

CAMBRIDGE

International Examinations

IGCSE

English as a Second Language

Teacher's book

Second edition

Peter Lucantoni and Lydia Kellas



CAMBRIDGE
UNIVERSITY PRESS

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

PUBLISHED BY THE PRESS SYNDICATE OF THE UNIVERSITY OF CAMBRIDGE
The Pitt Building, Trumpington Street, Cambridge, United Kingdom

CAMBRIDGE UNIVERSITY PRESS
The Edinburgh Building, Cambridge CB2 2RU, UK
40 West 20th Street, New York, NY 10011-4211, USA
10 Stamford Road, Oakleigh, VIC 3166, Australia
Ruiz de Alarcón 13, 28014 Madrid, Spain
Dock House, The Waterfront, Cape Town 8001, South Africa
<http://www.cambridge.org>

© Cambridge University Press 2001, 2004

First published 2001
Second edition 2004

Printed in the United Kingdom at the University Press, Cambridge

Typeface 9.5pt Meridien Roman *System* QuarkXPress®

A catalogue record for this book is available from the British Library

ISBN 0 521 54695 8 paperback

Cover image courtesy of Jeremy Horner/CORBIS

Design and page layout by Hardlines, Charlbury, Oxford

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Unit 1: Focus on reading skills

In Exercise 1 of the IGCSE E2L Reading and Writing paper, candidates are tested on their ability to read and understand short texts presented in a variety of forms, such as an advertisement, brochure, leaflet, guide, report, manual, instructions or notice, and answer questions on factual details using skim- and gist-reading skills. In order to improve their chances of success in this part of the examination, it is important that candidates skim and scan texts, and avoid the type of intensive reading which they may be used to doing in other situations. Intensive reading can be laborious, and in an examination situation there is not always time to read in this way. 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 allows students to practise skimming and scanning and giving short answers.

A Speaking and vocabulary

- 1 With these types of questions, there are no right or wrong answers. Encourage your students to speculate and discuss, and to give reasons for their choices. Use the question 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. Encourage students to use the gerund form, i.e. *watching* cartoons on TV.

techniques. Make sure that your students actually understand what these techniques involve.

- 4 This question practises skimming for gist. Set students a time limit, say 20 seconds. They will realise that there is no need to read everything in the text, nor is it necessary to understand every word in the text in order to answer the two questions.

Answers

- a 7
- b SONIKS millennium game

B Reading

- 3 Discuss with your students *how* they read. What reading strategies do they use? 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. Ask them how they approach reading in their *own* language. Try to establish that we use different reading strategies depending on *what* we are reading, and *why* we are reading. If we want to find something quickly in a text, skimming and scanning are the best



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.

- 5 **Answer**
skimming for gist

- 6 **Answer**
SONIKS baseball cap

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

Answers

- a SONIKS tactics guide, cuddly toys, baseball caps
 - b spend a minimum of £20
 - c SONIKS watches
 - d one million
 - e 21-day (money-back) guarantee, secure server, email confirmation
 - f SONIKS share cards
 - g SONIKS baseball caps
- 10 Encourage students to speculate. 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 Exercise 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 students 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/s 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 a lot of time.

Answer

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 to give reasons. In some cases it may not be possible to agree, or there may not even be a particular word or words which help to find the answer.

Possible 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 details
- 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.

C Language focus: word-building

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

16

Possible answer

Adjectives are used to provide information about nouns.

17

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

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

Answers

- a SONIKS Picture CD, free interactive guide, SONIKART software program
- b any four from: edit, create special effects, crop, enlarge, stretch, change colours, add hair, remove spots, print, email
- 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

- 18 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*.

- 19 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.

D Speaking: showing preference and making suggestions

- 20 Let students think of different ways of making suggestions and showing preference. Accept colloquial language (e.g. 'How about doing ...?' and 'No way!') as well as more formal

language (e.g. '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.

- 21 Students need to use their phrases from Exercise 20 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.
- 22 In the Speaking assessment, students are given a task or a topic to think about, and are then required to talk and to 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 make lists or draw spidergrams (simple diagrams linking elements from a central idea – as shown in the student coursebook). Students may find this approach strange, and may want to write full sentences, but this should be discouraged. There are no right or wrong answers. Note that in the IGCSE E2L Speaking assessment, students are not allowed to make any written notes.

E 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 exercises do not always focus on the main skill area of the unit, in this case reading.

23–25

Answers

various answers possible

26

Answers

- a £1,355
- b camping under the stars
- c 6 nights
- d 30 km
- e breathtaking waters / Victoria Falls
- f under the stars / campsite / in a tent / in the African rainforest
- g Zimbabwe National and Plaza
- h Victoria Falls
- i Day 5
- j Day 6
- k breakfast
- l Air Zimbabwe

27

Answers

- a all countries ('global')
- b on the reverse / back
- c game may be frightening (for young children)
- d consultations with parents, consumers and religious groups
- e because of different cultures and attitudes
- f supersede