

> CAMBRIDGE IGCSE™ ENGLISH (AS AN ADDITIONAL LANGUAGE): TEACHER'S RESOURCE

# > Welcome

Welcome to our brand new Cambridge IGCSE™ English (as an Additional Language) series. It provides everything that students will need to support their course for Cambridge IGCSE™ English (as an Additional Language) (0472 and 0772), and gives teacher support of the syllabus for examination from 2023 onwards.

This is an exciting new series and has been designed by talking to English language teachers around the world. We have worked hard to understand your needs and challenges, and then carefully designed and tested features to ensure that the series supports your biggest classroom challenges and helps to develop your students' confidence in speaking English.

As we develop new resources, we ensure that we are keeping up-to-date with best practice in pedagogies. For this brand new series we have included relevant pedagogical features in the coursebook, such as engaging projects to develop students' collaborative skills and 'Check your progress' to encourage self-assessment and reflection. The ten units in the coursebook cover different themes, which support students in speaking English in a relevant and immersive way. The scaffolded activities in the coursebook help students to develop the four key skills: reading, listening, speaking and writing, with an integrated approach, whilst encouraging them to communicate in English inside and outside the classroom.

This Teacher's Resource has been created to ensure it is as useful and relevant as possible to your day-to-day teaching needs. This Teacher's Resource has been created to ensure it is as useful and relevant as possible to your day-to-day teaching needs: from teaching activities, assessment and homework to language focus with common misconceptions. We have developed our differentiated support in this new series via the Teacher's Resource, with differentiated worksheets which focus on grammar, as well as ideas to support and challenge students. We hope this resource will inspire you, support you and save you much-needed time.

We hope that you enjoy using this series and that it helps you to continue to encourage, inspire and develop your students' confidence in speaking English. Please do not hesitate to get in touch if you have any questions, as your views are essential for us to keep producing resources that meet your classroom needs.

**Julia Fusi**

*Commissioning Editor for Cambridge IGCSE™ English (as an Additional Language), Cambridge University Press & Assessment*

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# > How to use this series

All the components in the series are designed to work together.



The Coursebook is designed for students to use in class with guidance from the teacher. It offers complete coverage of the IGCSE™ English (as an Additional Language) syllabus (0472). Ten topic-based units engage students and help them to develop the necessary reading, writing, speaking and listening skills, as well as encouraging everyday communication in English. Each unit provides opportunities to check progress, with self-assessment features and exam-style questions and ends with a Grammar Practice.

A digital version of the Coursebook is included with the print version and available separately. It includes the audio as well as simple tools for students to use in class or for self-study.

The Digital Teacher's Resource provides everything teachers need to deliver the course. It is packed full of useful teaching notes and lesson ideas, with suggestions for differentiation to support and challenge students, ideas for formative assessment and homework.

The Digital Teacher's Resource contains downloadable word lists, Coursebook answers and audioscripts of the listening activities, as well as differentiated worksheets for additional grammar practice and more!



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# > How to use this Teacher's Resource

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

## Teaching notes

This book provides **teaching notes** for each unit of the coursebook. Each set of teaching notes contains the following features to help you deliver the unit.

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

Topic	Approximate number of learning hours	Learning content	Resources

Reflecting the coursebook, each unit is divided into five sessions. At the start of each session, the **Learning plan** table includes the assessment objectives, learning intentions and success criteria that are covered in the session. It can be helpful to share learning intentions and success criteria with your learners at the start of a lesson so that they can begin to take responsibility for their own learning.

LEARNING PLAN		
Assessment objectives	Learning intentions	Success criteria

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

The end of each unit has support on **Project guidance** and for the **Grammar practice** sections in the coursebook. Learners complete these elements after they have finished the unit.

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# > Lesson plan template

## Lesson planning

This template can be used for individual lessons or a sequence of lessons in the same topic.

Teacher's initials:		School:
Subject/age group:		Date:
Assessment objectives from the Cambridge IGCSE English (as an Additional Language) syllabus: XXXX		
<b>Session:</b>  e.g. 1.1 About me	<b>Learning intentions:</b>  Learning intentions can be found in the Learning plan table in the Teacher's Resource. Select some or all of the intentions, depending on how you plan to focus the lesson.	<b>Success criteria:</b>  Success criteria can be found in the Learning plan table in the Teacher's Resource. These describe what learners will be able to do by the end of the lesson/session, if they have achieved the learning intentions.
1	<b>Resources:</b> <ul style="list-style-type: none"> <li>The relevant Cambridge resources are listed in the Unit plan table in the Teacher's Resource. Use this space to record any practical resources you may need (e.g. a differentiated worksheet).</li> </ul>	
2	<b>Language support, including any key vocabulary:</b> <ul style="list-style-type: none"> <li>XXXX</li> </ul>	
3	<b>Introducing the lesson:</b> <ul style="list-style-type: none"> <li>XXXX</li> </ul>	<b>Timing:</b>

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4	Main activities: <ul style="list-style-type: none"> <li>• XXXX</li> <li>• XXXX</li> <li>• XXXX</li> </ul>	Timing:
5	Differentiation opportunities: <ul style="list-style-type: none"> <li>• XXXX</li> </ul>	
6	Assessment opportunities: <ul style="list-style-type: none"> <li>• XXXX</li> </ul>	
7	Plenary and reflection: <ul style="list-style-type: none"> <li>• XXXX</li> </ul>	Timing:
8	Homework (if required): <ul style="list-style-type: none"> <li>• XXXX</li> </ul>	
	Notes:	

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# > Approaches to learning and teaching overview

The following are the key pedagogies underpinning our course content and how we understand and define them.

## Active Learning

Active learning is a pedagogical practice that places student learning at its centre. It focuses on how learners learn, not just on what they learn. We, as teachers, need to encourage learners to ‘think hard’, rather than passively receive information. Active learning encourages learners to take responsibility for their learning and supports them in becoming independent and confident learners in school and beyond.

📖 **Active learning** from Cambridge GO

## Assessment for Learning

Assessment for Learning (AfL) is a teaching approach that generates feedback that can be used to improve learners' performance. Learners become more involved in the learning process and gain confidence in what they are expected to learn and to what standard. We, as teachers, gain insights into a learner's level of understanding of a particular concept or topic, which helps to inform how we support their progression.

📖 **Assessment for Learning** and **Improving learning through questioning** from Cambridge GO

## Metacognition

Metacognition describes the processes involved when students plan, monitor, evaluate, and change their own learning behaviours. These processes help learners to think about their own learning more explicitly and ensure that they can meet a learning goal that they have identified themselves or that we have set as teachers.

📖 **Metacognition** from Cambridge GO

## Differentiation

Teachers need to find ways to welcome all learners and organise their teaching so that each student gets a learning experience that makes engagement and success possible. We should create a good match between what we teach and how we teach it, and what the learner needs and is capable of. We need not only to ensure access but also make sure each student receives the support and individual attention that results in meaningful learning.

📖 **Differentiation** from Cambridge GO

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### Language awareness

For many learners, English is an additional language. It might be their second or perhaps their third language. Depending on the school context, students might be learning all or just some of their subjects through English. For all students, regardless of whether they are learning through their first language or an additional language, language is a vehicle for learning. It is through language that students access the learning intentions of the lesson and communicate their ideas. It is our responsibility as teachers to ensure that language doesn't present a barrier to learning.

📖 **Language awareness and Developing learners' language skills** from Cambridge GO

### Skills for Life

How do we prepare students to succeed in a fast-changing world? To collaborate with people from around the globe? To use advanced thinking skills in the face of more complex challenges? At Cambridge, we are responding to educators who have asked for a way to understand how all these different approaches to life skills and competencies relate to their teaching. We have grouped these skills into six main Areas of Competency that can be incorporated into teaching, and have examined the different stages of the learning journey, and how these competencies vary across each stage.

📖 **Skills for life** from Cambridge GO

# > Active learning

## What is active learning?

Active learning is a pedagogical practice that places student learning at its centre. It focuses on how students learn, not just on what they learn. We, as teachers, need to encourage students to 'think hard', rather than passively receive information. Active learning encourages students to take responsibility for their learning and supports them in becoming independent and confident students in school and beyond.

Research shows us that it is not possible to transmit understanding to students by simply telling them what they need to know. Instead, we need to make sure that we challenge students' thinking and support them in building their own understanding. Active learning encourages more complex thought processes such as evaluating, analysing and synthesising, which foster a greater number of neural connections in the brain. Although some students may be able to create their own meaning from information received passively, others will not. Active learning enables all students to build knowledge and understanding in response to the opportunities we provide.

## Why adopt an active learning approach?

We can enrich all areas of the syllabus by embedding an active learning approach.

In active learning, we need to think not only about the content but also about the process. It gives students greater involvement and control over their learning. This encourages all students to stay focused on their learning, which will often give them greater enthusiasm for their studies. Active learning is intellectually stimulating and taking this approach encourages a level of academic discussion with our students that we, as teachers, can also enjoy. Healthy discussion means that students are engaging with us as a partner in their learning.

Students will be better able to revise for examinations in the sense that revision really is 're-vision' of the ideas that they already understand.

Active learning develops students' analytical skills, supporting them to be better problem solvers and more effective in their application of knowledge. They will be prepared to deal with challenging and unexpected situations. As a result, students are more confident in continuing to learn once they have left school and are better equipped for the transition to higher education and the workplace.

## What are the challenges of incorporating active learning?

When people start thinking about putting active learning into practice, they often make the mistake of thinking more about the activity they want to design than about the learning. The most important thing is to put the student and the learning at the centre of our planning. A task can be quite simple but still get the student to think critically and independently. Sometimes a complicated task does not actually help to develop the students' thinking or understanding at all. We need to consider carefully what we want our students to learn or understand and then shape the task to activate this learning.

Adapted from the *Approaches to learning and teaching* series, courtesy of Cambridge University Press and Cambridge Assessment International Education: [cambridge.org/approachestolearning](http://cambridge.org/approachestolearning)



# > Assessment for Learning

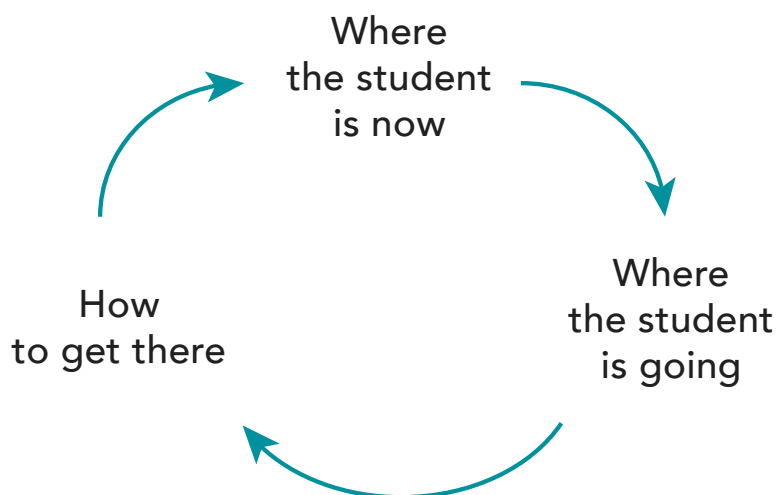
## What is Assessment for Learning?

Assessment for Learning (AfL) is a pedagogical practice that generates feedback which can be used to improve students' performance. Students become more involved in the learning process and, from this, gain confidence in what they are expected to learn and to what standard. We, as teachers, gain insights into a student's level of understanding of a particular concept or topic, which helps to inform how we support their progression.

We need to understand the meaning and method of giving purposeful feedback to optimise learning. Feedback can be informal, such as oral comments to help students think through problems, or formal, such as the use of rubrics to help clarify and scaffold learning and assessment objectives.

## Why use Assessment for Learning?

By following well-designed approaches to AfL, we can understand better how our students are learning and use this to plan what we will do next with a class or individual students (see following diagram). We can help our students to see what they are aiming for and to understand what they need to do to get there. AfL makes learning visible; it helps students understand more accurately the nature of the material they are learning and understand themselves as learners. The quality of interactions and feedback between students and teachers becomes critical to the learning process.



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We can use AfL to help our students focus on specific elements of their learning and to take greater responsibility for how they might move forward. AfL creates a valuable connection between assessment and learning activities, as the clarification of objectives will have a direct impact on how we devise teaching and learning strategies. AfL techniques can support students in becoming more confident in what they are learning, reflective in how they are learning, more likely to try out new approaches, and more engaged in what they are being asked to learn.

## What are the challenges of incorporating Assessment for Learning?

The use of AfL does not mean that we need to test students more frequently. It would be easy to just increase the amount of summative assessment and use this formatively as a regular method of helping us decide what to do next in our teaching. We can judge how much learning has taken place through ways other than testing, including, above all, communicating with our students in a variety of ways and getting to know them better as individuals.

Adapted from the *Approaches to learning and teaching* series, courtesy of Cambridge University Press and Cambridge Assessment International Education: [cambridge.org/approachestolearning](http://cambridge.org/approachestolearning)