims and objectives

The material is intended to develop students both intellectually and linguistically, to increase personal awareness and to encourage an understanding of the world. An investigative approach is taken, and students use initiative to solve problems. They apply skills, knowledge and understanding, and are encouraged to undertake individual projects and to work as part of a team. It is important that teachers develop these broader skills if the material is to work as intended. The educational aims and objectives of this course also make it suitable for courses other than Cambridge IGCSE English as a Second Language.

## Age range

The course is designed to be used by young people in the age range 14–18. Unit themes reflect the interests of teenagers and aim to promote maturity of thought and outlook. This approach reflects the aims of the syllabus.

## Time allocation

The course can be used over a period of up to two years, which is the recommended period of time suggested to prepare for Cambridge IGCSE English as a Second Language. This takes into account young people's rate of intellectual and emotional development. Alternatively, the material can be adapted to be covered in one year if this is the time available. The progression of language work, and the selection and treatment of topics, have been carefully chosen to reflect these factors.

## Ability range

The two-tier Core and Extended structure embraces a wide ability range, from lower-intermediate through to upper-intermediate. The material in the course covers all the aspects of exams that Core and Extended students could be expected to meet. The emphasis is on the more challenging aspects of the syllabus.

## Course structure

The course is organised into ten topic-based units, each systematically and gradually developing the four skills. Exam-style listening and reading exercises are introduced early in the units and fully exploited. Speaking and writing skills are developed at various stages within a unit, but students are not expected to try exam-style writing or speaking tasks until the end of a unit, on the basis that these, the productive skills, are the most demanding. Teachers should encourage students to combine everything they learn in terms of language and understanding of topics before expecting them to do exam-style writing and speaking tasks without help.

The units offer in-depth topic coverage, with shifts of focus indicated by theme headings. By studying a topic from many angles, students will be better prepared for exam questions where new angles are set on familiar topics, and a certain depth of thought is rewarded.

Each unit has a number of regular features including structural work, vocabulary building, spelling, functions, model texts, example answers and an *International overview*. The language study grows out of the texts that are being studied, to maximise relevance, accessibility and practical application.

Language study also takes account of Cambridge IGCSE examiner reports (available on the Cambridge Teacher Support website), which highlight those areas where improvements are needed, or where students have shown encouraging signs which should be further developed. These include: tone/register and audience awareness, vocabulary enlargement, understanding of topic, spelling, idioms, punctuation, paragraphing, and range of structures.

## How to use the Student's Book units

### Lead-in

Each unit starts with a student-centred lead-in, which introduces the topic and presents language and concepts. Students engage in stimulating group and pair work, in which they share experience and acquire new insights. Teachers should use the lead-in to discover gaps in student's knowledge, such as key vocabulary needed for later work in the unit. The teacher's notes always provide a full backup to support the lead-in. The photos supplied with the lead-in provide an opportunity to engage students across the ability range.

### Developing reading skills

Most units have two substantial reading texts from a variety of authentic sources, representing a wide range of styles but staying within what teenagers could be expected to experience or imagine. Texts are chosen specifically to practise skills such as skimming, scanning and detailed reading and matching.

Texts are introduced through a range of structured exercises, including speculation and prediction, and vocabulary and language checks. They are often enhanced by a visual image to help students focus fully on the topic.

### Developing writing skills

Writing skills receive particular treatment. The overall aim is to develop a more mature writing style necessary for both a wide range of real-life situations and for exams, whilst stimulating individuality of style and expression.

### Developing listening skills

There are 16 recorded listening passages with tasks in the exam style, including monologues, announcements,

interviews and conversations. In addition, there are two 'model' conversations which students can listen to and read at the same time. There are also seven recordings addressing phonology, and eight exercises developing language functions. Young voices have been used in a few of the recordings for greater authenticity, and a few voices are *very lightly* accented with non-British accents, including Australian and American, to reflect the new use of such accents in the exam.

Listening texts are multi-purpose. Not only do they build specific skills, such as listening for a specific point or listening for attitude, they also demonstrate a range of linguistic strategies including functional language (e.g. interrupting, expressing disagreement, blaming) and phonological features (pronunciation, stress and intonation) which will be tested in the Speaking Test.

### Developing speaking skills

Oral work is encouraged at every opportunity, through whole-class interaction, pair work, reading aloud and so on. Structured exercises develop more understanding of functions, pronunciation, intonation and stress, giving talks effectively, responding to an audience and interacting with a speaker. The exercises will work at different levels, and with less outgoing students, if teachers give credibility to oral work by making time for it in the classroom. The oral work leads up to exam-style speaking exercises at the end of every unit.

### Language study and grammar

The language study includes structural work, vocabulary, spelling, punctuation, paragraphing, and idiomatic and figurative language. The work is based on deductive reasoning, so teachers should build on students' prior knowledge and experience. Students should be encouraged to study the examples in the Student's Book and to work out meanings, patterns, rules and exceptions. This principle should be applied whether students are working on spelling, grammar or punctuation, or building vocabulary.

The space given to grammar teaching in the course is balanced against the need to develop a range of skills, and the priority given to such skills in the exam. For example, a grammatically correct letter of welcome which sounds unwelcoming in tone would be less acceptable than a letter which is slightly flawed grammatically but which is

warm and inviting, on the grounds that the first letter does not communicate effectively. A letter packed with spelling errors would not receive the highest marks even if the grammar was perfect.

The *Grammar spotlight* highlights one or two key grammatical structures encountered but not focused on earlier in the unit. It provides clear, concise explanations and examples, and directs students to look back in the unit for further examples, to consolidate their knowledge.

### International overview

This feature of each unit provides a range of factual and statistical information of global interest and concern, which has been carefully researched from respected sources and is presented via charts, tables and quizzes. It is a device to introduce students to a range of sensitive issues and raise international awareness, and can be delivered in a way the teacher thinks best in his/her particular situation. The teacher's notes provide detailed backup.

### Advice for success

The *Advice for success* sections at the end of each unit provide general tips and exam techniques. The first group rounds off the learning aims and objectives of the unit. They build student independence by developing learning strategies, and allow students to identify individual learning weaknesses and to see what they need to study in more detail or revise. It is important to discuss the key advice fully in class and to ask students to highlight or underline points of special relevance. The advice also contains suggestions for language development outside the class, to further strengthen learner autonomy and responsibility.

The exam techniques provide practical guidance about tackling specific types of exam questions and make a useful reference section.

### Exam focus

The *Exam focus* provides a summary of the primary learning aims of the unit. Students should be encouraged to familiarise themselves with the *Exam focus* so as not to be surprised during an exam.

The Contents Chart on pages iv and v of the Student's Book, the *Exam focus* sections that appear at the end of each unit in the Student's Book, and the Overview of Cambridge IGCSE English as a Second Language seen on pages vi and vii of the

Student's Book, show how this course helps students develop the skills required for their exam.

## Supporting students in mixed-ability classes

There are many ideas throughout the Teacher's Book to help students develop their skills to the best of their ability. However, as every class will be mixed, care needs to be taken to ensure that all students benefit from the work that is done. The following suggestions offer some general ways of supporting students in mixed-ability classes.

- Use your knowledge of students when setting a word length for writing tasks, and where appropriate, give students shorter tasks which gradually build up to the word length required in the exam.
- Simpler words can be added to replace some of the more difficult words on the spelling lists.

When setting a problem solving exercise for the class, include an extra element of challenge for the more able (e.g. something extra, or harder, to do in the same time frame) and for the less able make the task simpler with more scaffolding, fewer actions to carry out, etc.

At the start of a lesson, differentiate your recapping of key points from the previous lesson: to support students, do a quick run-through of an exercise which is the same or very similar to one from last time, while for the more able, offer a new and more challenging context for the same language.

- If students in your class need support with a listening exercise, some of the gaps in gapped notes can be filled in by the teacher beforehand.
- Some of the more challenging questions on reading and listening texts can be answered by a pair or group of students working together under the direction of the teacher, rather than individually.
- An exercise can simply be divided in half and allocated to two groups in the class so there is less for each group to do.
- Students can be encouraged to learn a few selected items on a list of phrasal verbs, for example, rather than trying to learn the complete list.
- A vocabulary list can be cut down, and only selected items taught.

- The 'jigsaw technique' can be used to break a whole task down into component parts. The class is put into groups and each one is assigned a component to complete, with groups of students who require more support being given easier tasks. New groups are then formed, consisting of one representative from each of the original groups. Each representative is responsible for reporting the answers for his/her component part of the task. In the end, all the students have a complete set of answers.

Throughout this book, a range of ideas for prompting students are given. The extent to which the prompts are used can be adjusted to suit the level of the students.

## Learning Support and Teaching Support

Throughout the Teacher's Book you will find *Learning Support and Teaching Support* panels. These offer help with the material by providing:

- ideas for how to approach some of the more challenging tasks
- suggestions for making some of the tasks more accessible.
- insight into aspects of grammar and vocabulary
- explanations of language content.

Some of the *Teaching Support* panels direct teachers to the information that follows, which offers a general approach to the four skills as well as to the study of vocabulary and grammar.

## A general approach to teaching reading skills

### Preparing to read

- Establish the topic (use pictures and headings to encourage students to make predictions about the subject matter).
- Focus on the type of text that students are going to read: Is it an article, an advertisement, a report?

### Reading the text

- Ask students to read the text quietly to themselves (as they progress through the course, ask them to read within a given time limit to prepare them for what they are likely to have to do in exams.)
- Encourage students to skim read a text to get its general meaning and scan it to find specific information.

- Tell students to read the easiest parts of the text quickly and to take their time over the more complex parts.
- Encourage students to either use context to work out the meaning of new words, or look them up in a dictionary.

### Dealing with the exercises

- Tell students to both identify the key words in a text and think about how those words relate to questions in comprehension exercises. This means understanding paraphrase, which means saying the same thing in a different way.
- **Support students** by telling them in which paragraph an answer can be found or reduce the number of questions they have to answer.
- Encourage students to move on if they don't know an answer to a question; they can come back to it at the end.
- **Challenge students** to give fuller answers to questions about the text.

### Discussing the text

- Analyse the style of the text: Is the language formal or informal? How does the way a text is written affect our reading of it?
- Examine the way that information has been ordered into paragraphs and how one paragraph flows into another. This means that students must understand how words and phrases connect one part of a text to another, e.g. *However, Although, Having said that, In addition.*
- Focus on the intention of the writer. Ask students: 'What is the angle of the piece?' 'Who is the target audience?'

Encourage students to look for what is *not being said*: students need to develop their ability to infer meaning. You can help them to do this by drawing their attention to things the writer has left out and the bias he or she might show against something.

## A general approach to teaching writing skills

### Preparing to write

- Ask students to think about the type of text they are going to write. For example, if it is a report, focus on its distinctive features: the neutral tone, its use of headings and so on.

- Elicit the vocabulary that students will need.
- Examine ways of beginning and ending the composition.
- Discuss the way information can be arranged into paragraphs which follow a logical sequence of ideas.
- Discuss style, formality, tone, register and target audience: who is the piece of writing for?
- Study an example of the composition type from the unit.
- Encourage students to make notes before they begin writing. Support students by giving them more guidance with the content of their writing.

### Writing the first draft

- Encourage students to refer to the model texts in the unit. Writing is imitative – everyone learns by copying from someone who knows what they are doing.
- Tell students to get their ideas down on the page – that is what matters most at the first draft stage.
- Tell students they should aim to capture the reader's imagination.
- As writing is a complex skill, and one about which students can feel nervous and unsure, support students when they are planning their ideas, and help with any vocabulary they may require.

### Rewriting the composition

- Tell students to think about how they can improve the organisation of information on the page.
- Support your students by giving them more guidance with the form of their writing.
- Tell students that their aim is to be clear in their writing – remind them that they are trying to communicate a particular message.
- Encourage students to read aloud what they have written: they should concentrate on the rhythm and flow of their sentences.
- Tell students to check the grammar, punctuation and spelling of their work before they finish it.

## A general approach to teaching listening skills

### Preparing to listen

- Focus on the type of recording that students are going to hear: Is it a conversation, an announcement, a discussion?
- Elicit vocabulary that will feature in the recording, especially if you think it will be new to the students. Put this vocabulary into context and make sure students are clear about its meaning.
- Encourage students to think about how we listen for key words – nobody listens to every single word that someone says.

### Listening to a recording

- Play a recording several times, if necessary.
- Tell students to listen first to get the general meaning.
- Tell students to listen again to make notes or answer questions.
- In the early stages of the course and with particularly demanding listening tasks, give students the tapescript to read while they listen.

### Dealing with the exercises

- Encourage students to identify the key words in a recording and to think about how these relate to questions in comprehension exercises – this means understanding inference and paraphrase.
- Help support students by replaying the part of a recording that contains the answer to a particular question.
- With the most demanding listening tasks, do the exercise with the whole class, pausing the recording as necessary and asking students specific questions to guide them to the answers to a question.

### Discussing the listening

- Analyse the recording with the class: How did the person or people speak? What was easy to understand; what was more difficult? Are there any particular accents that students found hard to understand?
- Suggest ideas for further practise: listening to a variety of radio programmes and podcasts offers excellent general practice.

## A general approach to teaching speaking skills

### Preparing to do a speaking exercise

- Make sure that students understand what they are going to talk about or which part they are going to play if they are doing a roleplay.
- Elicit vocabulary needed for the speaking exercise. Put this up on the board and encourage students to refer to it.
- Remind students that it doesn't matter if they make a few mistakes with grammar and vocabulary in a speaking exercise as long as they communicate clearly and are easy to understand.
- Give students a couple of minutes to prepare beforehand – they can make a few notes and ask you any questions they may have.

### Doing a speaking exercise

- Support your students by giving them prompts so that they are not lost for something to say, e.g. In a conversation about happiness you could give one student a piece of paper upon which is written the statement '*Nobody can be happy all the time.*' A student can then make use of this statement in their discussion.
- You could agree beforehand to make a recording of students. If so, record unobtrusively.
- Don't let any speaking exercise go on too long – five to ten minutes is fine.
- Monitor while students are doing the speaking exercise and make a note of common errors. You can go through these with the class at the end.

### Analysing a speaking exercise

- When the speaking exercise is over, ask students to analyse their own performance and that of their peers: What did they do well? What did they do less well? What did they find easy or difficult? How could they improve?
- If you made a recording, listen back to it with the class as a whole and then discuss what went well and what could be improved.

## A general approach to teaching vocabulary

### Presenting vocabulary

- Put the word into context, then ask students to think of a context of their own.



- Drill the pronunciation of the word – make sure that students are familiar with the sound of the word right at the beginning.
- Focus on the spelling: does it contain any silent letters or double consonants?
- Make sure that students understand the social and cultural context of new words.
- Encourage students to learn complete phrases rather than words in isolation. Instead of simply learning the adjective *close-knit*, for example, students can learn *close-knit family* or *close knit-community*, as those noun and adjective combinations are common.
- Ask students to translate the word into their own language.

### Recording vocabulary

- Encourage students to keep a vocabulary notebook in which they write example sentences using new words. At the end of a lesson, encourage students to test each other on the meanings of the words they have written down.
- Ask students to make cards. On one side is a word, on the other, its meaning and pronunciation. These cards can then be used in vocabulary games that can be played at the end of a lesson.

### Using vocabulary

- Make sure that students feel comfortable with new language by giving them an opportunity to use new words as soon as possible – this can be in the form of simple conversation, debate or games.
- When new vocabulary reappears in later exercises or units, test students' understanding of its spelling, pronunciation and meaning: How much do they remember?

## A general approach to teaching grammar

### Presenting grammar

- Write the grammar structure on the board.
- Elicit ideas from the students with regard to the form and use of the structure in question.
- Go through the information about the grammar so that students are able to check it against what they themselves have said.

- Encourage students to learn grammatical terms – knowing how to talk about language will help them to master it.
- Set each exercise in turn, setting a time limit for the completion of the exercises if you find it helps. Students can work on exercises in pairs, in small groups or alone: vary your approach here.
- If students have to complete a gap with the correct grammatical structure, tell them to look at the words around the gap to help them decide how to complete it.

### Recording grammar

- Encourage students to keep their own grammar reference notebook: they can include within it the information they think is the most important.
- Encourage students to write a correct example sentence in their grammar notebook for each grammar point learned.
- Encourage students to compare and contrast the grammar of their own language with English: What is similar? What is completely different?

### Using grammar

- Do a speaking activity to practise the grammar even if it is a basic one. What matters is that you give students the chance to both use the grammar and to see it as something they can make use of.
- Encourage students to revise what they know regularly.
- Tell students to record themselves saying sentences using the new grammar structures. When they listen back to the recording they can analyse their performance: Did they make any mistakes? How could they improve their sentences?

## Wider practice

Each unit in the Teacher's Book ends with suggestions for further ways to develop and extend the themes and skills practised. These include suggestions for mini-projects, including internet research on extension topics, ideas for role-plays and student presentations to the group, writing leaflets or blogs, contributing to online forums, listening to the radio and watching relevant TV programmes, and making posters and videos.

These *Wider practice* sections are intended to:

- Allow students to follow their own enthusiasms, the point being that students make better progress when they find a meaningful personal connection to what they are learning.
- Encourage students to take responsibility for what they learn. At university, students will have to manage their own learning – the *Wider practice* sections encourage students to take the initiative.
- Develop links with other areas of the curriculum so that students understand that what they learn is interconnected.
- Encourage students to see how an idea can be developed.
- Ensure that students do not solely concentrate on their exam but see the opportunity for the emphasis to also be on other things.

## Example answers for exam-style writing questions

The exam-style writing questions reflect the language and topics learned in the unit. Students should

provide sufficient detail and offer examples to support their ideas.

Exams are likely to include two writing tasks. In this Teacher's Book you will find an example answer for each of the different kinds of writing tasks (e.g. report, article, review). Each one shows how exam-style questions could be answered.

### And finally . . .

I would like to thank the teachers who have tried and tested this course over many years. Your views and comments have given me great encouragement to persevere with this work. I hope everyone will continue to find this course a helpful aid to teaching and exam preparation.

Marian Barry, 2017

# Unit 1

## Happiness and success

### Overview

The main aims of this unit are to help students study more effectively by developing their spelling strategies, to help them keep work organised, and to encourage them to choose a good dictionary. This will develop their comprehension skills to improve their ability to write descriptions of friends, close relatives and people they admire from a distance.

### Theme and skills

The theme of this unit is happiness. The main areas for discussion are:

- a personal:
  - What makes you happy?
  - If you are feeling unhappy, what kind of things can you do about it?
  - Would setting goals give you more control of your life or make you feel more pressurised?
- b more abstract:
  - Should the right to happiness be placed above other considerations?
  - What are the principles of a happy life?
  - Do achievement and success bring happiness, or does happiness come from inside you?

The reading items are a quiz on happiness from a popular magazine, a magazine article about one woman's way of being happy, an interview with someone who didn't learn to read until she was an adult, and comments about a high-flying young entrepreneur who supports small businesses.

Students also listen to a radio interviewer asking a journalist whether the sacrifice of personal happiness is the 'price of greatness'.

Reading comprehension is extended through work on deductive reasoning skills. Students are encouraged to describe people in a way that reveals personality and character. They learn to use more complex clauses and a wider vocabulary, and give evidence to support opinions. A wide range of reading techniques are introduced including skim reading, scanning and reading for detailed meaning.

### Language work

Students' vocabulary is enlarged through work on homophones, figurative language, adjectival collocations and colour imagery.

Spelling is made easier to understand through consideration of the links between speech sounds and spelling patterns, spelling rules and silent letters. The 'look, say, cover, write, check' method is introduced as an approach to learning new spellings quickly.

The *Grammar spotlight* contrasts uses of the present simple and continuous tenses, using examples students have encountered in reading texts in the unit.

### Before you begin

As this is the first lesson in the course, you may like to use a little time before you start the unit to answer students' main queries about the IGCSE in ESL course, what it involves and how the course can help them build the skills needed for success. Let them know that the end of each unit has a section of exam-style questions, followed by advice and a summary of the main areas focused on in the unit.

### A What is happiness?

#### 1 Quiz

The topic of happiness is introduced through a quiz. Tell students not to worry about each individual word but to try to understand the gist of the language. However, students may need some help with the following vocabulary: *approval, ideal, hidden motive, light-hearted, hurtful, sacrifices, nasty, pursue, purpose*. You could either pick this vocabulary out before students do the quiz and check its meaning with your class or encourage students to look up the meaning of these words in a dictionary. The scores are at the end of the unit.

#### TEACHING SUPPORT

Happiness is an abstract concept which means different things to different people. For this reason, you could

introduce it by writing the question, ‘What is happiness?’ on the board before students look at the quiz. This will give them an opportunity to begin thinking about the major theme of the unit. At this stage, you may need to guide students towards ideas by asking questions, e.g. ‘Does happiness come from spending time with your family or by being successful?’

### LEARNING SUPPORT

Offer readers who require more support the opportunity to prepare the quiz in advance at home by reading it to check understanding and looking up any unknown vocabulary but not answering the questions, which they should still do with a partner in class. Alternatively, it may be helpful to provide a glossary for language which might hold students up (e.g. *make up* = stop arguing and become friendly again, *my heart lifts* = I become happy, *go for* = choose).

## 2 Discussion

**A** The quiz suggests that people who are living their life by a set of clear personal values are the happiest. However, as this belief may not be held in all cultures you might like to ask:

*‘Is self-sacrifice necessary for the benefit of family or community?’*

*‘Is it right to put your own happiness before anything else?’*

**B & C** Encourage students to discuss the things which make them feel happy. You could suggest some specific things which make you feel happy as examples first.

**D** It’s interesting to explore what students can do if they *don’t* feel happy. You could start by asking them to identify specific causes of unhappiness, e.g. being refused permission to stay out late, not being chosen for the school team. You could ask: ‘What can help you feel better?’. Answers might be: talking to a close friend about how he/she coped in a similar situation, or deciding to forget about it by doing something enjoyable, such as absorbing yourself in a favourite hobby.

### LEARNING SUPPORT

Before students discuss the questions, revise the language of discussion. Ask students how you might ask someone for their opinion, offer your opinion, agree or disagree –

e.g. *What do you think about?, In my view ..., I disagree with you, I don’t see it like that, to me ...* and so on. You can **support** students by encouraging them to make use of this language in their discussion on happiness. Monitor to check that they are doing so. You can **challenge** students by focusing on extending conversations beyond the questions on the page by asking other questions related to the theme under discussion, e.g. ‘What do we seem to have become obsessed by the idea of happiness?’ ‘Can anyone be happy all the time?’ ‘Why?’ ‘Why not?’

Students who struggle with discussion activities may benefit from a list of statements to agree or disagree with rather than the more open discussion offered in A. For example: *It is better never to worry about what other people think of you.; If you are too individualistic, you will have no friends.; People who think only about their own happiness are selfish.* These students may also need some time to think through what they will say and make notes.

When doing questions B–C, encourage students to follow the language model provided by beginning each item in their list with a gerund form.

## 3 Formal and informal styles

Students will be developing their awareness of formal and informal styles throughout the course. As an introduction, ask them when they think it is appropriate to use the different styles (informal for friends, school newsletters and family; more formal for newspapers and factual writing). It’s also worth reminding them that serious writing will use occasional colloquialisms and idiomatic expressions.

### Answers

1 B 2 D 3 A 4 C

## 4 Spelling patterns and speech sounds

Students need to be able to spell high-frequency words without difficulty, e.g. *book, magazine, people*. However, English spelling is a complex area and the occasional spelling mistake is not disastrous and will not prevent a highly able student performing well.

The letter *q* in English is always followed by the letter *u*. The sound is usually /kw/ but you may like to elicit some exceptions, e.g. *cheque, quay, quiche, queue*, after the students have completed the exercise.

**Answers**

- 1 queen
- 2 quotation
- 3 quack
- 4 banquet

Elicit examples of other speech sounds and spelling patterns.

**Examples:**

*ck* at the end of words, pronounced /k/: *lock, tick, sock*

*ch* pronounced /tʃ/: *church, patch, change*

*ch* pronounced /k/: *chemist, technology, mechanic*

*sh* pronounced /ʃ/: *shout, push, mushroom*

**5 Approaches to spelling**

The aim here is to elicit students' previous knowledge of spelling patterns. After they have ticked the strategies they use to help them spell, ask them what they do about words they always misspell.

**6 Look, say, cover, write, check**

This is an uncomplicated method of memorising spellings. There is a similar exercise in every unit. It's a good idea to emphasise the simplicity of the method. When they get the hang of it, students can learn spellings effectively and with a lower failure rate than with many other methods. Of course, they'll also be using other methods, such as spelling rules and how speech sounds are linked to spelling patterns.

**7 Tricky words**

These tricky words are often spelled wrongly by students. Ask them to say each word aloud clearly to check pronunciation. It's useful to ask for a definition or example sentence for each word.

Students should go through the 'look, say, cover, write, check' method to memorise the spelling of each tricky word. It's important they don't miss out any steps. Once they feel confident that they have imprinted the image of the word on their mind, they should write it three times.

**8 Why are words misspelt?**

This exercise highlights a few of the most common problems as a starting point. You can start by asking: 'Which words do you always misspell?' Students are often

aware of their own weak points, such as confusing the endings of words which have similar sounds but a different spelling.

Encourage them to work together to brainstorm all their ideas and encourage them to think about the root of the problem.

When *ps* or *pn* begin a word, the *p* is silent. Other examples: *psalm, pseudonym, pneumonia*.

Words like *truthful* are often spelled wrongly because the addition of the suffix to *truth* sounds like 'full'. Other examples: *peaceful, hopeful, playful*.

*Activities* is sometimes misspelled because students forget the rule that a *-y* ending changes to *-ies* if the preceding letter is a consonant. Other examples: *ceremonies, lorries, factories, families, babies, ladies*. Words with a vowel before the final *-y* simply add *s* to make a plural: *boys, holidays, highways*.

The ending of *responsible* is often misspelled 'able'. Other adjectives ending in *-ible* are *edible, incredible, invisible*. But many words end in *-able*, e.g. *washable, reliable, advisable, excitable, approachable*. There is no simple rule for choosing the right ending. Tell students it's better to learn each spelling through the 'look, say, cover, write, check' method.

*Calm* has a silent 'l'. Other examples: *talk, yolk, almond*.

*Committee* presents problems because students are not sure whether to use a single or double *m* and *t*.

*Embarrassment* presents similar difficulties to *committee*, as does *accommodation*. Each of these words has two sets of double consonants.

*Wrist* has a silent *w*. Other examples of a silent *w*: *write, wrap, wrinkle, wrestle*.

Encourage students to proofread their work for careless spelling errors, paying particular attention to words that present difficulties for them as individuals.

**9 How helpful is your dictionary?**

You may like to bring in a variety of dictionaries, or get students to pool and compare their own dictionaries, using the brief checklist as a guide.

It might be helpful to do some follow-up work on the abbreviations used in dictionaries, and the extra features some dictionaries have. These might include a key to pronunciation, tables of weights and measures, or explanations of common acronyms.

You can integrate dictionary work with other projects and in other curriculum areas. Students sometimes respond best to dictionary work which is linked to practical applications (as part of a reading comprehension or during a writing task, for example) rather than work on a dictionary for its own sake.

## 10 Getting organised

When students start a new course of study, they need to be well-organised. Remind students that the work in the course is sequential and they need to keep lesson notes carefully, as they will need them later. Showing how a file can be organised (e.g. with dividers), perhaps using a well-kept file as an example, can be very helpful.

Some teachers like to set a special, regular time for organisation of course notes and spelling/vocabulary books.

# B Happy not to be a high-flyer

## 1 Before you read

**A** Eliciting students' responses to the photograph is a good way to introduce the topic of describing people. Tina has a warm smile. You might like to elicit other collocations for smile, e.g. *a shy smile, a bright smile, a friendly smile*.

You could ask students to study Tina's eyes for clues to her character, e.g. *'Does she look confident/cold/secretive/shy/warm/nervous?'*

**B** The article comes from a women's magazine and features an interview with a woman who doesn't believe in sacrificing everything to achieve success.

### Vocabulary check: answers

*a priority:* something you think is more important than other things

*insignificant:* of little importance

*trivial:* similar in meaning to insignificant

## 2 Comprehension check

### Answers

- 1 They feel she could achieve more / she is only an assistant.
- 2 her family
- 3 because she realises more responsibility at work would involve too many personal sacrifices
- 4 Her attitude to life is positive. She makes the most of the life she has.

## 3 Principles of a happy life

Explain to students how to skim read, if necessary. It requires reading quickly to get the main idea, without pausing to focus on individual detail. Students may disagree about some of the principles in the list, and it will be interesting to explore why. For example, you could ask:

*'Is it really a bad idea to try to impress other people?'*

*'Is it always harmful to regret decisions you made in the past?'*

### LEARNING SUPPORT

Check whether all students understand and can explain to their peers the word *principle* – if necessary, explain that a *principle* is a rule or belief that someone lives by, e.g. *John doesn't believe in putting money before people. He won't compromise his principles just to be successful*. As a means of checking understanding, elicit examples of other principles, e.g. being kind to others. Once students have skim read the list of principles, you may want to check that they understand **key language** including *regret something* (to be sorry or sad about something you did), *envy someone* (to feel that you want something that someone else has), *status, material possessions and achieve*.

## 4 Finding examples

Remind students that scanning a text means a search through the text looking to spot evidence, sometimes going back as well as forward. (The comparison with having a brain scan or baby scan in hospital might be useful.)

The discussion will be useful as students often find matching abstract ideas to concrete examples hard because it involves thinking about how theories can be applied in practice. Ask them to concentrate on getting their message across in the group, rather than on grammatical accuracy. After the groups have thought through their ideas, you may like to elicit the main points and write them up for everybody.

### Possible answers

She says her mother wanted her to have a job with more status but this hasn't troubled her. This shows she doesn't hold resentment against her parents.

She says her relationships are more important to her than academic or career success, which shows she doesn't value status or material things more than people.



She says she realises how tied down she is when friends go off travelling, but she accepts that she cannot do this. This shows she doesn't envy other people.

She says she doesn't want a more senior role at work because that would mean another part of her life would suffer. This shows she is realistic about what she can achieve.

The pleasure of her job comes from feeling it's worthwhile rather than the status of it, which shows she has chosen a job which gives her real satisfaction.

## 5 Sharing ideas

The concept of 'happiness principles' will vary according to the interests and maturity of your group. Extra ideas to discuss could be:

*Don't let small worries take over your life.*

*Do try to take responsibility for solving your problems.*

*Do give the important people in your life most of your attention.*

*Don't spend time with people who make you miserable.*

*Do try to be peaceful.*

## 6 Discussion

You could introduce the discussion topic by asking students:

*'How far is it worth giving up daily pleasures in order to have success later?'*

*'Can you have everything? Is part of maturity accepting that you can't?'*

## 7 Goal setting

In this exercise, students explore the value of setting goals. You can focus the exercise by giving further examples of immediate goals (telephone a friend, return library books), medium-term goals (complete school project, save up for new clothes) and long-term goals (train as a pilot, have a house of my own).

The exercise could open into an interesting discussion about when you should change your goals. You could ask: *'What would you say to someone whose goal was to become a ballet dancer/athlete? At 14 he/she is told he/she's too tall/the wrong build to ever be successful.'*

## 8 Figurative meanings

There are many idioms in English. You could introduce the exercise by adapting a phrase from the reading passage:

*'When Tina's friends travel abroad, she feels tied down.' You could ask 'Is she tied down by ropes or is it just a feeling?'*

### Answers

- 1 wrestling
- 2 lifts
- 3 fighting
- 4 broke
- 5 battling
- 6 buried
- 7 crippled

Some other common expressions are:

*a broken heart, an explosive argument, a stormy relationship.*

It would be very interesting to elicit examples of figurative expressions in the students' own language(s).

### TEACHING SUPPORT

'Figurative language' describes words or phrases which are not literal in meaning. Another word for figurative language is *metaphor*. If we tell someone, 'you're a star' we are not suggesting that they are a ball of burning gas in the night sky, but that they are brilliant or special in some way. That is, they seem to shine. We use figurative language or metaphor to make a comparison between things or people and suggest that those things or people share a particular quality.

What we see in this exercise is metaphors in the form of verbs, e.g. *to bury yourself in your work, to fight the authorities*. Everyday language is often made up of such metaphorical words and phrases, but we don't notice because they have been part of our language for so long.

### LEARNING SUPPORT

Allow students who require **support** to focus initially on just three examples (e.g. 1, 3, 5). They should use a dictionary to check the original, literal meaning and discuss with a partner what the figurative meaning is. What do these three examples have in common? All three verbs are associated with fighting, and express the idea of facing something difficult.

## 9 Homophones

Check your students' pronunciation of the homophones as it is important that they produce sounds which are exactly

the same. Sometimes students confuse minimal pairs, e.g. *still/steal, live/leave*, with homophones.

**Answers**

- 1 place
- 2 pain
- 3 peace
- 4 whole
- 5 allowed
- 6 pear
- 7 sight
- 8 There
- 9 four
- 10 sore

**10 More homophones**

**Answers**

- 1 steel
- 2 mail
- 3 you're
- 4 weak
- 5 our
- 6 bare
- 7 tale
- 8 sail
- 9 pour/pore
- 10 whale

The English language has a relatively wide variety of homophones. Again, it would be interesting to elicit examples from your students' own language(s).

**C The price of greatness**

**1 Before you listen**

**TEACHING SUPPORT**

See the Introduction for a general approach to helping students with Listening tasks.

The listening is an interview about the theories in a book *The Price of Greatness*. The speaker suggests that a disproportionate number of great thinkers have suffered from ill health or genetic disability, or come from lonely, stressful backgrounds. The speaker ends

by suggesting that ordinary children can do very well through hard work.

The pre-listening exercise gets students thinking about someone they admire and exploring reasons for their views. Remind them, as always, to keep their notes as they will need them later.

(The photograph is of Nelson Mandela.)

**2 Vocabulary check**

**Answers**

- 1 E 2 H 3 G 4 A 5 C 6 D 7 F 8 B

**3 Listening: Radio interview**  CD 1, Track 2

The comprehension questions focus on the attitudes of the speaker and the interviewer. This is an area which is very challenging for IGCSE students as it requires an appreciation of difficult aspects of language, such as inference.

Let students hear the whole conversation through once to get the gist. After they have listened, you could ask some basic comprehension questions such as 'Does Steve think great thinkers had happy lives? Why/Why not?'

Let them listen a second or third time, pausing the recording if necessary. When you check the comprehension, replay any parts of the conversation which students are confused by.

**LEARNING SUPPORT**

To **support** students who need extra help, provide them with a short list of easier, factual true/false questions for use on first listening, which will contribute to the understanding of the more difficult multiple choice questions later. For example: *The book is about sacrificing happiness to achieve great things. (True); Most gifted people had an easy childhood. (False)*, etc. Break the listening into sections, and allow the students to confer and check understanding after each section. Then, before moving on to the multiple choice questions, give the students plenty of time to full understand the wording of the questions, which may itself be challenging. If students are still struggling after repeated listening, give them copies of the sections of the audioscript which contain the answers and allow them to follow this as they listen.

**Answers**

- 1 b 2 a 3 c 4 b

**AUDIOSCRIPT**

Listen to this radio interview and choose the best answer for each question.

- INTERVIEWER:** And time now for our interview of the day and my guest in the studio this afternoon is Steve Bowman. Steve's been reading an absolutely wonderful book, so he tells me, all about how you may have to sacrifice a lot of personal happiness if you genuinely want to achieve great things. Steve, what's the book called and can you please tell us what makes great achievers different from everyone else?
- STEVE:** Well, the main thing as I understand in this book, *The Price of Greatness* by Professor Ludwig, which is truly a fascinating study of great and original thinkers, Einstein, Picasso and so on, is that they have an enormous ... an enormous inner drive to succeed.
- I:** Hmm. Far higher, you'd say, than the average person?
- S:** Much higher. And then there's the inborn talent. It's suggested in the book that you need a precise blend of brain chemicals which are inherited.
- I:** So parents do play a part?
- S:** Yes, indeed. But what is a lot more surprising is how much ... how much the environment plays in extraordinary achievement. Most people aren't aware of the setbacks these people suffered. Did you realise that a huge number of gifted people lost a parent before the age of fourteen? Others suffered from, you know ... a genetic disability of some kind. Or had a major illness like polio or TB before adulthood.
- I:** So Steinbeck wouldn't have become a great writer if he hadn't had pneumonia as a teenager?
- S:** That sort of idea, yes.
- I:** Ah, well, I ... I don't know. Surely a great many people got terrible illnesses, they lost a mum or dad – well especially if you're talking about the past – and they didn't go on to split the atom (or) whatever.
- S:** It's the combination of many factors that's important. Obviously, many people have got ... got problems but are not going to be the next Nobel prizewinner. With great achievers, you can't just pick out one or two factors. It's a very complex web.
- I:** What other factors might you reasonably expect to find?
- S:** Clever but frustrated parents, erm, possibly brothers and sisters who they may have close but difficult relationships with, all these factors ...
- I:** But you would expect these ... well, these setbacks to be, er, very damaging to their future chances, wouldn't you? And you're saying they were not, in fact?
- S:** It seems that such children suffered from a feeling of ... well, a ... a feeling of inferiority, of not being good enough, which pushed them onwards to achieve more and more.
- I:** Hmm. So as adults, many of them will have ended with a very unhappy emotional life though, won't they?
- S:** They've probably suffered from depression ... what Professor Ludwig calls a sense of psychological unease.
- I:** Well, Steve, you've told us about the very many drawbacks these people have. What does the budding genius seem to need?
- S:** Peace and quiet. They need to bury themselves in work. As children, they're loners and spend a lot of time by themselves.
- I:** And what might you tell parents who might ... well, you know ... might like to think they're bringing up the next Nobel prizewinner?
- S:** If you want your child to be well, you know, well adjusted, forget about greatness. If you want your child to be kind to others and what have you,

you're cutting down your child's chances to excel.

**I:** Do any of us want children growing up burdened with ... well you've described it very well as psychological unease?

**S:** Yes, it ... it may be that the ... the sacrifice of personal happiness may indeed be the price of greatness. But, er, I wouldn't say that you ought to stop trying to achieve your potential. Er ... think of it this way: you might have an ordinary kid, who, well, mightn't be the next superstar, the next Picasso, but everyone's got their own ... their own individual potential. You've got to make the most of that.

**I:** So how can ordinary children fulfil themselves?

**S:** Studies have shown that ordinary children who are well balanced in their lives but achieve a lot – they play football for school leagues, or win prizes for chess, art, music or whatever – well, it's five per cent talent and the rest is hard work.

**I:** Ah ha! So you're saying you don't have to give up all enjoyment – it's important to keep a balance, isn't it?

**S:** That's right. You can still have time to do the things you want to do.

**I:** Thank you, Steve. It's good to end on that positive note.

#### 4 Post-listening discussion

- A** Students could relate the question to examples of well-known achievers in their own culture(s).
- B** It will be very interesting to hear students' responses to the idea that ordinary children can reach a high standard of achievement mostly through hard work. Encourage them to explore how far other factors, apart from talent, can help achievement, e.g. a good teacher, financial support, parental encouragement.

#### 5 Apostrophes (1)

This exercise is to be done deductively, as students will probably know something about the use of apostrophes. Encourage them to work together to work out why

apostrophes are used here (to show the omission of letters).

You could extend the exercise by writing on the board a few examples of sentences without contractions and asking students where the apostrophes would go if contractions were used, e.g.

*He might have told us he would be late.*

*They were not happy with the results.*

#### Pronunciation

Even when students are able to hear contractions, they frequently have difficulty incorporating them in their own speech. Remind them that using a non-contracted form (e.g. *She would not come*) conveys meaning accurately, but it sounds much less fluent than the use of a contracted form.

#### 6 Apostrophes (2)

The aim of this exercise is to reflect the main problems IGCSE students have with the apostrophe. These are:

- a** using it whenever there is a plural, whether or not possession is signified
- b** failing to put the apostrophe where the missing letter or letters would be in a contraction
- c** confusing the position of the apostrophe when it is used to show possession. Remind students that if the noun is singular, 's is added: *my mother's garden*. If the noun is plural ending in s, an apostrophe is added *after* the s: *my parents' house*. But students are often confused by plural nouns which do *not* end in s; these need 's: *the people's leader*, *a children's home*.

You could extend the exercise by writing up a few phrases which show possession without apostrophes, e.g.

*a field belonging to a farmer*

*a dining room for students*

*a library for children*

*a dress belonging to Mary.*

Then ask students to substitute phrases which use apostrophes, e.g. *a students' dining room*.

#### 7 Correcting sentences

##### Answers

- 1** The teachers listened to Carol's views.
- 2** They've bought a new car.

- 3 I went to my mother's office.
- 4 Please don't touch the babies' clothes.
- 5 It's hard to explain the programme's success.
- 6 She works in the women's ward of the hospital.
- 7 He's training to be a ladies' hairdresser.
- 8 You'll find her in the teachers' workroom – all the staff go there.
- 9 He might've become the next Einstein.
- 10 She couldn't understand why her cat had lost its appetite.

Monitor students' pronunciation of these sentences.

## 8 Speculating about a photograph

The aim of this exercise is to develop students' ability to describe people. They study a photograph of Alex (who is a composite character, not a real person), invented to develop the theme of finding happiness in your own way. Alex is a high-flying young entrepreneur who has found happiness through using his skills to help people start businesses in areas of high unemployment. Students may like to discuss the challenges and risk involved in investing in such enterprises and the benefits it could bring, not only to individuals but to families, communities and the local economy. They may like to contribute ideas about family businesses they know about and the difficulties they can face.

In addition to providing a physical description, students need to be able to describe character and give reasons for their opinions, so this is a good opportunity to widen their vocabulary and help them express opinions.

You can prompt them where necessary, e.g.

*'Does he look as if he has had a hard life?'*

*'Does he look disappointed?'*

*'Does he look as if he could cope in a crisis? Why/Why not?'*

## 9 Describing personal qualities

This exercise will help to develop students' powers of deductive reasoning. It builds on the skills they developed earlier, in Exercise 1.B.4, where they looked for practical examples of 'happiness principles'.

### Answers

1 yes 2 yes 3 no 4 yes 5 yes

6 no 7 yes 8 yes 9 yes 10 no

You could discuss why answers are right or wrong and get students to supply evidence from the comments about Alex.

## 10 Discussion

The discussion could be extended to think about the qualities necessary for achievement. It would be nice for students to consider whether their particular heroes/heroines have these qualities. You could ask them for practical examples of the way the qualities are expressed.

## 11 Drafting a paragraph

Students should write a paragraph describing Alex. They can mention his appearance and describe his qualities.

### Possible answer

A possible paragraph could run something like this:

Alex looks relaxed and casual but he is very determined and hard-working. He has great optimism and belief in the resilience of people to overcome problems and make a business idea into a success. He wants to make the world a fairer place and to help others start their own businesses. He believes in himself and can tolerate criticism. Even if some business projects fail, he perseveres to do what he thinks is right. (74 words)

Encourage students to discuss their first draft with a partner. Remind them that rewriting is not a sign of failure, but simply part of the writing process.

# D Obstacles and challenges

## 1 Expressing fears and giving someone confidence

### TEACHING SUPPORT

Before students begin this exercise, write the word *obstacle* on the board. Drill its pronunciation /'ɒbstəkl(ə)/ and then check that students understand the meaning of the word. An obstacle refers to anything that blocks someone's path and stops them from making progress. This could be an actual object, e.g. *The competitors have to get past six obstacles on the track in the fastest time.* Or it could be

something abstract, e.g. *My brother's lack of confidence in himself has been a real obstacle in his life. It's even stopped him from applying for certain jobs.*

Students study and practise the functional language in pairs. You could elicit from them the things they get anxious about.

You might like to elicit other phrases students may know to express fear, e.g. *I really dread . . . , I panic when I think about it.*

#### LEARNING SUPPORT

While more confident students can be **challenged** to expand their dialogues into mini conversations, students who require additional **support** could focus on one (or two) simpler dialogues. They could then swap partners with another pair so they have a further opportunity to practise the language.

#### TEACHING SUPPORT

See the Introduction for a general approach to helping students with Speaking tasks.

#### Practice

Students can practise expressing fears and giving reassurance in pairs. You could ask a pair of students who have done particularly well to perform an example to the whole class.

### 2 Pre-reading discussion

Students are going to read an article about a woman who was illiterate. She explains how her unhappy school days resulted in not learning to read. She disguised her problem, not even telling her husband, until the headteacher at her daughter's school asked her to take a job as a paid helper. The headteacher had recognised Monica's illiteracy and helped her to learn to read. Now Monica works as a 'parent-educator'; she involves parents in the education of their children.

### 3 Vocabulary check

#### Answers

*bullied*: when a person is frequently hurt physically or emotionally

*illiterate*: unable to read or write

*volunteer*: person who works without pay, often for a charity

### 4 Reading: Textual organisation

#### TEACHING SUPPORT

See the Introduction for a general approach to helping students with Reading tasks.

Before students start reading, you could ask them to predict something about the content of the article from the title.

#### LEARNING SUPPORT

For students who need more **support**, pre-teach vocabulary from the text or prepare a glossary for them to refer to. Items might include *to fool somebody, to dare to do something, to disguise, take over, unaware, struggles, pushy*, etc. Have them read, match and check the first three paragraphs only (to line 47) before completing the text. If possible, since this is a long text, it may be helpful for struggling readers to read the text at home ahead of the lesson but complete the activities in class.

#### Answers

A 7 B 2 C 1 D 5 E 3 F 6 G 4

### 5 Comprehension check

Students may reflect on the fact that illiteracy is a problem, even in richer countries. Encourage them to empathise with the embarrassment Monica felt and understand why she could not 'join in the life other people were living'.

#### Answers

- 1 She disliked school because she felt like a failure / the other children made fun of her / she did not understand the lessons.
- 2 Monica hid the fact she couldn't read by saying she'd left her glasses at home, or she'd carry a book or newspaper around and pretend to read it.
- 3
  - i She was terrified.
  - ii Students could infer that the headteacher noticed qualities such as empathy and natural intelligence that made her ideal for teaching.
- 4 The writer's attitude is positive, which is shown through numerous examples the author gives of



Monica's strength of character and the admiration she has earned from Sally

- 5 The third statement is incorrect.
- 6 a 120  
b 130  
c April  
d January, March, September  
e November

## 6 Vocabulary: Odd one out

### Answers

- 1 confident  
2 angry  
3 shy

## 7 Post-reading discussion

Monica took responsibility for changing herself from an insecure, illiterate woman to the person she is today. Her happiness seems to come from having satisfying work, being able to join in with ordinary life and from her daughter's success. Her 'achievements' are linked to her personal qualities. She is able to persevere to reach a goal, to be honest about herself, to give to others and to show warmth. In this sense, her happiness has come out of the person she is.

An interesting theme to draw out in discussion is 'How can someone with a low self-image gain self-esteem?' You could link the responses to the example set by Monica.

### International overview

#### Answers

- 1 17%
- 2 poverty, unemployment and ill-health.
- 3 Encourage any suggestions relating to a stronger economy, more international trade, and a healthier, better qualified and more fulfilled population.
- 4 The United Nations agencies have reliable figures on national literacy rates.

You could also discuss why more women than men are illiterate, eliciting ideas such as the fact that, in many countries, girls are expected to devote a lot of time to very basic household and family duties, e.g. fetching water and fuel to cook with, thus robbing them of time to go to school. Also, in some countries, schooling is very expensive and the opportunity is given to the male members of the household.

As always, encourage students to relate the information to the situation in their own countries. You could point out that in many of the world's affluent nations, it was the custom to give priority to boys' education until relatively recently.

## 8 Describing people

*Sweet* tells us that Monica's husband was a kind and thoughtful man. Sometimes, one adjective can provide just the right amount of information. The important thing is to choose the adjective which you think best describes someone or something.

The description of Sally's smile suggests that her relationship with her mother is a very close one. The writer conveys this to the reader by the use of the adjective *warm*, which suggests affection or kindness.

## 9 Using a wide range of adjectives

The aim of this exercise is to look at a variety of ways of describing people. Remind students to focus on both appearance and character. Elicit other examples of adjectives and adjective compounds.

### TEACHING SUPPORT

See the Introduction for a general approach to helping students with new vocabulary.

### LEARNING SUPPORT

To **support** students, offer some practice with forming compound adjectives to reinforce understanding. For example: a man with grey hair (*grey-haired*), a woman with a kind heart (*kind-hearted*), a bus driver with a bad temper (*bad-tempered*); someone who looks cross (*cross-looking*), someone who looks friendly (*friendly-looking*), someone who looks scary (*scary-looking*).

## 10 Adjective collocations/11 Positive and negative

Instead of working in pairs, students could be divided into four groups and each group assigned to one of the headings.

### Answers

#### Appearance

slim ✓, plump ✗, well-dressed ✓, elegant ✓, scruffy ✗, overweight ✗, skinny ✗

### Hair

wavy, straight, curly, frizzy ✘

### Voice

deep, grating ✘, husky, quiet, high-pitched, gentle ✓

### Character

shy, placid, ambitious, tolerant ✓, absent-minded, quiet, self-centred ✘, dreamy, mean ✘, altruistic ✓, generous ✓, considerate ✓, outgoing ✓, gentle ✓, argumentative ✘, bad-tempered ✘, domineering ✘, humorous ✓

Point out that the connotation of some words is subjective, e.g. *ambitious* will sound positive to some people and negative to others.

## 12 Negative prefixes

It's useful to compare the way opposites are formed in English with students' own language(s).

### Answers

irresponsible

disloyal

immature

insecure

untrustworthy

unreliable

inefficient

unhappy

dishonest

## 13 Colour

Focusing on the role of colour in appearance will help make students' writing more vivid. You could ask them to link each other's colouring and clothes to images in the natural world.

### Being creative

Students could read their sentences aloud to each other for fun and feedback.

## 14 Developing your writing style

The following sequence of exercises builds on the earlier work on adjective collocations. The exercises will help students structure more complex sentences and bring variety into their styles of writing.

Make sure students understand the meaning of the individual words in each quotation when they underline the clauses.

## 15 Conveying character traits

This exercise helps students understand how writers achieve their effects. Let them know that the extract describes an adult, not a child, before they begin to study it.

Analysing how a writer achieves his/her effects is very challenging. You will probably want to monitor students' analysis quite closely, prompt them with questions where necessary and give feedback on their work.

For example, through the description '*She was a tall, fragile-looking woman in a pretty blue hat that matched her eyes*' the writer conveys the impression that the woman is feminine. To help students understand this, you could ask '*Do you think she would be the type of woman who would be a tough businesswoman? Why/Why not?*'

You could ask '*What does the fact that she is wearing a pretty blue hat that matched her eyes suggest about her?*', eliciting that she is carefully dressed, perhaps in a slightly old-fashioned or traditional way. The choice of the word *pretty* suggests that the hat is attractive but not too bold. '*Is blue an exciting or a quiet, soothing colour? What does that tell us about her?*'

## 16 Writing your own description

### TEACHING SUPPORT

See the Introduction for a general approach to helping students with Writing tasks.

Give students up to 20 minutes to write their descriptions. Encourage them to use what they have learnt in Unit 1, e.g. clauses with *which/that* and adjective collocations.

### Feedback

Encourage students to give constructive feedback. They should say what they liked about a description, e.g. *I liked the way you said Simon puts his downloads into alphabetical order. That gives us a real sense of what he's like.* If they disliked something about a description, they should say how they think it could be improved, e.g. *You described Simon as 'trustworthy'. I'd have liked more information about why he is someone you can trust.* For example, *I liked the way you showed that he is a methodical person by explaining that he keeps all his DVDs and books neatly, and in alphabetical order.'*

**LEARNING SUPPORT**

Encourage students who need additional **support** to make notes before they begin their final description. They should list any adjectives they plan to use (to describe physical appearance and personality) – preferably including at least one compound adjective – and note down any habits or character traits they want to mention. Support them in linking what they have listed, as shown in Exercise 14, using *with* or *which/that/who*.

## E Someone I admire

### 1 Example description

Students should study the description.

As always in the Student's Book, the example shows a range of things students could say, and aims to stimulate creativity. Although based on exam-type questions, these examples are *not* meant to be learned by heart to be reproduced in an exam.

The main topic of each paragraph is:

- 1 Simon's appearance and character traits
- 2 Why the writer admires Simon
- 3 Why Simon is a good friend
- 4 Conclusion

### Comprehension check: suggested answers

- 1 He gives the impression of being studious, particular in his habits, and not concerned about his appearance.
- 2 He was unhappy at school because the other students said he was 'scruffy'.
- 3 Simon is determined because he was painfully shy but he overcame this through his own efforts.
- 4 The writer values Simon's friendship because he is trustworthy and straightforward and helped him face his fears.

### Format

This exercise helps students to see how all the techniques are used in combination.

### Beginnings and Endings

You may like to draw students' attention to the fact that the beginning is clear and to the point, and the final sentence sums up the writer's feelings very firmly so the reader is in no doubt of the writer's viewpoint.

## 2 Comparing two styles

The aim of this exercise is to show students how they can improve their writing style. It also shows the value of drafting work and taking advice. Encourage your students to see that the style of the first draft could be improved by the use of clauses and more vivid description.

## 3 Rewriting to improve style

In order to rewrite something, students first need to identify what needs to be improved. Read out the description and draw attention to the weakness of its style: the sentences are too short, which makes the description repetitive; the adjectives are too simple (*good, big, nice*) which means we are not given a memorable picture of the writer's friend.

**LEARNING SUPPORT**

To help students with this exercise, rewrite the first few sentences of the description with the class as the whole, putting the new version on the board. To **support** your students you may like to rewrite the entire description as a whole-class activity.

Students could produce something like this:

My friend has large, sparkling green eyes and close-cropped blonde hair. She smiles often, showing her lovely white teeth. She is well-dressed with a style of her own. She enjoys studying other people and says she can judge their character from their clothes. She is a very hard-working student who gets high marks. She is kind, considerate and generous and never minds helping me with my homework.

**LEARNING SUPPORT**

Where some students find this task challenging, give them two or three short sentences to work with at a time. They can then compare versions with a partner.

## 4 Writing from notes

Many students will have heard of Lister and the theory of antisepsis from science classes. Lister was influenced by Pasteur's germ theory, which claimed

that bacteria can cause disease, and that fermentation and rotting are caused by bacteria which live in the air. It would be nice to let students outline the main ideas before they tackle the rewriting from notes.

This is a good time to remind students that they can draw on knowledge from other areas of the curriculum to answer exam questions. However, they will have to make their knowledge fit properly into the context of the question. It would also be interesting here to ask about notable scientific advances made by scientists from the students' own culture(s).

It's worth highlighting 'anti' as a prefix meaning 'to counteract or be opposite to'. Other examples to elicit could be: *antidote, antibody, antibiotic, anticlockwise, antiperspirant, antisocial*.

Example answer

I want to describe Joseph Lister. He was a surgeon who was born in 1827. In those days many patients died after operations because their wounds became badly infected. Lister wondered if (the) bacteria in the air which made meat decay also made wounds septic.

Lister decided to clean everything which touched (the) patients' wounds with carbolic acid. The carbolic acid destroyed all the germs/Carbolic acid destroys all germs. As a result of these precautions, patients recovered quickly after/ from (their) operations. The rate of infection fell dramatically.

Lister developed safe, antiseptic operations, which was a major medical advance. He received many awards for his work. I admire him because he was dedicated and unselfish. He took great personal risks to make this discovery. Surgery used to be highly dangerous. People were terrified of the surgeon's knife. Lister changed all that. Modern surgery is a lifesaver.

Grammar spotlight

TEACHING SUPPORT

See the Introduction for a general approach to helping students with Grammar exercises.

Write the following sentences on the board and ask students to highlight which verb forms are wrong. Elicit or point out that 'knowing' and 'understanding' are incorrect because verbs which describe mental processes are rarely used in the continuous form. You could write examples of incorrect use on the board, e.g.

*She is knowing several languages.*

*I am talking slowly but he is still not understanding me.*

Answers

- 1 Josh is arguing with his friend Ken. He never normally argues with anyone.
- 2 You seem very quiet this morning.
- 3 Helping other people makes her happy.

TEACHING SUPPORT

If your students are advanced, or particularly enjoying the work, you may like to extend the exercise on the present continuous by exploring the ways that the present continuous form is also used to refer to the future e.g., *I'm seeing my friends tonight/We're playing tennis later today*.

LEARNING SUPPORT

Ask students who require extra **support** to explain to you the difference between the present simple and continuous, based on their existing knowledge, giving examples of each. If this is problematic, prompt them with contrasting examples (e.g. girl texting her mum: *I'm waiting outside the school. Please come and pick me up!* And girl complaining to her friend: *I wait for my mum outside school every day. She's always late!*). Provide a few practice sentences for students to complete with the correct form of the verb.

## Exam-style questions

See the *Overview of Cambridge IGCSE English as a Second Language* section at the beginning of the Student's Book for the mark scheme and criteria for marking the writing questions.

### Writing

#### 2 Describing someone close to you – article

##### Example answer

The example shows one way students could respond effectively to the question. Remind students that when bullet points are given they should be covered to gain full marks, as in the example. The article recycles the vocabulary and expressions from the unit for describing people. In this case, a family member is described, but students are free to choose anyone they feel close to. The tone and register of the article sounds friendly and is suitable for the audience (a website aimed at teenagers).

My grandfather is a tall, humorous man with silver-grey, curly hair and a warm smile. Before he came to live with us, my twin brother and I used to argue all the time, but once my grandfather was living with us, we stopped. He often tells us funny stories about my mum when she was young, and we love hearing how naughty she was. He also takes us out to places we enjoy, such as the cinema and sports matches.

My grandfather is very practical. He taught me how to cut and measure wood and lets me use his tools. With his help, I recently made a coffee table, which I really like. I feel I have good practical skills now but only because my grandfather trained me, as I don't do subjects like design and technology at school.

Before my grandfather came, I used to get very upset if I did not achieve a goal, and also if my brother did better than me. My grandfather said that being a good person is what really matters, and to make that my goal. His words have helped me feel more peaceful and be more satisfied with what I do achieve. (200 words)

(Reading & Writing, Exercise 5: 16 marks (Extended).)

### Listening CD 1, Track 3

This multiple choice exercise reflects the themes of the unit. It should prepare students for what they might face in the actual exam. Students need to listen for genuine understanding and then identify the specific details which enable them to find the correct answer. They should read the statements carefully first, and then scan the options for the correct answer as they listen.

Encourage students to check their answers after the first listening, and to use the second listening to double check. As this is a challenging exercise, you may choose to let them listen more than twice.

#### Answers

1 b 2 b 3 a 4 a 5 a 6 b 7 a 8 b

(Listening, Exercise 4: 8 marks (Core); 8 marks (Extended).)

#### AUDIOSCRIPT

You will hear Victor, a radio presenter, asking Carlos Gomez, a teenage blogger, some questions about his hobby as part of a radio feature on developing potential in young people. Listen to their conversation and choose the correct answer for each question. You will hear the interview twice.

- PRESENTER:** Today we have an exciting guest, teenage blogger Carlos Gomez. Welcome to the show, Carlos.
- CARLOS:** Thank you Victor. Pleased to be here.
- P:** Our listeners would love to hear about your amazing blog, *boyzownzone*, which is one of the most successful in the blogosphere. What do you blog about?
- C:** Anything! Well, that is not strictly true. I'm very selective about what I blog about. A blog – it says a lot about you as a person.
- P:** That's a good point. I suppose blogging gives everyone the opportunity to give their opinions and well, just be yourself. And there are certainly some amazing blogs on the internet.
- C:** There are some fabulous blogs for teenagers, but they are mainly for teenage girls. If I'm honest the motive for doing my blog in the first place was that

I thought it was something I could achieve. I said to myself, 'Carlos come on, start your own blog. It can't be all that hard.' I wanted to achieve a blog that would be interesting to read.

P: So you blog about your daily life, what you are doing at the moment, with a focus on activities boys like?

C: That is absolutely correct. I love blogging about scientific inventions ... that is one of my favourite things. I used to focus on teenage boy inventors but now I write about anyone who deserves recognition even if many people haven't heard of them or their work.

P: You have sections dedicated to different topics: music, art, football. It is not all about inventions.

C: And don't forget my book review section! I am a reading fanatic and have reviewed some amazing books. People say boys only want to watch action movies or play on the Playstation but now I get loads of hits from boys about books I recommend. I also get comments from little kids, mums, dads and grandparents who want to buy books for their grandchildren. One lady asked her local bookseller for one of the books I had recommended, and he said that the book became his bestselling book overnight.

P: Sounds like you have made reading cool. That is not bad.

C: I got a brilliant post from a boy who said that he used to be anti-reading unless it was social media, and he wasn't very interested in that. He used to play computer games all the time. Then he started reading 'The Dark in their Eyes' which is the horror series I blog about. I guarantee these books are as thrilling as any action movie. He says he is now a reading addict, just as I am. His friends can't believe it! He's a total bookworm!

P: I hear you are interested in the *Wonderworld* series of comic books. They have very unusual drawings, don't they?

C: *Wonderworld* is laugh-out-loud funny. Comic books with a difference! My family say the illustrations are strange and they would prefer pictures of flowers or sunsets, but that kind of art leaves me unimpressed. I look up to those artists who create the artwork – they are so talented. If I ever win the lottery, I am going to buy the original artworks and put them on my bedroom wall. The *Wonderworld* books are expensive but they are definitely worth it. I persuaded my school library to buy a set of *Wonderworld* and now almost everyone at school is on the waiting list!

P: How do you find time for all this?

C: Blogging makes me happy and is a priority. Some bloggers communicate almost constantly but, although I love sharing my news, I think quite carefully before I update my blog. However, people visit my site almost daily so I do not want to let them down by not updating. I post up a page when I get a free evening or when there is a quiet lunchtime at school.

P: Any tips for would-be bloggers who might be listening now?

C: Just go for it. Don't let your spelling or anything hold you back. People don't judge you. My grammar and spelling used to be rubbish but blogging has made my literacy better. What matters most is the people who are going to read your blog so think about what they would like. Using appealing pictures makes a big difference to the blog as well.

P: What are your future goals?

C: If I have a future goal, it is to meet one of the wonderfully talented people I have blogged about. Just to get a post from



one of them would be a dream come true.

**P:** Thank you Carlos. We have had lots of texts coming in from listeners while we have been talking. Here is one from . . .

## Wider Practice

- 1 Students could further develop their skills for describing clothing. Fashion websites, catalogues and magazines are a rich source of pictures to stimulate descriptive writing. Students may enjoy looking through them and choosing outfits for each other. They could write descriptions of the outfits using clothes vocabulary. It's good to elicit relevant vocabulary, e.g. *short-sleeved, made of leather*, before this exercise.
  - 2 Tell students to imagine that they have the chance to refurbish a common room or classroom. They are to choose the colours, fabrics and furnishings. Encourage them to study manufacturers' paint charts, fabric catalogues or websites if they are available where you teach. They could write up the article for the school website.
  - 3 Magazines, TV and radio programmes, and videos uploaded to video-sharing sites often run interviews with well-known people in which they describe key stages in their personal development. This can make an interesting follow-up to the work on happiness and life's challenges, especially if it is a personality students can identify with.
- Students could be set this work as a project to research in their own language and present a translation to the class, if English-speaking TV, radio, etc. are not easily available.
- 4 To help students develop their ability to link character with appearance, you could bring into the class some photographs of people cut from magazines, etc. Alternatively, you could freeze a frame of a character on a video clip or DVD.  
You could then ask students to study all the details of the person's appearance: facial expression, body language, clothing, shoes, accessories, hairstyle, etc. You could ask questions like:  
*'What kind of person is he/she? What clues do we have from his/her appearance?'*  
*'What is he/she thinking?'*  
*'What do you think his/her home life is like?'*  
*'What kind of job do you think he/she does?'*  
Encourage students to be as speculative as possible, as there are no right answers. Students could follow up this exercise with some creative writing in which they build a situation around the character.
  - 5 If students were intrigued by the fact that Alex Garcia became a multimillionaire by the age of 21, they may like to find out more about teenage millionaires who have made use of the internet or modern technology to build successful businesses. They could develop the project in interesting ways, support their findings with facts and statistics and present it to the class.

# Unit 2

## You and your community

### Overview

The main aim of this unit is to develop students' ability to give information about themselves, their families and the areas they live in. In an exam, life at home and personal interests are usually put into the context of a specific community. At the end of the unit students will practise writing a welcome email to an exchange student from another country.

### Theme and skills

The theme of the unit is home and community life. In addition to personal description, students are required to comment on local community issues in the role of a responsible citizen. Through discussion, reading, listening and role play the following issues are raised:

- how best to give information about ourselves and our lives in conversation.
- how we form impressions of individuals and their background
- how we can describe a favourite place in a way which makes our listeners enthusiastic too
- how to present ourselves positively in writing
- how we engage with the needs of our community in our role as citizens.

Students study a feature called 'Home Town' and a magazine article on improvements to a community hospital. They listen to a discussion about whether to convert a disused warehouse into a study centre or youth club.

### Language work

This aspect of the course challenges students to communicate effectively. In order to create a memorable picture of who they are, students require not only a wide vocabulary, but also an understanding of how the language they use shapes the impression they make on others. The unit provides students with analysis and practice of presenting themselves both orally and in writing. It also develops their reading strategies, and helps them find the right tone and register in their writing.

Students' understanding of spelling is improved through studying the rules for doubling the consonant in one- and two-syllable words. Vocabulary development focuses on words for describing places and people, loan words from other languages, and colloquial language in context.

The *Grammar spotlight* looks at the use of the gerund and infinitive after various verbs, as encountered in texts in the unit.

## A Home town

### 1 Interview / 2 Group A / 3 Group B

The aim of this role-play interview is to get students talking about their home lives. This exercise is based on an exam-style exercise in which the interviewer would be an examiner.

The questions aim to be challenging. Questions of the 'Where do you live?' / 'How many brothers and sisters have you got?' type have been avoided. However, it's worth letting them know that questions of this type are used in the warm-up phase of the exam.

Put students into two groups: 'journalists' and 'interviewees'. Go over the content areas and language points, making sure that students know what to do.

With the journalists group, you may choose to drill the question forms briefly and help students decide which of the prompts to include on their list. Elicit ideas of possible answers they might get in the interview and other prompts they'd like to use.

The functional language includes dealing with personal questions, being flexible/adapting questions and showing you need thinking time. It addresses the comments made by examiners (and by interviewers in general) about the difficulties of understanding how an interviewee is feeling.

It's helpful to drill the functional language with students and to check their understanding, especially in relation to dealing with personal questions.

Students will probably need examples of how they can adapt questions. You should offer prompts, such as *'I'm afraid I don't know much about my parents, but I can*

*talk about my sister, who I live with now' or 'I can't tell you much about a community project which improved neighbourhood facilities, but I can tell you about a project I was involved in to get a coffee bar at school.'* Obviously, the adaptation has to be sensibly related to the original question asked by the interviewer/ examiner.

It's useful to remind students that an oral examiner is likely to be looking for the ability to sustain a conversation with facts, examples and stories.

### LEARNING SUPPORT

Have the 'journalists' choose three or four points from those listed and plan one question for each in written form first. Encourage them to ask a follow-up question for each, to elicit more information from the interviewee; offer them the following prompts to give them ideas: *Why ...? What ...? How ...? Do you / Did you ...?*

If students are unclear about 'open questions', offer them the following examples and ask them which may be more effective in getting information from their interviewee: *Do you like your neighbourhood? Or What do you like about your neighbourhood?*

Have the 'interviewees' prepare two or three words or phrases as prompts for themselves about each of the topics suggested in Exercise 3 (the street you live in, etc.). They should check any unknown vocabulary in a dictionary.

Set up the role play by asking students to interview you before they interview each other: this will provide them with a model to follow. You could do two short interviews about your home life. In the first, be the perfect interviewee. In the second, point out that the questions are too personal and ask for more time to think.

### TEACHING SUPPORT

Role plays aren't real conversations, but a kind of show. Encourage students to see themselves as actors playing a particular part: that of a journalist doing an interview, and that of a person being interviewed for a publication. Such an approach might help students deal with nerves both in class and in the Speaking exam.

See the Introduction for a general approach to helping students with Reading tasks.

## 4 Honest feedback

It is helpful to analyse students' interviews to see how successful they were. Give students feedback based on your view of how well they performed in the role-play. Focus on the areas you think need the most improvement. The following are examples of what often goes wrong in interviews. Read them out in turn. Ask students to identify the problem in each case (the problem is given in brackets) and to think of solutions to those problems.

*I would have talked for longer if you hadn't been yawning/ shuffling papers.* (body language)

*I would have felt more comfortable in the interview if you hadn't kept asking me about pets when I had told you we didn't have any.* (flexibility)

*I would have been able to give better answers if you'd let me think about the question a bit longer.* (allowing time for answers)

*Most of your answers were just one or two words. It was very hard to get the conversation going fluently. I needed detail in your answers to be able to choose the follow-up questions.* (communication)

*I had to keep asking you to repeat what you said because I couldn't understand you the first time.* (pronunciation)

*You kept using the wrong words or missing words out. I couldn't always understand what you meant.* (vocabulary)

Students are asked to make a note of what they want to remember for next time, e.g. *Next time I'll think more about my body language / try to give more complete answers / try to give examples / use more open questions / listen more carefully / work at developing my vocabulary.*

## 5 Reading

The text is about Chris Brown, a young British scientist who is adjusting to life in the American city of Seattle. By using Chris's words, the writer gives us greater insight into Chris's life and experiences.

### Answers

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

## 6 Discussion

Straight after the first reading, ask students what they thought of the journalist's interview skills. You can ask: *'Do you think the writer has been successful in getting Chris to talk freely about himself? How do you think he or she did this?'*

## 7 Detailed comprehension

### LEARNING SUPPORT

In order to answer the questions, students will need to skim the text to get a general sense of its meaning as well as scan it to find specific information. Ask students to briefly explain to you the difference between skimming and scanning, to check their understanding. If necessary, write the following definitions and get students to identify which is which.

*Looking through a text carefully to find out particular information*

*Reading a text quite quickly to get the general idea.*

### Answers

- 1 He explored the countryside on his bike. He went to Ireland on his own.
- 2 Suitable ideas include: Chris is confident, relaxed, open-minded, tolerant, patient, likes to think the best of people.
- 3 **a** He is close to them but is able to live his own life.
- 4 **b** The mix of indoor and outdoor activities suits him well.
- 5 **a** Numerous examples of his positive tone include 'so much I love about America' / 'I have inspiring colleagues' / 'even better career opportunities' / 'great city for the arts'.
- 6 7735 km
  - a** West
  - b** Atlantic
  - c** Washington, Idaho and Oregon
  - d** West
- 7 **A** There are five possible points for students to find.
  - work at a cutting-edge cancer research centre
  - inspiring colleagues
  - colleagues who mentored him
  - exciting career prospects
  - more research opportunities.

- B** The paragraph could go along these lines.  
*Chris was able to work at a cutting-edge cancer research centre where he met inspiring colleagues. His colleagues have also mentored him. In addition, he has many exciting career prospects and there are more research opportunities ahead.*

### Vocabulary: answers

- a** pharmaceuticals
- b** carefree
- c** dens
- d** ferry
- e** angler
- f** cutting-edge
- g** homesick
- h** persevered
- i** mentored
- j** the outdoors

## 8 Describing Chris

thoughtful, academic, open-minded, resilient, courageous, sociable, persistent, appreciative, adventurous, curious

## 9 Describing Chris's family

The adjectives in the box can all be used to describe Chris's family and friends. Encourage students to use a dictionary to check the meaning of any words they don't know. They can then work in pairs to match the adjectives that have a similar meaning. Once students have completed the matching exercise, ask them to find the information in the text which lets us know that Chris' family and friends are supportive, fun-loving, hospitable, etc. Give students the following example to help them: *We know Chris's family are supportive because he says that when he was feeling low, his parents encouraged him to keep going and not to give up.*

### Answers

- close-knit – supportive
- active – dynamic
- hospitable – welcoming
- down-to-earth – ordinary
- fun-loving – lively

**LEARNING SUPPORT**

To **support** students who are struggling, have them look up the meaning of only one word from each pair (*supportive, active, hospitable, down-to-earth, fun-loving*). Then check their understanding by having them match the words with one of the following: someone who has a lot of energy and does a lot of sport; someone who is always having fun; someone who is friendly and welcoming to visitors; someone who deals with problems in a practical and sensible way; someone who helps and encourages you.

**10 Colloquial words and phrases**

It is a good idea to ask students about the advantages of using colloquial words (they sound friendly; they help you seem more fluent if you use them in conversation) and the disadvantages (they don't always have a very precise meaning; it's hard to know how you can use them; it can be difficult to know when a word is colloquial or slang).

**Answers**

1 C 2 D 3 B 4 A

**TEACHING SUPPORT**

Drill the pronunciation of *colloquial* /kə'ləʊkwɪəl/ and make sure that students understand the meaning of the word. Colloquial language is the informal sort used in everyday conversation. Although it is sometimes confused with slang, there is a simple difference between the two. Slang refers to very informal words and phrases that tend to be used by a specific group of people. For example, someone tweeting 'YOLO' may only be understood by those who are familiar with internet acronyms ('YOLO' is an abbreviation of 'You Only Live Once').

By contrast, colloquial language tends to be used quite widely and simply represents a more informal way of saying something. For example, 'My Arabic course is really difficult, but it's early days.' is much less formal than 'My Arabic course is really difficult, but as it's only just started it is too soon to make a judgement as to whether or not I will find it any easier later on.'

See the Introduction for a general approach to helping students with new vocabulary.

**11 Translation**

Check with students which colloquial words they like using in their own language(s) and ask them to suggest some equivalents for the words in the passage.

**12 Discussion**

Encourage students to make links in the discussion between home and family life and the kind of person you eventually turn out to be. You may like to consider cultural attitudes to family duties and responsibilities. You could ask 'How much do children owe their parents?' It's also interesting to hear students' ideas on the support and inspiration they can receive from outside the family circle.

As students will be considering cultural ideas about families later in the unit, this is an opportunity to check 'How far does Chris's family conform to your notion of a typical British family?' Try to establish exactly how and why students think they are similar or different.

This could lead on to an interesting discussion about the supposed characteristics of different nationalities (Are all people from the Caribbean warm and jolly?, Are all English people reserved?, etc.) and how we come to form ideas about what people from other countries are like (e.g. historical reasons, media, folklore, lack of direct knowledge and contact).

**13 Idioms**

Write *idioms* on the board and elicit the meaning of the word. An idiom is a phrase whose meaning can't be worked out from the individual words, e.g. *When the tornado came, we drove hell for leather away from the town.* 'Hell for leather' simply means 'very fast'. When learning idioms, students need to be cautious. Idioms can go out of fashion and don't always sound natural in conversation. A classic example of an idiomatic expression that students of English as a second language all seem to learn, but which native speakers don't use is *It was raining cats and dogs.* The three introduced in the exercise, however, are all used quite frequently.

**Answers**

- 1 You have more obligations to someone when there is a blood relationship.
- 2 People related to you by blood. The expression is usually used by parents referring to their children.
- 3 We were able to keep the home we lived in.

## B Favourite places

### 1 Discussion

The discussion focuses students' thoughts on the new topics.

The aim of the following sequence of exercises is to encourage descriptive writing of a favourite place, giving reasons for the choice. The place the students choose to write about has to be in their area, be real not imaginary, and be somewhere they are genuinely enthusiastic about – not just a place they think they should like. Encourage students to produce an original description which offers insight into a place that means a lot to them, and to give reasons for having chosen that place.

One of the challenges for students will be working out what exactly is appealing about a familiar place and explaining its effect on their mood. It doesn't matter how ordinary the place is (a local park, a nearby patch of woods). Remind them this is a personal piece of writing, not a tourist brochure description – although it could be adapted for this later.

### 2 Reading and vocabulary

You'll probably want to spend some time working on this preparatory exercise. It involves reading a personal description of a market, and deciding which categories the adjectives and descriptive phrases belong to. You should check with students whether the market appeals to them and ask why/why not, to give them practice in explaining their reasons.

### 3 Writing

Before they begin to write a draft description of their own favourite place, encourage students to do the visualisation exercise which will help them recall the place in detail and the feelings it evokes.

The actual writing might be best done for homework. Emphasise that using a dictionary will be essential.

#### TEACHING SUPPORT

The section on descriptive language introduces phrases which tend to be used in articles on travel and tourism. However, there is a balance to be struck in descriptive writing, between saying too much and saying too little. Encourage students to think carefully about the language they use. They should not include phrases such as *off the beaten track* in a description simply for the sake of it. What matters is not how many phrases a student uses in a description, but whether the phrases they choose capture exactly what they want to convey. As a way of practising this, **challenge** some students to use the descriptive phrases in Exercise 3 to describe some places they know well.

#### LEARNING SUPPORT

Some students may benefit from a basic frame for writing their description. Offer the following, encouraging students to go back and expand their description after the first draft.

*One of my favourite places is ...*

*When I'm there, I can see ...*

*I can hear the sounds of ...*

*I can smell ...*

*This place makes me feel ...*

### 4 Reading aloud

It is a good idea to keep the written pieces anonymous, for the sake of more self-conscious students. Encourage students to respond warmly to the descriptions they hear, giving reasons why they would enjoy the place too. This will foster the spirit which makes all the difference to group dynamics.

### 5 Showing enthusiasm CD 1, Track 4

Remind students that appropriate stress and intonation are vital if you are to convince your listener you are genuinely enthusiastic. Point out that the voice jumps to a higher pitch at the beginning of the stressed words and then falls.



## Grammar notes

Point out to students that they are using

### **what + noun or noun phrase:**

*What a great place! I think my friends and I would love the atmosphere there!*

*What fun! My younger brothers and sisters would love it!*

### or **how + adjective:**

*How exciting! It would be a fascinating place for my friends and me to go at weekends.*

*How relaxing! It'd be a wonderful place for me to unwind after studying all day.*

## AUDIOSCRIPT

*As in the Student's Book.*

## 6 Order of adjectives

Remind students that numbers usually go before adjectives, e.g. *two large eggs*.

Commas are generally used between longer adjectives and in longer sequences, especially where a slight pause would be made in speech.

As three adjectives before the noun are usually enough, students practise putting this number of adjectives into order.

### LEARNING SUPPORT

Order of adjectives is a distinct feature of English that students don't always find easy to get used to. Once they have read and understood the rules, elicit some example descriptions of objects in the room, and put these descriptions on the board, e.g. *Juana's got a beautiful new silk scarf*. Alternatively, before students do the exercise, write some descriptions on the board, but make sure the adjectives are in the wrong order, e.g. *I live in a three-bedroomed French charming apartment*. (*charming, three-bedroomed, French* is the correct order). Ask students to correct the word order, justifying their answer with reference to the rules.

### Answers

- 1 I've lost a red canvas sports bag.
- 2 We stayed in a beautiful, three-bedroomed Swedish house.
- 3 The new boss is a friendly, middle-aged Egyptian woman.

- 4 I want to buy a good-quality black leather jacket.
- 5 I've bought a warm woollen winter coat.
- 6 Thieves stole a priceless, oriental silver teapot.
- 7 Kieran got a smart, inexpensive, grey cover for her new tablet.

## 7 Developing your writing style

Clauses are used to give information in descriptions. They sound more natural than using a long sequence of adjectives before the noun.

### TEACHING SUPPORT

If students require extra **support**, ask them to underline the adjectives or adjective phrases, crossing out words that won't be needed (e.g. *It was ~~an~~ unusual box*). Ask them whether any changes need to be made to create the adjectives, prompting the use of a dictionary as necessary (e.g. *wood to wooden*). Once they have done this, they may find it helpful to write the separate parts of the description on slips of paper so they can move them around to find the best order.

See the Introduction for a general approach to helping students with Writing tasks.

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### Practice: answers

- 1 He gave her an unusual Russian box made of wood with a picture of a famous story on the lid. (*or ... an unusual Russian wooden box*)
- 2 She was wearing a brown wool suit which looked too warm for the weather.
- 3 It's a white, Japanese, portable television with 100 channels.
- 4 It's a heavy, French, copper frying pan with a lid.
- 5 Someone's taken my blue ceramic coffee mug with my name on it.
- 6 He has lost a polyester school coat with/which has his name on the inside.
- 7 Rosanna decided to wear a long green-and-white silk dress which she had bought in America.

## C Improving your neighbourhood

The listening exercise is based on a typical IGCSE scenario: a disused warehouse is going to be converted. Should

it be turned into a study centre or a youth club? Why? A dialogue takes place between two officials. Pamela has looked through the letters about the conversion from local teenagers and is in favour of a study centre. John, her colleague, prefers the idea of a youth club.

### 1 Discussion

Prepare students by asking them to talk about any community initiatives they may have taken part in, and let them explain the difficulties they faced and their feelings (frustration, pride, etc.). If it's more appropriate, you could make this discussion more school-based, and ask them if they have been involved in making improvements at school (e.g. getting a common room).

Extend the discussion to consider the improvements they would like to see in their own neighbourhood.

### 2 Before you listen: Vocabulary check

#### Answers

*maintenance*: keeping something in good condition

*budget*: a spending plan; to make such a plan

*facilities*: buildings or services provided for a particular purpose

*voluntary*: (working) without pay

*wear and tear*: the effect of repeated use

*premises*: a piece of land and its buildings

*drain on resources*: using up too much money

### 3 Listening for gist CD 1, Track 5

#### TEACHING SUPPORT

See the Introduction for a general approach to helping students with Listening tasks.

As always, it's a good idea to listen once for the main ideas and to check basic understanding. Replay the recording, pausing in places if necessary.

#### Answers

- 1 She wants a study centre.
- 2 He wants a youth club.
- 3 'When you put it like that, maybe ...'

#### AUDIOSCRIPT

*Listen to the conversation for general meaning first, and find answers to the three questions.*

**PAMELA:** Right, John, I've put all the letters we received with unsuitable or impractical ideas over there for you to look through later if you like. Two ideas really stood out. The idea of converting the warehouse into a study centre for after-school studies was very popular. Also very popular was the request for a social club, a sort of youth club.

**JOHN:** What do you want to go for?

**P:** I'm all in favour of converting it into a study centre. It would be very cheap to run because it wouldn't need much maintenance. Students could come after school and at weekends to do homework or research school projects. As a lot of them are sharing bedrooms at home, they have nowhere suitable to study.

**J:** But Pamela, do you really think it's a good idea to develop it as a study centre? After all, we already have an excellent public library, only five minutes away. What's wrong with that?

**P:** But it's always crowded! The staff are rushed off their feet with all they have to do and they aren't very helpful to students.

**J:** A study centre sounds all right in theory, but in practice it's not going to solve the very real problem of the lack of leisure facilities for teenagers.

**P:** I take your point, John, but qualifications are very important if they're to do well in the future. Isn't it up to us to help them?

**J:** Oh, talking about the future is all very well, but what about the present? Teenagers who aren't interested in studying don't want a study centre. Having a youth club would be fun for everyone. They all deserve a place where they can unwind after a long day at school or work.

- P:** Well, I'm not absolutely convinced. I think parents would prefer a study centre much more than they want a rowdy and undisciplined youth club.
- J:** We can't know what parents want because they haven't been asked. I don't think young people will be rowdy. Most of them are well behaved. Just think of how hard local teenagers work to raise money for disabled people in the town.
- P:** Well, I think it's rather unrealistic to expect no noise or litter or wear and tear. In my view, a youth club is going to be expensive to maintain. It'll be a drain on resources.
- J:** Well, I accept that a youth club will be more expensive to maintain than a study centre. We could reduce maintenance costs and control misbehaviour by having a supervisor in charge.
- P:** Can we afford a supervisor?
- J:** I've had a look at the budget and it would stretch to paying a small wage for the first year of the club's operation. After that we'd have to review it. Even consider voluntary help.
- P:** Hmm. Not many people want to work for nothing.
- J:** And we shouldn't forget that the premises are next to a sports field, so there's no worry about a lot of noise late at night. (Well,) it's not as if it's in a residential street.
- P:** That's true, but you never know, do you? I still say a study centre is the better bet.
- J:** Well, look at it this way: what's worse – a youth club or the situation of young people hanging around the streets at night? Do you remember that awful case in the papers recently?
- P:** Oh, that was a tragedy!
- J:** It was said those teenagers would be alive today if they'd had a decent place to spend their free time.
- P:** Yes, I remember that.

- J:** I know we both feel the safety of young people comes first.
- P:** I agree with you there.
- J:** A well-run youth club could put many people's minds at rest.
- P:** Hmm. When you put it like that, maybe a youth club isn't such a bad idea after all.
- J:** So you're willing to give it a try?
- P:** Only if a proper supervisor is taken on.
- J:** Oh great! I'll let the Social Committee know. Well, let's keep our fingers crossed they give the idea the go-ahead.

#### 4 Detailed listening CD 1, Track 5

Let students listen again for detail and to find the answers to the multiple-choice exercise.

#### LEARNING SUPPORT

Pair students who will find this task challenging. One from each pair should pre-read and listen out for the answers about Pamela, while the other should focus on John. They can compare answers after listening and swap roles for a further listening.

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#### Answers

1 b 2 a 3 c 4 a 5 b 6 a 7 c 8 b

#### 5 Follow-up

Let students discuss their feelings freely. How they feel will naturally depend a lot on their own cultural background and the opportunities they have around them.

#### Inference

The answer is c. (John does not directly say the library is 'well-resourced and efficient', but telling Pamela the library is 'excellent' makes c a reasonable inference).

#### More about inference

Answer c. (John tries to persuade Pamela, rather than give orders, and she is confident about rejecting his views without an apology or embarrassment which suggests they are on equal terms.)

## Idioms

The idioms *I'm digging my heels in* and *I'm sticking to my guns* could be applied equally to John or Pamela, as neither wants to give in.

## 6 Persuading: Stress and intonation

CD 1, Track 5

This additional listening to the dialogue focuses on the intonation of informal persuasion. The phrases have a generally falling pattern. Before starting the exercise, it may be interesting to find out from students which phrases they now use when they want to change someone's mind.

Make sure students can complete the phrases appropriately, e.g.

*Do you **really** think it's a good idea to encourage teenagers to stay out at night?*

*That's all very well, **but** other things are more important.*

*That's true, **but** not everyone will enjoy it.*

Monitor their stress and intonation.

## 7 Role play: Spend, spend, spend

### TEACHING SUPPORT

See the Introduction for a general approach to helping students with Speaking and Reading tasks.

### LEARNING SUPPORT

Elicit from students language they can use to express their opinion strongly (e.g. *I really think that we should ...*, *I am very keen to ...*, *I think it would be a great idea to ...*). Allow them to practise this for their own role before they begin the role play. Additionally, give them time to read through the other three role descriptions and to prepare one argument against each of these proposals, looking up any vocabulary that they may need.

Role plays are a good opportunity to practise functions and intonation in a more spontaneous context. Here students imagine they are part of a family of four (mum, dad, two teenage children) that has won \$20,000 in a competition. Each student aims to persuade the others

that his/her ideas are the best way of spending the money for the benefit of the whole family.

Students could recycle some of the language they heard in the listening, e.g. *I'm all in favour of ...* It's good to remind them, however, that role plays work best when they use all the language resources at their command without being too self-conscious. Emphasise the fact that the need to communicate is more important than accurate grammar and vocabulary in a role-play exercise.

Divide students into groups of four. Allow them a few minutes to prepare before starting, and clarify any misunderstandings.

## D Making a difference

### 1 Pre-reading discussion

The text focuses on the determination of one woman, Dolores, a former nurse, to make a hospital stay more pleasant for children, teenagers and their families. She has done a lot of charity fundraising so that her local hospital can afford a wide range of additional, non-medical facilities.

It will be interesting to see how students respond to the idea that going into hospital should be a pleasant and comforting experience. However, this might be a sensitive topic if a student has had to go into hospital for treatment or has experienced serious illness in the family. If so, the discussion can be kept fairly objective. It is wise not to single out any particular student, but to let them make the contributions they would like to make.

### 2 Reading for gist

#### Answers

Dolores has been successful in improving the experience of young people and their parents in her local hospital.

### 3 Vocabulary

#### Answers

1 F 2 G 3 C 4 E 5 D 6 H 7 A 8 B 9 I

*A ward* is a room in a hospital with beds for patients.

*Liaison* means exchanging information and ideas.

### 4 Post-reading discussion

The aim of this exercise is to equip students to use clues in the style of the writing to identify an author's main aim.

Encourage them to back up their choices with examples from the text.

### Answers

Tone: **b**

Main aim: **c**

Structure: **a**

Style: neutral

## 5 Comprehension check

### Answers

- 1 She didn't answer the phones / she didn't master the computer / she was often away from her desk.
- 2 Dolores felt frustrated that children could not have what they asked for / could not have ice cream outside meal times. She knew families could benefit from meeting each other but, because of confidentiality, she could not pass on anyone's details.
- 3 The children now have an outdoor play area / the corridor to the children's ward has been redecorated / the corridor now has mosaics / there is a common room designed for teenagers (with trendy furniture / computers / internet access / snacks and drinks).
- 4 Parents now have access to refreshments in an improved kitchen. They can support each other through family liaison groups.
- 5 They have organised street parties / sponsored walks / sky-dives / car washes / picnics / concerts.
- 6 Students should aim for a description along these lines:

*Dolores is understanding of the needs of sick children for comfort and to feel relaxed in hospital. Her attitude is positive, practical, understanding and down-to-earth. People want to donate money to the charity because they see she has these qualities and they also want to help sick children. Furthermore, she can also demonstrate how the money is being spent through factual evidence of improvements. (63 words)*

You could finish the exercise by encouraging students to speculate and develop their ability to use inference. You could ask what they think Dolores herself has gained from her efforts. (For example, possibly more confidence in herself and a greater sense of purpose.)

### LEARNING SUPPORT

Assist those who need it by telling them which section contains the answer to questions 1–5, as follows: 1 Discovering a need; 2 Discovering a need; 3 A nice place to be (page 33); 4 A nice place to be (page 34); 5 A nice place to be (page 34). Before answering question 6, some students may find it helpful to talk through their answer with a partner.

## 6 Further discussion

The discussion could explore ideas along the following lines.

- A Students can enjoy comparing the role of friends, who are more commonly associated with fun and socialising, with the support their family might give them.
- B It will be interesting to explore the idea of 'general well-being' and whether it is more, or less, significant than medical care, advanced medical techniques, medication and access to surgery. Perhaps a desire for comfort in illness could be contrasted with a need for the most up-to-date treatment, especially in serious illness.
- C The concept of raising funds for charity through personal or community effort rather than by simply donating a sum of money is more familiar in some cultures than in others. It is well worth exploring the advantages and disadvantages of both approaches.
- D How health care should be funded is a controversial issue, so it will be interesting to hear what students think.

## 7 Colloquial language in context

This exercise will further develop students' grasp of colloquial language. They need to try to identify the meaning of the colloquial expressions in context rather than find exactly similar expressions.

### Answers

- 1 I was no good at all/performed extremely badly at/in the job.
- 2 I got ready to do some hard work and made it happen.
- 3 The money does not disappear into a general fund, where it would be hard to track.

- 4 The corridor has been attractively redecorated.
- 5 The children need their parents, or grandparents, to be people they can always depend on.

### Extension ideas

You could ask students to prepare a radio interview with one student acting as Dolores and the other as a radio/TV journalist who questions her about her fundraising and suggests it is not worthwhile. 'Dolores' has to fight her corner and defend her methods and results. Students could then perform the interview.

You could consider asking students to imagine they have visited a friend in the hospital where Dolores has made improvements. Ask them to describe the impressions they had of the visit. They could write this in the form of an email or a diary entry.

### 8 Spelling: Doubling consonants when adding suffixes

Doubling the consonant in one-syllable and multi-syllable words presents lots of problems for students and is a very common source of errors. Studying the rules and patterns will deepen students' awareness of language as an orderly system, and is an ideal opportunity to expand their understanding of how affixation alters word meaning and function.

Unfortunately, the rules are complex, but if they are presented to students in the context of developing a broader grasp of overall language patterns, students should quickly appreciate the value of the exercise. Encourage them to be on the lookout for links between spelling, grammar and word stress. Probably the easiest and most dependable rule for students to remember is: one vowel + one consonant = double consonant.

#### Practice: answers

- 1 ringing
- 2 hottest
- 3 stopped
- 4 enjoyed
- 5 saddest
- 6 shopping
- 7 chatting
- 8 walking
- 9 sending

- 10 cheaper
- 11 waiting
- 12 asking
- 13 looking
- 14 swimming

### 9 Adding suffixes to multi-syllable words

#### Practice: answers

- 1 regretted
- 2 permitted
- 3 occurred
- 4 reasoned
- 5 committed
- 6 happened
- 7 explained, beginning
- 8 preferred

### 10 Look, say, cover, write, check

Students undoubtedly benefit from using a visual strategy to strengthen their recall of spellings. Extra practice with this trustworthy method particularly supports students who do not have a strong visual memory and those who find it difficult to recognise patterns in language.

### 11 Words from different languages

If students have access to etymological dictionaries, they can investigate the origins of many common English words. It is interesting to discuss how words came into the language (for example through colonisation, settlers bringing new words, or French and Viking invaders). There are many interesting stories behind words. For example, *kindergarten* literally means 'children's garden' in German. The idea comes from the 19th century philosophy of a man who thought that young children were like tender plants which need nurturing to grow.

Other examples to investigate are *zero* (Arabic), *bandit* (Italian), *boomerang* (Australia/aboriginal), *yacht* (Dutch) and *slogan* (a Scottish war cry).

#### Answers

- Arabic: sofa
- Aztec: chocolate
- Chinese: tea
- French: cuisine



|            |          |
|------------|----------|
| Greek:     | athlete  |
| Hindi:     | bungalow |
| Italian:   | opera    |
| Japanese:  | karate   |
| Latin:     | villa    |
| Norwegian: | ski      |
| Persian:   | caravan  |
| Spanish:   | patio    |

## E Welcoming an exchange visitor

This sequence of exercises focuses on achieving an appropriate tone and register when welcoming an exchange visitor to one's home. Achieving a suitable tone is basic to effective communication but a difficult skill to acquire. The exercises will give students a range of techniques.

### 1 Reassuring your guest

It's a good idea to check first that students understand the concept of an exchange visit. Students of foreign languages, for example, often take turns staying with each other's families. It's an inexpensive way to have a holiday in a foreign country and to find out more about the culture and practise the language. This topic presents an excellent opportunity to share cultural information about how guests are normally treated.

A good starting point before students make their notes is to ask them to see the exchange visit from the point of view of their guest. Elicit the fact that the guest will probably be a bit anxious, and then discuss ways of making him/her feel at home. Encourage students to think of the most attractive aspects of their home and surroundings, eliciting a few specific examples, before they write their own notes.

### Beginnings and endings

Beginning and ending emails is not as straightforward as it might seem. It is easy to make the mistake of writing either too formally or too informally. Phrases A–F in the exercise are common ways of beginning and ending an email. They are all appropriate for emails between teenagers, even ones who do not know each other that well. Students should work alone to complete the sentences

using the words in the box. They can then compare their answers with a partner before you check answers with the class. As an additional activity, you may like to ask students which of the phrases sounds the least formal to them. The answers are A, D and F because all have a more conversational tone which suggests that the writer of the email knows whoever he or she is writing to quite well.

### Answers

- a get
- b for
- c to
- d it
- e forward
- f forget

### 2 Example email

The example email aims to show a straightforward way of describing one's home and neighbourhood. One of the biggest challenges for IGCSE students is getting the tone and register right. An email of this type should sound welcoming and the plans/places described should sound inviting.

The format exercise asks students to work out exactly how this effect is achieved. You could point out that the email gets to grips with the topic quickly, which students often fail to do.

### 3 Finding a suitable tone

#### TEACHING SUPPORT

Before students begin the exercise, check their understanding of register and tone. Register refers to the vocabulary, grammar and level of formality we use depending on the people we are communicating with or the situation we are in. For example, we might say 'Good morning, Mr. Brown' to an elderly neighbour, but 'Hi' to our parents. Tone refers to the mood or attitude conveyed in speech or writing. For example, a text message which reads 'Happy birthday.' is different in tone to one which reads, 'Happy birthday!!!!'. Make sure that students understand why register and tone are important – if we get them wrong, we might upset or offend someone.

**LEARNING SUPPORT**

This exercise asks students to analyse examples of tone and register from students' real emails. Ask them if they think the sentences sound right for a letter/email of welcome. Some students may need time to think carefully about the impression some of these remarks will make on the recipient. To **support** these students before they begin the exercise, you could put extreme examples on the board and ask students to discuss them. For example: *When you come you'll find awful things about my home, e.g. there is no public transport after 6 p.m., my mum's cooking is terrible, my dad is so strict, my little sister is always annoying me, there is nothing interesting to do.*

Ask 'Does this actually need to be mentioned? 'and' What effect will it have?' If students feel an idea ought to be mentioned, you can discuss ways of presenting the information more positively.

It's more stimulating if students work in pairs to discuss the extracts from the emails because of the need to share ideas with each other. It's particularly helpful if you can pair up students from different cultures.

I really liked your town, by the way. I think you are lucky to live there. I had such a good time there – we did so many interesting things! I'll send you some photos of our camping trip in my next email.

You know, you *must* come and stay with us soon! Do you remember I told you that our house is near a lake? Well, Dad's just fixed the boat, which means we can go out on the lake on it, if you like! The beaches here are great and now the summer is on the way we'll be able to go swimming all the time. I know how much you love that. Whenever the weather is not so good, we can go to some of the big malls in the centre of town. Tourists love them! What do you think? Will you come and stay with us?

I can't wait to hear from you. Email soon!

Love,  
Jacob

**Rewriting**

When students have done the pairwork, they can consolidate their learning by rewriting a few sentences with a more appropriate tone. They can have fun choosing sentences and altering the tone and register.

**4 Correcting mistakes**

The second and penultimate sentences of the email are too formal. Students need to rewrite them. They also need to organise the email into three paragraphs and a separate closing sentence.

**Example answer**

Hi William,

I'm back! I just wanted to write you a quick email to say thank you so much. I had a great time staying with you and your family last week. You were all so kind to me. I've got so many good memories of the trip. Everyone was so friendly – your family, the neighbours, all the students at the college. Tell your mum she is the best cook in the world! Can she come and live with us here?

**5 Sentence completion**

This exercise gives students further practice in presenting their home environment positively. You may like to extend it by asking them to write a couple of sentences about their home town using the same pattern, e.g. *Although there is a lot of traffic where we live, we are within walking distance of the shops, cafés and leisure centre.*

**Reassurance**

It will be interesting for students to compare how people give reassurance in their language with how it is done in English.

**6 Surprise party: Tone and register**

Students revise and reinforce their understanding of tone and register. The best answer is **3**; the others sound aggressive and abrupt in writing.

**7 Reordering**

Students find problem solving fun. This is an ideal exercise to do in pairs, or groups of three.

**Answers**

The order of the email is as follows, although some variation is possible:

- 1 n 2 i 3 e 4 k 5 a 6 o 7 f 8 c 9 j**  
**10 h 11 b 12 l 13 m 14 d 15 g**

## 8 Writing

Students now have an opportunity to put into practice the skills they have developed in the unit.

### International overview

Reasonable suggestions for why people may have stopped using a local or native language could include: preference given to a more dominant language (which may be perceived as superior), the spread of global media, the growth of tourism, the tendency among some communities to be educated outside the home country, and international business.

### Answers

- 1 Chad, Tanzania and Cameroon.
- 2 Depending on their background, students may be surprised at Africa's linguistic richness and diversity.
- 3 Students' responses could include: government initiatives to support teaching the native language in schools, using the native language throughout the media, making sure oral languages are written down and recordings of them are made, and production of dictionaries.

You could discuss the idea that some people believe the emphasis on English language acquisition in many countries takes attention away from local languages, their history and literature. You could ask students which languages other than English they think are desirable to learn, and why. Experts believe that the way people feel about speaking more than one language depends on the attitudes other people have to those languages.

Many experts believe that bilingualism helps general intellectual development. You could ask students whether they share this view, and why.

### Grammar spotlight

#### TEACHING SUPPORT

See the Introduction for a general approach to helping students with Grammar exercises.

### Answers

- A My parents always encouraged me to give it time, not to give up.
- B I loved exploring the countryside. / I've always liked fishing.

- E Seeing her work spread nationwide is Dolores's dream. / Coping with illness is a challenge.

Verbs whose meanings change depending on whether they are followed by either the gerund or the infinitive need attention. Focus, then, on Part C of the *Grammar Spotlight*. Once students have read it and completed the exercise, test them on it. For example, tell them you're going away at the weekend. Ask: 'Have you got to remember to lock the door or remember locking the door?' (Answer: to lock). Which of the two sentences with 'stop' and 'talk' suggests that the neighbour might be talkative? (Answer: Her neighbour didn't stop talking).

If students struggle to understand how the meaning of the other verbs listed is changed, give them the following examples to look at:

### 1 Forget

- a 'I'll **never forget arriving** in Seville for the first time: what a beautiful city!' (This means I will always remember it.)
- b 'I **forgot to do** my homework yesterday. Miss Brand was not very pleased with me.' (This means that I didn't remember to do it.)

### 2 Need

- a 'Dad said he **needed to wash** the dishes.' (This means it was necessary for him to do it.)
- b 'Dad said the dishes **need washing**.' (This means that the dishes needed to be washed by someone, but not by the speaker's father.)

### 3 Try

- a 'Is it still not working? **Try turning** it off.' (This means turn it off as an experiment to see if it works.)
- b 'My computer's still not working. I **tried to fix** it last night but I was just too tired to concentrate.' (This means that the person made a great effort to do fix it.)

### 4 Go on

- a 'The teacher **went on to talk** about the history of Ancient Egypt.' (This means that the teacher stopped talking about one thing and started talking about something else.)
- b 'The teacher **went on talking** about the history of Ancient Egypt.' because he wanted to make sure he covered all the important points. (This means that the teacher continued talking without a break.)

**LEARNING SUPPORT**

**Support** students who struggle with this grammatical topic by encouraging them to make up sentences using the different forms. For example, provide a list of sentence starters for them to complete, such as the following: *My parents don't allow me ...; I need someone to help me ...; You should never risk ...; As a young child, I remember ...; Something I really can't stand is ...; When I am in a hurry, I sometimes forget ...* Students could work with a partner to complete the sentences orally, checking that their partner has used the correct form.

From helping with the Community Day, I now understand I can use those skills to help other people enjoy their lives. If we have another Community Day, I suggest more of us get involved, as you get lots out of helping others. (149 words).

(Reading & Writing, Exercise 5: 12 marks (Core).)

**Listening**  CD 1, Track 6

This exercise is similar in style to the gap filling exercise in Question 5 of the listening paper. Students should enjoy listening to Neeta, a teenager living in Australia, describe what she likes about the community, Riverside, where she lives. Neeta describes a close knit, supportive environment where neighbours care about each other. It will be interesting to hear students' views of that sort of community. While it has clear benefits, some students may dislike that sort of community atmosphere and feel it leads to a lack of individual freedom and the privacy to do 'your own thing.' It will be most intriguing to hear their opinions.

The exercise recycles ideas from the unit (welcoming newcomers, fundraising, family life, enjoyable activities to do, interesting local places to visit) and the related language and vocabulary for these topics. Examples of the gerund and the infinitive can be reinforced, if it seems useful for your group. Students, for example, will hear Neeta say that when her grandmother meets her friends, '...they never stop laughing and remembering the old days,' and you can ask them what that means. You could draw their attention to the infinitive form, 'they never stop to laugh and remember the old days,' and ask if the meaning is the same or different and why.

Remember that in the real exam students always listen twice. Remind them that they should fill the gaps with **one** or **two** words only, and the completed text should make sense and be understandable to someone who has not heard the original recording. Spelling should also be correct, but a minor spelling mistake may not matter as long as the meaning is clear and the misspelling does not make another word.

**Answers**

- a South India
- b daily newspaper
- c washed
- d outdoors
- e medical equipment

## Exam-style questions

See the Overview of *Cambridge IGCSE English as a Second Language* section at the beginning of the Student's Book for the mark scheme and criteria for marking the writing questions.

### Writing

#### 4 Community day – article

The example answer shows how students could approach the question. Encourage students to use their imagination to project into the situation of a community day to help the elderly, so they can describe their feelings and the events that took place convincingly. Remind students to show some awareness of the audience (school students), as shown in the example answer.

**Example answer**

I was nervous when I saw the old people coming into our school hall to learn how to use computers. I thought the elderly people might not trust me to help them.

My first customer was Mrs Rose, who wanted to learn about email, as her grandson has moved to Colombia and she wanted to keep in touch.

We experimented by writing an email to her grandson and he replied immediately, with, 'Wow, grandma, you are online!'. Then we both started laughing.

I helped some other people with social media, and how to shop online.

Everyone thanked me, which made me feel very proud.