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To Costas Djapouras, without whose help and support this book would never have been written.

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Part 1 Leisure

Unit 1: Focus on reading

In Part 1 of the IGCSE Reading and Writing paper, candidates are tested on their ability to read and understand short texts, such as advertisements and notices, and answer brief questions on factual details. In order to improve their chances of success in this part, it is important that candidates skim and scan texts, and avoid the type of intensive reading which they may be used to. Intensive reading can be laborious, and in an examination situation there is not always sufficient time to employ it. Thus students must be trained to find key words in questions, and to get into the habit of 'reading against the clock'. This unit focuses on these skills and gives students the chance to practise skimming and scanning and giving short answers.

A Pre-reading 1

- 1 With these types of questions, there is no right or wrong answer. Encourage students to speculate and discuss, and to give reasons for their choices. Use the questions to promote discussion in English. You may wish to focus on pronunciation problems here, and to encourage students to consider derivatives of the words they suggest, e.g. entertainment – entertain – entertaining – entertainer.
- 2 As above.
- 3 As above. Encourage students to use gerund form, i.e. *watching* TV.

B Reading 1

- 4 Discuss with students the various reading strategies they employ. Ask them if they always read in the same way, or if they use different techniques for different types of text, such as a magazine, dictionary, novel, and so on. Try to establish that we use different reading strategies depending on *what* we are reading, and *why* we are reading. If you want to find something quickly in a text, skimming and scanning are the best techniques. Make sure that students actually understand what these techniques involve.

- 5 This question practises skimming for gist. Set students a short time limit, say 20 seconds. They will realise that there is no need to (i) read everything in the text, and (ii) understand everything in the text, in order to find the correct answers.

Answers

- a 7
- b SONIKS millennium game

▼ Exam tip!

These occur throughout the book, and are designed to make students aware of what the examiners are looking for, or to advise them of a certain approach which can help them to be successful in the examination.

- 6 Students again need to employ a skimming strategy.

Answer

SONIKS baseball cap

- 7 While all the answers would no doubt receive a mark, the *best* answer is d SONIKS baseball cap, because it is short and concise. Thus no time is wasted in writing a long answer, which is not required in this part of the examination. Make sure students understand that the key to a good answer in this part of the examination is to include all the necessary information, which

may be only one or two words.
Complete sentences will not normally be necessary.

- 8 Students do not need to write anything yet. Encourage them to ask and answer, and to discuss their answers.

Answers

- a SONIKS tactics guide, cuddly toys, baseball caps
- b spend a minimum of £20
- c SONIKS watches
- d a million
- e 21-day (money-back) guarantee, secure server, e-mail confirmation
- f SONIKS share cards
- g SONIKS baseball caps

- 9 Students should check that their partners have written short, concise answers which include all the necessary information. They should remember that complete sentences will not normally be required.

Reading 2

- 10 Encourage students to speculate again. This type of advertisement would probably appear in a magazine or newspaper.
- 11 Identifying text features can help students to understand a text better. In Part 1 of the exam paper, questions are often set using advertisements, signs or extracts from brochures, all of which may contain a lot of information. Encourage them to notice different fonts, use of bold, italics and underlining, as well as pictures, charts, diagrams and tables (all text features). In the Text information column, students could write prices, ordering details, addresses, things included in the offer, and so on. This analysis of a text can help students to find information

more quickly, and to get an overview and general understanding.

▼ Exam tip!

This exam tip introduces the idea of **key words**. It is important for students to identify the word or words in the question which will lead them to the answer in the text. The key word will help students to skim and scan more efficiently.

- 12 Students need to have an effective strategy for answering questions. Reading the question first saves an enormous amount of time (but see 14 below as well).

Answers

b, d, c, a

- 13 When students do this for the first time, there may be some disagreement over their choice of key words. Encourage them to discuss their choices and give reasons. In some cases it may not be possible to agree, or there may not even be a particular word or words which helps to find the answer.

Answers

- a receive
- b SONIKART software
- c order
- d alternative method for ordering
- e rolls of film
- f postage
- g wait for photos to arrive
- h receive information
- i payment

- 14 Students should understand that the whole text is about photographs and pictures, and therefore choosing one of these words is not necessarily going to lead them to the place in the text where the answer is. It is therefore essential to look quickly at the text in order to understand what the general topic is, and then to read the questions.

- 15 Students write short answers, then exchange with their partner and check. Remind them that once again answers do not usually need to be complete sentences.

Answers

- a SONIKS Picture CD, free interactive guide, SONIKART software program
- b any 4 from: edit, create special effects, crop, enlarge, stretch, change colours, add hair, remove spots, print, e-mail
- c complete and send the order form
- d take advertisement and film to local SONIKS retailer
- e one
- f 60p
- g up to 14 days
- h tick the box
- i cheque or credit card

D Vocabulary

This section deals with adjectives, which are prominent in both the texts.

- 16 Adjectives are used to provide *more information* about a *noun*.
- 17 Depending on how familiar your students are with this type of language awareness, you may decide to give more examples of your own.

Answers

<u>exciting</u>	<u>fun and games</u>
<u>amazing</u>	<u>ideas</u>
<u>removable coloured</u>	<u>straps</u>
<u>free interactive</u>	<u>guide</u>
<u>creative</u>	<u>photography and computer fans</u>

- 18 Students should be encouraged to note derivatives of new vocabulary in their vocabulary books, alongside contextualised examples.

ADJECTIVE	NOUN	ADVERB	VERB
exciting	excitement	excitedly	excite
amazing	amazement	amazingly	amaze
digital	digit	digitally	digitise
removable	removal	–	remove
delightful	delight	delightfully	delight
interactive	interaction	interactively	interact
creative	creation	creatively	create
incredible	–	incredibly	–

- 19 English uses a variety of adjectival endings. If students can learn to recognise these endings, comprehension and spelling can be improved. They should be able to find several more endings in the texts, for example: *fantastic*, *coloured*, *local*.
- 20 This exercise (and the previous one) encourages students to build their vocabulary range, and to think about word formation. If they have access to their own or a class dictionary, encourage them to check words.

- 22 Focus on the fact that students need to be confident in their use of infinitive or gerund after the key phrases.

- 23 Students need to use their phrases from Exercise 21 in order to carry out the dialogues. Make sure they give a reason for their preferences. Students may want to add more examples to the list given. After oral practice, students could write down their mini-dialogues as a way of consolidating the correct forms.

- 24 In the speaking assessment, students are given a task or a topic to think about, and then they are required to talk and answer the examiner's questions. This exercise is good practice in helping students to plan their ideas before speaking. Encourage students to brainstorm their ideas, and to draw spidergrams or lists. Students may find this approach strange, and may want to write full sentences, but this must be discouraged immediately. Make sure students write notes, and once again, there are no right or wrong answers. Note that in the Speaking component of the examination, candidates are not allowed to make any written notes.

E Speaking – making arrangements, showing preference, making suggestions

- 21 Let students think of different ways to make suggestions and show preference. Accept colloquial language (for example, 'How about doing ...?' and 'No way!') as well as more formal ('Would you like to ...?'), but point out that in the speaking assessment, students should not lapse into slang! Also, remind students that it is usual to give a reason for not wanting to do something.

- 25 Each student presents her/his talk to the class. Other students listen and prepare to ask questions at the end. It is important for them to focus while listening in order to produce questions relevant to the topic. With larger classes, these presentations may need to be spread over a series of lessons.

F Further practice

The questions in the Further practice sections at the end of each unit provide students with the opportunity to practise their general language skills.

The questions do not necessarily focus on the skill area of the unit, in this case reading skills for Part 1.

d African Safari

Answers

- i £1,355
- ii camping under the stars
- iii 6 nights
- iv 30 km
- v breathtaking waters / Victoria Falls
- vi under the stars / campsite / in a tent / in the African rainforest
- vii Zimbabwe National and Plaza
- viii Victoria Falls Hotel
- ix day 5
- x day 6
- xi B&B / bed and breakfast
- xii Air Zimbabwe