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# Chapter 1: People of the world

## **Objectives**

In this chapter, you will learn and practise:

- reading skills answering questions about greetings from around the world
- speaking skills discussing the topic of 'Good manners' and developing ideas
- listening skills listening to four short recordings and answering questions
- writing skills writing an informal letter/email that gives advice.

## You will also learn and practise the following language skills:

- vocabulary of greetings
- giving advice •
- making suggestions. •

You will 'Activate your English' by:

giving advice through role-play.

# **Chapter 1: People of the world**

## Reading













**Pre-reading activity** 

## Greetings

Look at the photographs and discuss what greetings they show.

Do you know what countries these greetings are from?

Do you know any other unusual greetings? Tell each other what they are.

## 🕜 Vocabulary 1

Look at the following six phrases and match them to the correct photograph. If you are not sure of the meaning, use an English dictionary. If you do not have an

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### Key term: scanning

Scanning is a reading technique which involves looking through a text quickly to find words, phrases or numbers that you need to answer questions. It is like looking up words in a dictionary. English dictionary, try one of the online dictionaries, which you can use for free. For example http://dictionary.cambridge.org/dictionary/learner-english/

- to bow
- to shake hands

Reading: activity 1

- to hug / to embrace
- to press palms together
- to rub noses
- to kiss

Scan the following text and match photos 1–6 to the correct country. Can you find a country for each photograph?

## **New Zealand**

Travellers visiting New Zealand are sure to come across the traditional Maori welcoming custom known as the 'hongi'. An ancient tradition, the hongi involves the rubbing or touching of noses when two people meet. It is a symbolic act referred to as the 'ha' or the 'breath of life', which is considered to come directly from the gods.

Tip: Keep your eyes open to avoid misjudging the distance or you could be in for a rather awkward moment, not to mention a very sore nose!

## Tibet

It might be bad manners anywhere else in the world, but in Tibet sticking out your tongue is the customary way to welcome people. The tradition dates back to the 9th century during the time of a vicious Tibetan king known as Lang Darma, who had a black tongue. The Tibetan people feared that Lang Darma would be reincarnated so they began greeting each other by sticking out their tongue to prove that they weren't evil. The tradition continues today and is often accompanied by the person placing their palms down in front of their chest.

Tip: Refrain from greeting Tibetans in the traditional way if you have been chewing liquorice.

## Mongolia

When welcoming an unfamiliar guest into their home, a Mongol will present the guest with a 'hada' – a strip of silk or cotton. If you are lucky enough to be presented with a hada, you should grasp it gently in both hands while bowing slightly. The giving or receiving of hada, as well as the act of bowing to each other, is a sign of mutual respect, something that is very important in Mongolian culture.

Tip: Depending on what region of Mongolia you visit, the trading of pipes for smoking and the exchange of snuffboxes is also quite common.

## Japan

The usual welcome in Japan is a bow, which can range from a small nod of the head to a long, complete ninety degree bend at the waist. If the welcoming takes place on a tatami floor – a traditional type of Japanese flooring – people are required to get on their knees in order to bow. The longer and deeper the bow, the more respect you are showing. Small head bows are common among younger people in Japan as a more casual and informal welcome.

Tip: Most Japanese people do not expect foreigners to know the correct bowing rules so a slight nod of the head is acceptable.

## Kenya

Travellers lucky enough to witness the unique customs and traditions of the most well-known tribe in Kenya, the Maasai, will enjoy their vibrant welcoming dance. The Maasai dance is called 'adamu', the jumping dance, and is performed by the warriors of the tribe. Traditionally, the dance begins by the telling of a story and concludes with dancers forming a circle and competing to jump the highest, demonstrating to visitors the strength and bravery of the tribe.

Tip: Be prepared – a drink of a blend of cow's milk and blood is often offered to visitors as part of the traditional welcome.

## China

The traditional greeting in China is referred to as the 'kowtow', a custom which involves folding hands, bowing and, if you are female, making a 'wanfu', which involves the folding and moving of hands down by the side of the body. The kowtow can be traced back to the reign of the legendary Emperor Xuan

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Yuan, better known as the Yellow Emperor, whose reign began in 2697 BCE.

Tip: Although the kowtow custom is not commonly practised these days, folding of the hands is still widely used and respected.

## Thailand

The Thai greeting referred to as the 'wai' is a graceful tradition which requires a person to take a slight bow of the body and head with palms pressed together in a prayer-like fashion and say 'Sawaddee'. Travellers visiting Thailand will notice that hand positions can change: the higher the hands in relation to the face, the more respect the giver of the wai is showing. This custom was originally used to indicate the absence of weapons and is considered to be the ultimate show of respect. It is still used extensively throughout Thailand today.

Tip: Performing the wai might feel strange at first, but you'll soon start to embrace the tradition and come to enjoy greeting people in the traditional Thai way.

www.news.com.au/travel/news/worlds-weirdest-welcomings/story-e6frfq80-1226005607767

## **Wocabulary 2**

Look at the two groups of words. Work in two groups, A and B, and find the words in the text in activity 1. Can you guess the meaning? When you have finished, look up the words in an English dictionary to check if you were correct.

#### Group A

- to misjudge
- awkward
- bad manners
- to stick your tongue out

#### Group A

- to refrain from
- to grasp
- a pipe and snuffboxes
- to nod

Now work with students from the other group and tell each other what your words mean.

#### **Reading: activity 2**

Read the text again and answer the following questions.

- 1 What could happen if you keep your eyes closed when greeting people in New Zealand? Give **two** details.
- 2 Why did the greeting tradition in Tibet start?
- **3** Apart from receiving 'hada' in Mongolia, what other exchanges can take place? Give **two** details.
- 4 Who would use a nod as a form of greeting in Japan?
- **5** Why do the Maasai men jump at the end of their traditional dance? Give **two** reasons.
- 6 Where and when did the 'kowtow' start?
- 7 Why did people first adopt the traditional greeting in Thailand? Give **two** details.

### Study tip: reading speed

When you have to read quickly, it is a good idea to use headings in the text to locate the correct information. Also, use the scanning reading technique to find the necessary information quickly.

## Chapter 1: People of the world

## **O** Speaking

Work in small groups and discuss the following.

- How do you greet people in your country?
- Do you greet different types of people in different ways? For example, how do you greet an older person, a friend, someone you don't know very well or someone you meet for the first time?
- Have you ever been to a country where people greeted each other differently? Give details.

#### Project

Now work in groups. You are going to do some research into how people from around the world greet each other. Try to think of different cultures or tribes that are not particularly well known.

Use the Internet to help you with the research. Read about the common greetings, prepare a wall poster and then give a short presentation to the other groups.

## **O** Speaking

#### Speaking: activity 1

Have you ever taken a speaking exam? Work in small groups and answer the following questions about a speaking paper. Who got most of the answers correct?

## Quiz

- **1** Do you do the speaking in pairs?
- 2 How many parts are there in the speaking exam? How long is each part?
- **3** What happens in each part?
- 4 Which part are you marked on?
- 5 What do you talk about in the warm-up?
- 6 Are you allowed to make notes to use in the last part?
- 7 How much time do you have to prepare yourself for the last part?
- 8 Can you ask the teacher any questions when you are preparing what to say?
- 9 Can you deliver a speech in the last part?
- **10** Is it a good idea to give short answers? Why? Why not?
- **11** Do you only talk about the ideas printed on the card that your teacher will give you?
- 12 Can the teacher help you to develop your ideas?

#### Speaking: activity 2

Look at the sample speaking topic card. The topic is 'Good manners'. Read through the prompts and think what you could talk about. Compare your ideas with other students.

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## **Good manners**

It is often said that good manners are disappearing these days, especially amongst young people.

Discuss the topic with the teacher.

Use the following prompts, in the order given below, to develop the conversation.

- The last time you helped somebody.
- In your culture, what you should do when you visit somebody's house for the first time.
- The suggestion that a person with bad manners is a bad person.
- Whether you believe that teaching children good manners these days is more difficult than in the past.
- The view that the fast pace of modern life has made us more selfish.

You may introduce related ideas of your own to expand on these prompts.

Remember, you are not allowed to make any written notes.

### Study tip: developing your ideas in a conversation

When having a conversation, you should develop your ideas. You can do this by:

- giving examples of what you have said
- talking about personal experience
- giving your opinion on the topic
- justifying your opinion
- making comparisons (e.g. now and the past, your generation and your parents' generation, your country with another country)
- discussing the advantages and disadvantages.

## Speaking: activity 3

Listen (track 2) to two students answering the first prompt, 'the last time you helped somebody'. Who gave the better answer and why?

Did the students expand their answers? If so, how did they do it?

## Speaking: activity 4

Work in pairs and look at Recording 1 in Transcript 1. How could you expand the student's answers? Act out the conversation between the student and the teacher.

## Speaking: activity 5

Work in pairs again. Imagine you are taking a speaking exam yourself. Use the topic card 'Good manners'. Decide who the student is and who the teacher is. Have a conversation together. You can use the ideas you thought of in activity 2.

Teacher: ask the student extra questions about what they have said.

Student: try to develop your ideas by expanding your answers.

See Transcript 1 at the back of the book.

## Chapter 1: People of the world

## 💿 Listening

## **Pre-listening activity**

You are going to listen to students who are studying in the United Kingdom. They are talking about their experiences. Work in small groups and discuss what you would miss from your country if you studied abroad. Say why you would miss these things. Then compare your answers with the other groups. What is the most common thing people would miss and why?

## Listening: activity 1

Before you listen to the recordings, look at the following statements about this type of listening exercise. Work in pairs and decide whether these statements are **true** or **false**. Then read the instructions carefully and check if you were correct.

#### **Statements**

- 1 It is a good idea to read the questions as you listen to the recordings.
- 2 There are six recordings to listen to.
- 3 There are two questions for each recording.
- **4** You can write as many words in the answer as you want. The important thing is that you include the correct answer.
- 5 You will hear the recordings twice.
- **6** If you answer all the questions during the first listening, you do not have to pay attention when the recordings are played the second time.

#### Instructions

In this type of listening exercise you will listen to four short recordings. These could be short conversations, announcements, telephone messages etc. Before you listen, make sure you read the questions very carefully and circle, or underline, the key words. These key words are often the question words (e.g. *what, where, why,* etc.). For each recording, there are two questions to answer. Check if you need to listen for one, or two details for each question. You only need to write up to three words for each question, no more. You will hear each recording twice.

Try to get all answers the first time you listen so that you can use the second listening to check your answers.

#### Listening: activity 2

Before you listen to the four students talking about their experiences abroad, read these questions and underline the key words.

**1 a** What **two** things from her country does the student miss the most?

.....

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	b	What food from the UK does she like?
	•••	
2	a	How did the student feel after he started his course?
	•••	
	b	Where does the student study after school?
	••••	
3	а	What did the student drink at her friend's house?
	•••	
	b	What do people put in the drink in the student's home country? Give <b>two</b> details.
	••••	
4	а	Who does the student call most using Skype?
	•••	
	 b	When does he usually use Skype?
	•••	
	•••	

## Listening: activity 3

You are now going to listen to the interviews in track 3 with four students who are studying English in the UK. They are talking about their first experiences after their arrival in the country. Listen to the interviews and answer the questions in activity 2.

See Transcript 2 at the back of the book.

#### Project

If there is someone at your school who comes from a different country or region, prepare a short interview with them about their social conventions. Think about different situations (e.g. greetings, table manners, dress code, visiting somebody for the first time, etc.) and appropriate questions. Then you can compare your findings with the conventions in your country or region and have a class discussion about this.

Imagine you have just spent a holiday with your friend's family who come from a different country to you. They made you feel very welcome and you have decided to write a thank you letter to them.

## Did you know?

Skype was first released in 2003 and it was developed in Estonia by two engineers, Niklas Zennstrom and Janus Friis.

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• thank them for their generosity

In your letter:

- say what you particularly enjoyed about your visit
- say what you have learnt from your visit
- invite them to stay with your family.

## **Writing 1**

#### Writing: activity 1

Look at this letter you have received from your pen pal. Skim read it and say why it was written.

#### Hi Fatma,

Hope you're doing OK. Sorry I haven't been in touch for a while, but I've been really busy with my course. The end of term tests are coming up so there's a lot of revision to do.

Now, guess what! I've got some really exciting news for you. I'm coming to your country for a couple of weeks. My mum finally agreed to let me go on my own to visit my cousin in the capital. I'm going to stay with his family, but it would be really cool if we could meet up as well. Let me know what you think and if you fancy doing anything together. If it's not too much bother, I'd really love to see some of the sights you were telling me about. Is that possible?

Also, I was going to ask you a favour. I don't want to get into any embarrassing situations like when I'm meeting people for the first time or when I go and visit somebody's house and have dinner with them. Do you think you could drop me a line and give me some tips about what to do and what to watch out for? That'd be really helpful.

Anyway, must rush now. My history lesson starts in a couple of minutes. Will tweet you soon to let you know how my exams went. Oh, by the way, you want to check out Julie's photos from her trip to Malaysia on her Facebook page. They're awesome.

Hope to see you soon.

Lots of love,

Monica

#### Key term: skimming

Skimming is a reading technique which involves reading text quickly to understand the main idea (also called 'the gist'), to get the feeling of the texts and to know what information each paragraph contains.

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#### Key term: phrasal verbs and idioms

Phrasal verbs and idioms are phrases used in informal English when we talk or write to somebody we know.

### For example:

- I need to look up the meaning. I don't understand it. 'Look up' is a phrasal verb that means to find information about something.
- 2 Helena's got green fingers. This is an idiom that means Helena's good at gardening.

## Writing: activity 2

## Analysing a piece of writing

Below are some points you should consider before writing an informal letter/email. Look at Monica's letter and answer the questions.

- **1** Who is this letter for?
- 2 Is the letter formal or informal?
- **3** How many paragraphs are there?
- 4 What information did Monica put in each paragraph?
- 5 What is the opening greeting?
- 6 What is the greeting at the end of the letter?
- 7 Can you leave words out and use note-like sentences? Find one example.
- 8 Can you use short forms? Find a few examples.
- 9 Can you use phrasal verbs and idioms? Are there any examples in the text?

## Vocabulary 3

Now look at Monica's letter again in activity 1 and find the words/phrases that mean the same as the following:

- 1 be in contact with somebody
- 2 You'll never believe this, but ... (to introduce surprising news)
- 3 two or three
- 4 would like to / feel like something
- **5** if you don't mind ...
- 6 interesting or important buildings and places in a city
- 7 I'd like to ask you for help
- 8 write to me
- **9** to be careful about something
- 10 to have a look at something

## Writing: activity 3

### **Planning a piece of writing**

You are going to write back to Monica and answer her questions. Consider the following:

- What are the main points you should mention in your letter?
- How many paragraphs are you going to use?
- What information will you include in each paragraph?
- How will you start your letter?
- How will you finish your letter?

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## 🔁 Language focus

## Giving advice and making suggestions

### Analysis

Monica asked you to give her some useful tips in your reply. When you give tips to somebody, you give them advice or make suggestions. Look at the sentences below and tick those that can be used to give advice to people, or make suggestions. There are two sentences that are not used for advice or suggestions.

- 1 You should wear something smart.
- 2 How about going to the movies tonight?
- 3 If I were you, I'd buy something small, like flowers or chocolates.
- 4 You'd better take your shoes off.
- 5 Why don't you buy her a cake?
- 6 Always remember to shake hands with people.
- 7 I reckon it's going to be a great trip.
- 8 Resist the temptation to speak during meal times.
- 9 Avoid talking too loudly on your mobile phone on public transport.
- **10** It's a good idea to pay a compliment to the host about their house.
- **11** I was wondering if you could come round a bit earlier today.

#### **Verb forms**

Now work in pairs. Look at the sentences 1–11 again and find the verb forms. Do we need the infinitive ('to do'), the bare infinitive ('do') or the *-ing* form ('doing') after the first verb, the preposition, or the phrase? Discuss the verb forms in each of the sentences with your partner.

For example: *You should wear* something smart. 'Should' is followed by a bare infinitive verb form.

#### Practice

#### Exercise 1

Read these answers given by some students. Are they correct? What mistakes can you find? Think about grammar, missing words, spelling and punctuation. Work with your partner and try to correct them.

- 1 You should to take your shoes of. (2 mistakes)
- 2 Before going abroad you'd better reserch some comon social conventions. (3 mistakes)
- 3 Allways remember watching your personal belonggings. (3 mistakes)
- 4 When you visit london, its a good idea to queu for the bus. (3 mistakes)
- 5 Avoid to eat food with ur hands. (2 mistakes)
- 6 Resist temtation to answer the phone when your in the cinema. (3 mistakes)

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#### Exercise 2

Look at these photographs. What problems could these people have? What advice would you give them to avoid these problems?



#### **Activate your English**

Think of a few problems you have had – these problems can be real or you can make them up. For example, problems you had when you travelled to a foreign country, when you joined this school, problems with your studies or friends, everyday problems, etc.

One student will then explain their problems and the other student will give advice. Before you start, make rough notes. Then work in pairs and make a dialogue. Try to use the useful phrases from this Language focus section.

When you have finished your dialogue, swap roles with the other student and do the role-play again.

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Writing: activity 1

#### Writing correction code

Look at the symbols and the examples, which contain mistakes. Can you guess the meaning of each symbol?

Symbol	Meaning	Example
Sp		l recieved your letter yesterday.
wo		l've been never to Japan.
т		I never went to New York before.
WF		You look beautifully.
Gr		He like to 'google' informations.
Λ		She said goodbye me and got on train.
1		lt was too very difficult.
()		He repeated again his answer.
?		I how him clean in kitchen with me.
ww		I make my homework every day.
R		l'm going to get some bread. Moreover, l'm getting my hair done.
Р		whats your name. im called maria. my brother live's in the uk.
//		and waving goodbye, she left for California. Many years later, John had a job offer
<i>J</i>		l love coming here because I'm really learning a lot and I've made so many friends.

## Study tip:

**Correcting written work** If you want to improve your writing, remember to do two things.

- 1 Proofread your written work after you have finished writing it.
- 2 We learn from our own mistakes! This means when your teacher gives your written work back to you, it is a good idea to write the same piece again, but without the mistakes. This makes you more aware of what you do wrong and, hopefully, you won't make the same mistakes again.

#### Key term: proofreading

Proofreading is a type of reading that focuses on finding mistakes in a text.

### Writing: activity 2

Read the following email, which was written as an answer to the letter in Writing 1: activity 1. The student has made several mistakes. They have been underlined for you. Decide what type of mistakes they are and then correct them.

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New Message        To :      From:
Hi Monica, It was <u>grate</u> to hear from you. Hope your exams went OK and you passed with flying colours. I'm so excited that you <u>come</u> and can't wait to meet up with you. How could you think that <u>Id</u> miss the opportunity to see you? Anyway, let me tell you what sightseeing we can do together in Prague. I know your time in Prague will be limited because you're going to spend most of the time <u>for</u> your family, but you definitely must see the historical city centre. It's simply stunning; you've got to see it for yourself. It is <u>quiet</u> small so you can walk everywhere. I think we should walk from Wenceslas <u>square</u> to Prague Castle and just admire all the beautiful architecture. When you get <u>tired we</u> can always stop in one of the many cafés that <u>is</u> scattered along the way and have a cup of coffee. <u>what</u> do you <u>reckon</u> . Let me know what you think. As for your question about visiting somebody's house, there are <u>sure</u> things you have to <u>bare</u> in mind. First of all, remember to take your shoes off. It is very rude if you don't. Also, if I <u>was</u> you, I'd get some flowers or <u>box</u> of chocolates to give to your cousin's family. It's polite to bring a small present when you're visiting somebody for the first time. During <u>diner</u> you really have to follow a few rules. Even if <u>your</u> very hungry, resist the temptation to start <u>eat</u> before everybody else is ready to start. Also, remember to say, 'Enjoy your meal' before you start. We don't tend to speak during meal times and be careful to <u>not</u> slurp! It is really rude if you do. I think that's it really. If you have any more <u>questions just</u> text me and <u>Lbe</u> more than happy to help.
than happy to help. Had a look at Julie's photos. They're great. Wish I could go there. Maybe one day.
Take care and see you soon.

Writing: activity 3 Now look back at your own written work that the teacher has corrected and rewrite it without the mistakes.

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## Summary

Can you remember ...

- four different types of greetings?
- the traditional greeting in China?
- which parts of the body you use when you 'nod' and 'shake'?
- how many parts there are in your speaking paper and which one is assessed?
- what you should do before you listen to the recordings in your listening paper?
- what skimming is? Do you read for detail or for gist?
- if you can leave words out in an informal letter/email?
- what information you can put in the opening and closing paragraphs in an informal letter/email?

- the phrase that means 'two or three'?
- three phrases to give advice?
- what verb form you need in the following phrases?
  'If I were you, I'd ...'; 'It's a good idea ...'; 'How about ...?'
- what the following correction code symbols mean?
  Sp; T; WF
- what the correction code symbol is for a missing word and for a new paragraph?
- what the mistakes are in the following sentence and what symbols your teacher would use? 'I never have gone in chile, but I want go soon there.'

#### **Progress check**

Go back to the Objectives at the beginning of this chapter and assess your progress. Use the symbols below to show how confident you feel about your learning progress.

I am very good at this.	$\checkmark$
I am OK, but I need a bit more practice.	$\checkmark$
I can't do this yet and I need to look at this section again.	X