We have updated the teacher’s book to complement and support teaching for the latest Cambridge IGCSE® English as a Second Language syllabuses (0510/0511/0991). This practical tool for teachers follows the coursebook structure, providing lesson notes along with coursebook and workbook answers, making this a handy, time-saving resource.

Key features
• Differentiated activities provide further techniques to enhance learning
• The DVD offers video in every unit, including four sections that focus on the Speaking test
• To provide students with plenty of listening practice, the CDs included with the resource have additional content. This includes audio for the workbook, which is also available online for homework use.

Workbook audio is also available from: cambridge.org/igcse_esl_audio The videos are also available on the Cambridge Elevate enhanced edition

You may also be interested in

This resource is endorsed for teacher support by Cambridge Assessment International Education
✓ Provides teacher support for the syllabus for examination from 2019.
✓ Has passed Cambridge’s rigorous quality-assurance process
✓ Developed by subject experts
✓ For Cambridge schools worldwide

To provide students with plenty of listening practice, the CDs included with the resource have additional content. This includes audio for the workbook, which is also available online for homework use.

Workbook audio is also available from: cambridge.org/igcse_esl_audio The videos are also available on the Cambridge Elevate enhanced edition

You may also be interested in

Cambridge IGCSE® English as a Second Language Teacher’s Book
Fifth edition
Peter Lucantoni

Cambridge University Press works with Cambridge Assessment International Education and experienced authors, to produce high-quality endorsed textbooks and digital resources that support Cambridge Teachers and encourage Cambridge Learners worldwide.

To find out more about Cambridge University Press visit cambridge.org/cambridge-international
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Introduction

This Teacher’s Book supports the *Cambridge IGCSE English as a Second Language Coursebook*, fifth edition.

The Teacher’s Book provides the following:

- full guidance on how to approach all the tasks in the *Coursebook*
- suggestions for differentiated activities to use with mixed-ability classes
- answers to the exercises in the *Coursebook*
- sample answers to exam-style questions
- marking and grading criteria for Core and Extended writing and speaking

The *Coursebook* is divided into 20 units, with each one focusing on particular aspects of the Cambridge IGCSE English as a Second Language syllabus. Speaking skills are integrated throughout the book and are practised through discussion work, role play and specific tasks. While it is probably best to follow the units consecutively, there is no reason why teachers should not focus on a particular language skill or exam question. Videos are not representative of exam conditions. Teachers should refer to published material on how to conduct oral tests for precise details. When practising speaking tests it is best if the same person is not the examiner all the time.

The material becomes progressively more demanding, with longer and more advanced reading and listening texts in the second half of the book. The exercises in the ‘Further practice’ section of each unit are particularly useful for homework, for early finishers or for practice outside the classroom, and the exam-style questions at the end of each unit could be used in class to give students a feel for the examination itself.

Note that the word limit for writing activities is 100–150 for the Core curriculum and 150–200 for the Extended curriculum. Throughout this resource, you will find sample answers for most of the exam-style questions, including examples from both the Core and Extended curricula. The author is wholly responsible for the answers to the exam-style questions.

The progressive step-by-step approach of *Cambridge IGCSE English as a Second Language* – including Top Tips that focus on key areas and Language Tips that highlight specific vocabulary and grammar items – will help to build students’ confidence in all the main skill areas, while also developing the techniques and additional skills necessary for success.

For each activity, suggestions are made about whether students should work on their own, in pairs, in small groups or as a whole class. These are offered as a guide only – the amount of time available and the number of students in the class will determine the best approach. However, it is a good strategy to include activities with different group sizes within each lesson; this offers variety and gives students the opportunity to interact in different ways. To promote confidence, try not to interfere too much when students are working together (whether in pairs or in small groups), but monitor and provide support if requested. You can, of course, make notes to deliver as feedback once students have completed the activity.

*Peter Lucantoni*
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

<table>
<thead>
<tr>
<th>Marks</th>
<th>Content (maximum 8 marks)</th>
<th>Marks</th>
<th>Language (maximum 8 marks)</th>
</tr>
</thead>
<tbody>
<tr>
<td>7–8</td>
<td><strong>Relevance</strong></td>
<td>7–8</td>
<td><strong>Range and accuracy</strong></td>
</tr>
<tr>
<td></td>
<td>• Instructions are followed.</td>
<td></td>
<td>• A varied range of high and low frequency vocabulary used competently.</td>
</tr>
<tr>
<td></td>
<td>• Consistently appropriate style and tone for the text type.</td>
<td></td>
<td>• A varied level of complex and simple sentence structures used appropriately.</td>
</tr>
<tr>
<td></td>
<td>• Excellent sense of purpose and audience.</td>
<td></td>
<td>• A considerable level of language accuracy throughout. Some errors may remain, but these do not hinder communication of ideas or meaning.</td>
</tr>
<tr>
<td></td>
<td><strong>Development of ideas</strong></td>
<td></td>
<td>• The errors present relate to low frequency vocabulary and more complicated structures.</td>
</tr>
<tr>
<td></td>
<td>• Writing is very well developed, at an appropriate length.</td>
<td></td>
<td><strong>Organisation</strong></td>
</tr>
<tr>
<td></td>
<td>• Meaning is communicated skilfully and effectively.</td>
<td></td>
<td>• Consistently well-organised and ordered.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• A varied range of connecting words and other cohesive methods, used consistently well.</td>
</tr>
<tr>
<td>5–6</td>
<td><strong>Relevance</strong></td>
<td>5–6</td>
<td><strong>Range and accuracy</strong></td>
</tr>
<tr>
<td></td>
<td>• Instructions are followed.</td>
<td></td>
<td>• A good range of high frequency vocabulary used competently. Attempts to use some lower frequency vocabulary.</td>
</tr>
<tr>
<td></td>
<td>• Generally appropriate style and tone for the text type.</td>
<td></td>
<td>• A good range of simple sentence structures used competently. Attempts to use some more complex sentence structures.</td>
</tr>
<tr>
<td></td>
<td>• Generally good sense of purpose and audience.</td>
<td></td>
<td>• A good accuracy level throughout. Some errors are present, but these usually do not hinder communication.</td>
</tr>
<tr>
<td></td>
<td><strong>Development of ideas</strong></td>
<td></td>
<td>• The errors present usually relate to low frequency vocabulary or more complex sentence structures.</td>
</tr>
<tr>
<td></td>
<td>• Writing is developed, at an appropriate length.</td>
<td></td>
<td><strong>Organisation</strong></td>
</tr>
<tr>
<td></td>
<td>• Meaning is generally communicated clearly.</td>
<td></td>
<td>• Often well-organised and ordered.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• A varied range of connecting words and other cohesive methods, used appropriately.</td>
</tr>
<tr>
<td>Marks</td>
<td>Content (maximum 8 marks)</td>
<td>Marks</td>
<td>Language (maximum 8 marks)</td>
</tr>
<tr>
<td>-------</td>
<td>---------------------------</td>
<td>-------</td>
<td>----------------------------</td>
</tr>
</tbody>
</table>
| 3–4   | **Relevance**  
  - Instructions are generally followed.  
  - Reasonably appropriate style and tone for the text type, but this may not be consistent.  
  - Some sense of purpose and audience.  
  **Development of ideas**  
  - Some development of writing, but it may be repetitive or insufficient in some areas.  
  - Meaning is communicated, but may lack clarity in places. | 3–4 | **Range and accuracy**  
  - Mostly uses high frequency vocabulary, reasonably appropriately.  
  - Mostly uses simple sentence structures, usually appropriately.  
  - Reasonable accuracy level throughout. Some errors may hinder communication.  
  - Errors are present when using some high frequency vocabulary or simple sentence structures.  
  **Organisation**  
  - Reasonably organised and sequenced.  
  - Some connecting words and other cohesive methods, used reasonably appropriately. |
| 1–2   | **Relevance**  
  - Instructions may only be partially followed.  
  - Style and tone for the text type may be inappropriate.  
  - Inappropriate sense of purpose and audience.  
  **Development of ideas**  
  - Limited attempt to develop writing, there may be gaps, irrelevance and/or repetition.  
  - Limited attempt to communicate meaning, it lacks clarity in places. | 1–2 | **Range and accuracy**  
  - Limited use of vocabulary.  
  - Limited use of sentence structures.  
  - Lack of control of vocabulary. Meaning is generally unclear.  
  - Errors occur when using common vocabulary and simple sentence structures.  
  **Organisation**  
  - Organisation lacks order.  
  - Limited attempt to use connecting words and other cohesive methods. |
| 0     | **No response worthy of credit.** | 0     | **No response worthy of credit.** |
**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.

<table>
<thead>
<tr>
<th>Mark</th>
<th>Structure</th>
<th>Vocabulary</th>
<th>Development and fluency</th>
</tr>
</thead>
<tbody>
<tr>
<td>9–10</td>
<td>The student demonstrates their ability to use a range of sentence structures accurately, confidently and consistently.</td>
<td>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.</td>
<td>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.</td>
</tr>
<tr>
<td>7–8</td>
<td>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.</td>
<td>The student has a sufficient range of vocabulary to convey meaning and ideas with competence.</td>
<td>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.</td>
</tr>
<tr>
<td>5–6</td>
<td>The student can use simple structures efficiently but has some difficulty venturing beyond them.</td>
<td>Vocabulary conveys simple ideas and information with clarity. Errors are somewhat noticeable, and only partial competence is achieved.</td>
<td>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.</td>
</tr>
<tr>
<td>3–4</td>
<td>Sentence structures will largely be very simple, limited and with some errors, which will hinder communication.</td>
<td>Vocabulary is not particularly varied and there is difficulty in conveying simple ideas. There is hesitation and repetition.</td>
<td>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.</td>
</tr>
<tr>
<td>1–2</td>
<td>Some attempt at a response will be made during the conversation. Attempts at structured sentences will rarely achieve satisfactory communication.</td>
<td>Vocabulary will generally be insufficient to convey simple ideas.</td>
<td>Responses are so brief that little is communicated. The student hardly engages in conversation. Pronunciation and intonation patterns cause difficulty for the listener.</td>
</tr>
<tr>
<td>0</td>
<td>Completely limited/no attempt at a response.</td>
<td>Completely limited/no attempt at a response.</td>
<td>Completely limited/no attempt at a response.</td>
</tr>
</tbody>
</table>
Unit 1: Free time
Focus on reading: skimming and scanning

NOTE on Assessment Objectives (AOs) for Reading and Writing Exercise 1: In reading activities which assess skimming and scanning skills, students read a text (for example: an article, blog or web page) and answer a series of questions with short/single-word answers. This type of activity requires students to identify and select relevant information (R1).

Learning objectives (LOs)
There are five LOs in every unit. The first LO always focuses on the video which students watch and respond to at the start of the unit, while the other four LOs highlight the particular skills which students will use and develop throughout the unit. It is essential for students to understand the purpose of the unit, so the LOs box is important.

Suggested activity: Start every unit by focusing for a few minutes on the LOs box, making sure that students understand what they are going to be doing. Using the first LO as an example, ask students to identify where in the unit they can find the activities for the other four LOs. Get students to say which of the activities appeal to them the most, and ask them for their reasons.

A Watch, listen and talk

Note: In this new fifth edition, **Section A** in every unit is called Watch, listen and talk. Students will watch and listen to some IGCSE students talking about the unit’s main topic, and carry out a task. These tasks will be quite broad in scope, asking students to make notes rather than answer comprehension questions. Then, after watching and listening, students have the chance to talk to each other about the task they completed, and to introduce their own ideas about the topic. This section provides an important introduction to the unit, and links directly to **Section B Speaking and vocabulary**.

1a Whole class then alone

Explain that your students are going to watch and listen to some IGCSE students talking about their free time. The videos are unscripted, i.e. the students were asked to respond to some prompts and to speak freely, without any help. As your students watch and listen, they should make notes about three things that the speakers enjoy doing, and three things that they do not enjoy doing in their free time. Play the video a second time so that students can check or add to their notes.

**Differentiated activities**

**Note:** Use differentiated activities to both support and challenge your students. Apply differentiated activities from the earlier units as you progress through the book. Just because an activity appears in Unit 1 does not mean that you cannot use it somewhere else.

**Support**

Provide a list of five or six possible answers. Students listen for the ones which the speakers actually mention (or do not mention).

**Challenge**

i  Allow stronger students to listen to but **not** watch the video during the first playing. This will increase the challenge and encourage students to listen more carefully. Make sure these students are allowed to watch the video during the second playing.

ii  Students expand on their notes, adding one or two extra details for each speaker.

**Answers**

a  Things that the students enjoy doing (any **three** from): drawing, painting, engraving, arts and crafts, creative writing, lying on the beach, lying on the grass, reading books (includes comic books and reading novels), swimming, playing tennis, watching a band perform.

**Three** things that the students do not enjoy doing: going on the computer, playing video games, shopping.

1b Pairs or small groups

Depending on the size of your class, put students into pairs or small groups. They can discuss their notes and then talk to each other about the things that **they** like and do not like doing in **their** free time. Do not interfere too much, but make sure you get feedback from the class so that they know their efforts have been worthwhile. If time permits, you could write their ideas on the board and rank them according to your students’ preferences.
B Speaking and vocabulary

Note: In this new fifth edition, Section B in every unit is called Speaking and vocabulary. There is a specific link to Section A, and the unit topic is expanded further. Students are introduced to key vocabulary, and are given the opportunity to not only talk more about the topic, but also move into other areas of discussion relating to the topic. Very often, there are no right or wrong answers and it is worth pointing this out to students. Encourage them to speculate, to discuss their ideas and to give reasons for their choices.

1 Pairs or small groups
With this type of question, when students write down their words or phrases, do not worry too much about language accuracy, as this may create a barrier to creativity. Use the question: What do these pictures show? to promote discussion in English. You could offer help to students with derivatives of words, for example: relaxing – relax, relaxed, relaxation.

When students have finished, gather class feedback. Again, remember that there are no right or wrong answers, so encourage all your students to participate – even the ones who need more support.

Possible answers
shopping, having fun, playing sport, meeting up with friends, surfing the internet and so on

In class feedback, encourage students to talk not only about their own ideas, but also their partner’s, to give them some practice in using the third person singular.

Differentiated activities

Support
i   Reduce the number of ideas they need to write – perhaps ask for just two or three.
ii   Get them to copy any ideas from Activity B1.

Challenge
Ask them to write complete sentences as in the Language Tip, rather than just notes.

C Reading

TOP TIP
Throughout the Coursebook, you will find Top Tip boxes. The aim of these is to draw students’ attention to areas of the examination, or particular examination-taking skills, that are especially important. Top Tip boxes can be useful for revision nearer to the examination and can be used by students to test each other on key areas. The first one in Unit 1 – C Reading will provide more guidance and feedback to Activity C1.

1 Pairs
These pre-reading discussion questions are designed to get students thinking about how they read a text, and there are no right or wrong answers. The purpose is to encourage students to discuss in English (as much as possible), and they should not be corrected if they make mistakes. During feedback, establish that when we read for pleasure, we often read in a different way from when we are trying to find something quickly in a text (for example in an examination situation).

2 Alone
This activity gives students an example of how important skim reading is. Give students 10 seconds to answer questions a and b.

Answers
a   six
b   Datasource NewsFeed
3 Whole class
Get students to tell you how they found the answers in the previous activity. Encourage them to be specific about the reading skill/s they used.

4 Alone
Make sure students understand what the question is asking for, so they know what they should be looking for in the text (the % sign). They do not need to write anything yet.

Answer
Datasource Trainer

5 Alone
The purpose of this activity is to show students that they do not need to write long answers for this type of question. While all the options a–e are correct, the best answer here is probably d (Datasource Trainer), because it is short and concise. No time would be wasted in writing a long answer. Make sure students understand that they simply need to include all the necessary information – which may only be one or two words. Full sentences are not normally necessary.

TOP TIP
The second Top Tip in Unit 1 – C Reading reinforces the point about students not having to write long answers for this type of question. It also draws students' attention to the importance of including symbols or units of measurement in their answers, if required.

6 Pairs
Before they begin this activity, remind students not to write anything yet. Give them time to work through the questions a–g, asking and answering.

7 Pairs
Working together, students write the answers to the questions in Activity C6. Then they exchange their answers with a different pair and check for similarities and differences. During class feedback, you can provide the answers if students have missed anything.

Answers
a three (Puzzle Finder, Trainer, Comic Fun)
b by signing up to the Datasource loyalty scheme
c Datasource Puzzle Finder
d a million
e three from: get a voucher for $5; 21-day money-back, no-questions asked guarantee; monthly newsletter; membership card and number
f NewsFeed
g Comic Fun

Differentiated activities
Support
Tell/Show students in which part of the text they can find the answers to the questions.

Challenge
Get them to work alone when they write their answers to Activity C6. If they finish quickly, ask them to write two or three more questions about the Datasource text, then give them to a partner to answer.

8 Alone
Knowing where a text comes from can help students to understand more about its layout and content. Students quickly look at the text and then choose one of the options in the box. There is no right or wrong answer – the important thing is to encourage students to give a reason for their choice. However, because of the internet address at the top of the text, hopefully students will identify this text as coming from a website.

9 Pairs
Students need to have an effective strategy for approaching all types of examination exercises and reading the question carefully before doing anything else saves a lot of time.

Answer
b, d, c, a

10 Alone
You can follow a similar approach to Activities C6 and C7, but this time students work alone. They do not need to write the answers to the questions yet, but should identify and note down the key word/s in each question.

Suggested answers
Different students may choose different key words. They can check their choices when they come to write their answers in Activity C11.
a Who
b When / next publication
c How many / sections
d maximum number / creative story
e angry / which section
f Which section / how many words
g finished / what / do
h How long / title
i final box / not receive

TOP TIP
The Top Tip next to Activity C10 introduces students to the idea of key words in questions.

11 Alone, then pairs
Students write their answers in their notebooks. Remind them to keep their answers brief, but to include all the information that the questions ask for. When they have finished, students discuss and check their answers. Words in brackets below are optional; words separated by / are alternative answers.

Answers
a teenagers (who want to share their writing)
b 31st July
c four / 4
d 275
e My Opinion
f My Poem
g complete and submit the form (electronically)
h (maximum) five / 5 words
i information about other products

D Language focus: adjective + noun

1a Alone
Focus on the position of the adjective before the noun in the examples. Point out that other languages may use a different word order. Also mention that it is possible – and quite common – to have more than one adjective. Then students complete the short definition about adjectives in part a.

Answer
Adjectives are used to provide more information/details about nouns. In English, adjectives usually come before the noun.

1b Pairs
Highlighting or comparing with L1 can help students to remember things in L2, so use this activity to do exactly that.

2 Alone, then pairs
The purpose of this activity is to encourage students to notice language in context, so that they can focus on both form and meaning. Allocate two to three minutes for students to skim the two texts (Datasource and You Write!) to find at least three more examples from each. Then they can compare their answers with a partner.

Answers
Datasource text: new + apps, special + discount + price, normal + download + price, amazing + app, up-to-date + app, online + puzzles, discount + price, amazing + images, amazing + price, incredible + app, fantastic + app, free + minutes, favourite + movies, new + releases, delightful (but) + simple + app, huge + number, next + purchase, monthly + digital + newsletter
You Write! text: amazing + online + webzine, next + issue, funny (or) + serious + original + creative + stories, interesting + person, unusual + place, funny + pet, extreme + weather, inspired + writing, new + cinema, local + team, recent + match, First + name, last + birthday, other + products, such + information

Differentiated activities
Support
i Tell them to look at only one of the two texts.
ii Provide students with a list of the answers and ask them to find these in the two texts.

Challenge
i Get them to find more than three examples.
ii Students work in pairs, with each student looking at only one text. They then tell each other an adjective (without the noun) from their text, to see if their partner can remember the noun. Then they change roles.

3 Alone, then pairs
Tell students to copy the table into their notebooks, then to fill in as many gaps as possible. Make sure they understand that not all the gaps can be filled, and that more than one answer may be possible in some cases. When they have done as much as they can, pair them
up to check their answers. Allow them to use different reference sources for help.

<table>
<thead>
<tr>
<th>Adjective</th>
<th>Noun</th>
<th>Adverb</th>
<th>Verb</th>
</tr>
</thead>
<tbody>
<tr>
<td>amazing</td>
<td>amazement</td>
<td>amusingly</td>
<td>amaze</td>
</tr>
<tr>
<td>special</td>
<td>speciality, specialisation, specialist</td>
<td>specially</td>
<td>specialise</td>
</tr>
<tr>
<td>incredible</td>
<td>incredulity</td>
<td>incredibly</td>
<td>delight</td>
</tr>
<tr>
<td>delightful</td>
<td>delight</td>
<td>delightfully</td>
<td>delight</td>
</tr>
<tr>
<td>funny</td>
<td>fun</td>
<td>funnily</td>
<td>originate</td>
</tr>
<tr>
<td>serious</td>
<td>seriousness</td>
<td>seriously</td>
<td>originate</td>
</tr>
<tr>
<td>original</td>
<td>origin, originator</td>
<td>originally</td>
<td>originate</td>
</tr>
<tr>
<td>creative</td>
<td>creation, creator</td>
<td>creatively</td>
<td>create</td>
</tr>
</tbody>
</table>

4 Alone, then pairs
Students choose at least five more adjectives from the texts they have read and add them to their table. Then they add the corresponding noun, adverb and verb for each one. They can use different reference sources for help, then check their answers with a partner.

5 Alone, then pairs
There are many possible adjective endings. From the previous activities, students should be able to identify the following: -ing, -al, -ible, -ful, -y, -ious, -ive, -ent, -ed, but there are others too. Students then write three words for each adjective ending.

6 Alone
This activity gives students the opportunity to use adjective + noun combinations in their own writing.

Differentiated activities
Support
i Reduce the number of sentences students need to write.
ii Tell students to use the adjective + noun combinations from the text in their own sentences.

Challenge
Ask students to write more complex sentences – perhaps with adjective + adjective + noun combinations.

WORD TIP
This is a new feature in the fifth edition, which focuses on commonly confused pairs of words which students will have come across in the unit’s listening or reading texts. The Word Tip box includes contextualised examples for the words, and a request for students to complete an exercise in their Workbook.

E Speaking: Showing preferences and making suggestions
Speaking is an important part of many English as a Second Language examinations. In this section, students have the opportunity to listen to and use language to express preferences and make suggestions.

1 Alone
Tell students they are going to listen to a short exchange between two teenagers, which includes expressions showing a preference or making a suggestion. Ask students to give you some examples of both, and write these on the board. Then students listen to Maria and Christos, and count how many expressions they use that show a preference or make a suggestion. They can also check if any of their suggestions were used by the two teenagers.

CD1, Track 2
Maria: Hi Christos, how are you?
Christos: Hey Maria, I’m really great, what about you?
M: Everything’s fine! Why don’t we go to the shopping centre later? I want to see if I can get some new trainers.
C: Yes, we could do that, but I’d rather go at the weekend. Can you wait until then?
M: I suppose so, but why?
C: Well, I get paid for my part-time job tomorrow, so I’ll have some money to spend.
M: Fair enough! So let’s go at the weekend instead. But what are we going to do today?
2/3 Alone, then pairs
After listening, students look at Appendix 3 in their Coursebook and identify the three underlined phrases. Then, with their partner, they think of more ways to show a preference and make a suggestion, and add them to a copy of the table in Activity E3. Do not worry about corrections at this stage.

4 Alone
Make sure students understand that giving a reason is an important part of showing a preference or making a suggestion. In this activity, they need to identify the reasons given by Maria and Christos.

Answers
Maria – she wants to get some new trainers; Christos – he’ll have some money to spend

6 Alone, then whole class
This is quite a demanding activity, but it is extremely useful. The purpose is for students to prepare a short speech, which they can then deliver to their class, then respond to any questions the class may have about the content of the speech. Allow sufficient planning and preparation time, and provide plenty of guidance where needed – particularly for students who need more support.

Differentiated activities
Support
Students work in small groups (maximum three students), made up of one stronger and two other students. They could all be involved in the preparation – writing down ideas, making a mind map, thinking of reasons for suggestions and preferences, and so on. The speech itself could be delivered by all members of the group, with different students taking on more or less, depending on their abilities. If there are visuals to support the content, students could be involved by displaying and/or explaining these. During the questions at the end, one student could field (but not answer) the questions.

F Reading
1 Alone, then pairs
Students work alone, looking at the headings for the six sections and deciding in which section they think they will read the information (a–f). Encourage them to have reasons ready for their answers, which they can then share with a partner.

2 Pairs
In pairs, students think about other information they might read in each of the six sections. There are no right or wrong answers, but students should be encouraged to give reasons for their choices.

3 Alone
Students read the text quickly and check their answers to Activities F1 and F2.

4 Whole class, then alone
Go through questions a–j with the class, checking that students understand what information each question is asking for. Then students write their answers.
5 Alone or pairs/small groups
This activity could be done individually or with support, depending on the level of your students and the time you have available. Students are going to design their own information leaflet, loosely based on the one they have just looked at.

**Reflection**
This is a new feature in the fifth edition, which reinforces the LOs given at the start of the unit by reminding students of what they have achieved.

They are then asked to self-assess by giving themselves a score from 1 to 5 for each of the five LOs. Students will no doubt treat this quite light-heartedly, which is fine, but make sure they complete the task. At the end of the Reflection, students are asked to set themselves a personal goal, based on the scores. As they progress through the book, setting these goals will become easier, but in the early units you may want to offer guidance and even set their goals, after discussing with them.

A typical personal goal might be: *I need to do more speaking practice so that I can make suggestions more confidently, or One area I should improve in is reading texts more quickly.*

**Exam focus**
Each unit contains at least one exam-style question (some contain more than one), which helps students to practise and develop specific exam-taking skills. In this unit, the focus is on answering questions through skim reading.

**Reading, Exercise 1, skimming and scanning**

1. a in the main Market Square opposite the City Hall  
   b stalls change on a daily basis  
   c mending  
   d Sunday  
   e the arts, crafts and local produce market  
   f street traders’ market  
   g gives them somewhere to sell things  
   h trees and purpose-built covers  
   i reputation for quality, affordable prices, improved public transport and people can talk to the makers of the products
NOTE on Assessment Objectives (AOs) for Reading and Writing Exercise 2: In a *multiple matching* activity, students read a continuous text divided into sections, or a number of shorter texts, and answer a series of questions that test more detailed comprehension. Candidates match the correct answer to the question. This type of activity requires more intensive reading, and students will need to understand things which are implied but not directly stated (for example: gist, speaker’s purpose, intentions and feelings) (R4). Students also need to identify and select relevant information (R1), understand ideas, opinions and attitudes (R2) and show understanding of the connections between them (R3).

**Learning objectives (LOs)**

**Suggested activity:** Start the unit by focusing for a few minutes on the LOs box, making sure that students understand what they are going to be doing. Using the first LO as an example, ask students to identify where in the unit they can find the activities for the other four LOs. Get students to say which of the activities appeal to them the most, and ask them for their reasons.

**A Watch, listen and talk**

1 **Whole class then alone**

Explain that your students are going to watch and listen to some IGCSE students talking about television programmes. As your students watch and listen, they should make notes about three different types of programme that the speakers like, and the programmes that they never watch. Play the video a second time so that students can check or add to their notes.

**Answers**

a Types of programme that the students like (any three from): documentaries, history documentaries, biology documentaries, dramas, dance shows.

b Types of programme that the students never watch: soap operas, sports news.

2 **Pairs or small groups**

Depending on the size of your class, put students into pairs or small groups. They can discuss their notes and then talk to each other about the television programmes that they like and do not like watching. Do not interfere too much, but make sure you get feedback from the class so that they know their efforts have been worthwhile. If time permits, you could write their ideas on the board and rank them according to your students’ preferences.

**B Speaking and vocabulary**

1 **Pairs or small groups**

Students should look carefully at the pictures and discuss what type of programme each one shows, and say if the students they watched in the video mentioned any of the programme types. If you think your students may struggle with the types of programme, supply a list of possible answers for them to choose from. Remember that some will have been mentioned in the video.

**Answers**

1 cartoon 2 sports news

3 chat show 4 game show 5 dance show

2 **Pairs or small groups**

If students have already thought of plenty of different types of television programme, you could skip this stage.

**Possible answers**

drama, soap, sport, news, quiz, talent, lifestyle (e.g. cooking, gardening), documentary, travel, cartoon

**LANGUAGE TIP**

Make sure you focus students’ attention on the Language Tip before they attempt Activity B3.

3 **Pairs**

In pairs, students discuss questions a–c. You could give students a time limit for each question, to make sure they do not spend too long on a single question.

**Differentiated activities**

**Support**

It is important to make sure that students understand exactly what you want them to do in speaking activities. However, it is even more important to provide them with
the vocabulary and structures they need to complete the activity successfully. This is particularly important for those students who may struggle to find the required language resources independently. In order to support students, do a couple of whole class examples, reinforcing the key structures that students could use, for example:

- It depends on …
- It varies …
- I usually/sometimes/rarely …
- My friends watch the same …
- I like/dislike/hate ….

Write these structures and vocabulary on the board so that students can refer to them.

Challenge

For stronger students, get them to think of additional questions to use in the activity, for example:

- Do you think we watch too much TV nowadays?
- How do you think television programmes will change in the future?
- What would your life be like without television?

4/5 Pairs, then class feedback

Show students a sample TV schedule, either something online or from a newspaper, so that they understand what they are going to create. Go through each of the stages so that students are aware of what they have to do and remind students to look back at the previous activities or ideas about what to include. Give clear time limit based on your knowledge of your students’ abilities. Try not to allow this to overrun.

When each pair has created their TV schedule, get them to share with other students and decide which TV programmes they are going to watch next weekend.

6 Alone, then pairs or small groups

Refer students back to Unit 1, Activity B2 of the Coursebook, in which they made a list of activities they enjoy and don’t enjoy doing. Now for this activity, they need to copy the table into their notebooks and complete the third column by interviewing their partner and making a note of their responses. Make sure students are confident about asking the question:

- How many minutes each week do you spend (doing something)?

7 Pairs – Optional

Working with a partner, students look at the graph and answer questions a to e. In some GCSE exam exercises, students may be asked to show their understanding of information represented in a graph or chart, so this type of analytical activity is useful preparation.

8 Whole class

Give students the answers and hold a class discussion. Check if they were surprised by anything. Ask if they think the same data would be true for their country. Find out which four activities they did not choose and ask them why.

9 Whole class

The final activity in this section requires students to collect information and then display it in a graph or chart. The Language Tip includes an activity for students to complete focusing on adjectives ending in -al and -ar, which describe shape or position.

Answers

- a cylindrical
- b triangular
- c diagonal
- d hexagonal
- e symmetrical
- f three-dimensional
- g spherical
- h angular
chart. Students can work alone or in pairs if they need support, but whatever the case, you will need to guide students, particularly at the start. Make sure that they understand exactly what the outcome of the activity is (i.e. a graph or chart showing how much time students spend on various activities), and explain how they are going to reach that outcome (i.e. by collecting and recording the necessary information, then deciding on how to represent it). Different students will produce different variations of the outcome. If possible, display students’ work on the classroom wall, or even on a webpage, so that they can look at each other’s work and give feedback.

C Reading

1 Whole class, then pairs

Go through the statements a–e checking that students understand everything. Check the meaning of: focal point (question a), transformed (b), provide an experience (c), predicted (d), here to stay (d) multitask (e). Students then work in pairs to decide if they agree or disagree. They should not look at the text yet, and they can ignore the paragraph references for the moment. Encourage students to give reasons for their choices during class feedback.

Answers

a the writer disagrees: ‘But nowadays, every screen in the house…’

b agrees,

c agrees,

d agrees,

e agrees

2 Alone, then pairs

Students quickly read the text to check if the writer has the same ideas. The paragraph number is provided so explain to students that this will help them to read quickly and efficiently. They should also start to realise that they do not need to read and understand everything in the text to find the information they need.

Answers

a the writer disagrees: ‘But nowadays, every screen in the house…’

b agrees,

c agrees,

d agrees,

e agrees

3 Alone, then pairs

Your students’ written and spoken language will become more fluent if they can confidently combine adjectives and nouns. This activity focuses on the adjective + noun combinations from the text they have just read. Get students to work alone at first, matching the adjectives and nouns, and thinking about whether or not there are multiple possibilities.

Answers

a + 7, b + 1, c + 5, d + 8, e + 3, f + 2, g + 6, h + 4. These answers are from the text, but there are countless other acceptable combinations, for example: daily + programmes, high-quality + televisions/programmes/viewing/wireless internet, high-quality/high-speed/top-quality/widespread + wireless internet and so on. Encourage students to give you some examples of these combinations in sentences.

4 Alone

Students read the text again to check their answers to Activity C3.

5 Alone, then pairs

Students will need to read the text in more detail for this activity, and you may wish to use differentiated activities for support and challenge.
Differentiated activities

Support
i Allocate the four paragraphs to different students to reduce their reading load;
ii Tell students in which paragraphs they can find the information.

Challenge
i Allow students to read the text again, but then ask them to cover it while they answer the true/false questions;
ii Ask students to correct any false information.

Answers
a true [paragraph 1],
 b true [2],
 c false [2] – usually attached,
 d true [2],
e true [3],
f true [4],
g true [4]

D Language focus: adverbs

LANGUAGE TIP
Spend some time going through the content of the Language Tip, but reassure students that they will also be doing practice activities in the Coursebook and the Workbook. Make sure students are clear about the different ways in which adverbs are used.

1 Alone
In this activity students need to apply their understanding of how adverbs are used. Do a couple of examples and then ask students to work alone to decide on the role of the adverbs in italics from the text. Make sure they feed back which word the adverb is describing.

Answers
a to describe the verb transformed,
 b to describe the verb makes,
 c to describe the adjective large,
 d to describe the adjective attached,
e to describe the verbs looks and sounds,
f to describe the adverb openly,
g to describe the adjective widespread

2/3 Pairs, then whole class
This activity works well as a competition, so you might like to set a time limit. If you have time, students could check their answers online or in a dictionary.

Differentiated activities

Support
i Allow students to choose fewer letters.
ii Students think of ten adjectives, but not using consecutive letters of the alphabet.
iii Give students a bank of the first few letters of adverbs for them to complete, for example: com… = completely; fri… = friendly.

Challenge
i Students write two words for each alphabet letter.
ii When pairs have completed their ten adverbs, each pair passes its words to a second pair, who have to add other adverbs for each letter. When they finish, once again the words are passed on and the next pair tries to add more adverbs.
iii Students have to write adverb + adjective combinations.

4/5 Alone, then pairs
In these activities students need to use adverb phrases to complete (Activity D4) and then make sentences (Activity D5). Ask them to work alone to start with, but make sure you go through the examples first, and perhaps do one or two further examples if necessary. Explain that there are many possible answers. In Activity D5, students have the chance to create their own sentences, using adverb phrases.

Differentiated activities

Support
i Supply (some of the) possible endings for students to match to the sentence stems.
ii Give students some adverb + verb, adverb + adverb, or adverb + adjective phrases, which they then use to help them to complete the sentences.
Challenge

Ask students to change the linking word that appears in most of the sentences. For example: in a, change but to and, and immediately a different ending is required. Students will need to use more of their own adverb choices in order to do this successfully.

Possible answers Activity D4

a. it was incredibly expensive,
b. playing really badly,
c. very dirty,
d. absolutely stunning,
e. all completely different colours,
f. totally unexpectedly,
g. really very boring,
h. completely disagreed,
i. usually prefer to visit smaller shops,
j. really didn’t care.

E Speaking: Would/ wouldn’t do

1 Whole class, then alone

Write the paragraph title on the board and get students’ reaction to it. Find out what their daily expenses are. However, try not to talk too much about the points in Activity E2. Then give students a few minutes to read the paragraph and to check any unknown words or phrases. If you prefer, you could deal with these before the students read.

2 Small groups

The paragraph should motivate students to discuss exercises (a–d). As always, do not allow too much time for students to ask and answer; give them a minute or so for each exercise before asking them to move on to the next one. If you plan on doing whole class feedback (not essential) you might ask students to take some written notes during their discussions.

3 Pairs

This activity focuses on useful language for saying would or wouldn’t do something. Do a couple of examples and then get students working with their partner to distinguish between would and wouldn’t phrases.

Answers

<table>
<thead>
<tr>
<th>Would</th>
<th>Wouldn’t</th>
</tr>
</thead>
<tbody>
<tr>
<td>I would be prepared to clean the car</td>
<td>Cleaning the car is something I’d never do</td>
</tr>
<tr>
<td>I wouldn’t have a problem with cleaning the car</td>
<td>Cleaning the car is the last thing I’d do</td>
</tr>
<tr>
<td>Cleaning the car is fine by me</td>
<td>I certainly wouldn’t ever clean the car</td>
</tr>
<tr>
<td>I wouldn’t mind cleaning the car</td>
<td>I can’t imagine myself ever cleaning the car</td>
</tr>
<tr>
<td>I would enjoy cleaning the car</td>
<td>There’s no way I’d ever clean the car</td>
</tr>
<tr>
<td>I’d be quite happy to clean the car</td>
<td></td>
</tr>
</tbody>
</table>

LANGUAGE TIP

Highlight the expressions to request something in a polite manner, and in particular the different verb forms (e.g. modal + have, to have, if I had and so on).

4 Pairs

Students have now seen plenty of language in order to complete this speaking activity successfully, so remind them to refer back to the previous activities and to use the expressions there. Do whole class feedback and get students to compare their ideas.

F Reading

1 Whole class, then pairs

Check students understand what a blog is, and what style a blog is usually written in: A blog is a frequently updated online personal journal or diary. Really, it’s anything you want it to be. Blog is a short form of the word weblog and the two words are used interchangeably (http://blogbasics.com/what-is-a-blog). Then go through the three statements A–C and quickly check if students agree or disagree with any of them. In the box there are six phrases, which students need to look at and predict in which of the three blogs they would expect to read them. It does not matter if students are not 100% sure, but encourage them to give reasons for their answers – this is important. Remind them that there are two phrases from each of the three blogs. Do not supply any answers as students will find out for themselves when they read the text in Activity F3.
2 Pairs
Students need to carefully read the three conclusions (a - c) and decide in which blog they would expect to read them, once again giving reasons for their choices. It does not matter if they are unsure. Do not supply any answers as students will find out for themselves when they read the text in Activity F3.

3 Alone, then pairs
Students now read the three blogs and check their predictions from Activities F1 and F2. As this is a 'look and find' activity, i.e. they need to find words and phrases they have already seen, keep the time brief.

Differentiated activities
Support
i You could provide support by asking some students to work in pairs, rather than alone. Then allocate two blogs to each student, in order to reduce their reading load.

ii Again in pairs, but this time reduce the number of phrases and/or conclusions that students need to find.

Challenge
Working alone, see if students can look and find without referring back again to Activities F1 and F2.

TOP TIP
Multiple-matching activities require students to identify relevant information in one or a number of texts. Often the texts may say similar things, so students need to look for key words to correctly identify the information that is being asked for.

4 Alone, then pairs
This is a multiple-matching activity, similar to the type found in examinations. There are three texts (the three blogs students have already seen) on the same topic or theme, written by three different people. Then there is a list of exercises a – h, all of which begin with: ‘Which person . . . ?’ Students need to decide which blog writer is the answer to each of the exercises. The people may be chosen more than once.

Students should do this on their own and then work with a partner to check their responses and to discuss where they found the relevant information to make their choices.

Answers
a C, e B,
b C, f C,
c B, g B,
d A, h A

TOP TIP
These words (obviously, apparently) are sometimes confused or misused, so go through the information and then direct students to Unit 2 of their Workbook to do the practice exercise.

Reflection
Use the Reflection to remind students of what they have achieved in the unit. Students should set themselves a personal goal based on their scores for Unit 2.

Exam focus
Reading: Exercise 2, multiple matching
This is another multiple-matching activity, in the style of an examination exercise.

Answers
a D,
b C,
c A,
d B,
e D,
f C,
g A,
h C,
i A,
j B