

Chapter 1

People of the world

Reading

Pre-reading activity

This activity can be done with the whole class or in pairs. Draw students' attention to the picture prompts. Use this activity to see how many words related to greetings students know.

Vocabulary 1

Students work in pairs. They look up the meaning of the words they don't know. Then they match them to the correct picture.

PRONUNCIATION

Point out the different pronunciation of 'bow' for a noun (bəʊ) and for a verb (baʊ). For phonemic symbols, go to www.phonemicchart.com

To listen to how the words are meant to sound, go to <http://dictionary.cambridge.org> and listen to the words being spoken.

Reading: activity 1

Students scan the text for the correct country and the greeting shown in each photo. Check answers with the whole class. Don't elicit any more detail at this point.

Answers:

Photograph 1: rubbing/pressing noses (*New Zealand*)

Photograph 2: kissing (*not mentioned in the text*)

Photograph 3: embracing/hugging (*not mentioned in the text*)

Photograph 4: bowing (*Mongolia, Japan, Thailand*)

Photograph 5: shaking hands (*not mentioned in the text*)

Photograph 6: pressing palms together (*Thailand*)

Vocabulary 2

Students work in two groups, A and B, and guess the meaning of the words from the text in activity 1. Each group looks up four words/phrases in an English dictionary. Monitor and help, if necessary. Then students work in pairs with someone from the other group. They tell each other what the meaning is and answer any questions

the other student may have about the vocabulary. Conduct whole class feedback.

Reading: activity 2

Before students read the text again, draw their attention to the Study tip box about improving reading speed. Then ask them to underline the country in each question, or other key words that will help them to locate the information more quickly (e.g. 'kowtow'). Students read the text individually and answer the questions. Students check answers in pairs before checking with the whole class.

Answers:

- 1 *Any two from:* misjudging the distance ... a rather awkward moment ... a very sore nose.
- 2 People wanted to prove that they weren't evil.
- 3 Trading of pipes AND the exchange of snuffboxes.
- 4 Foreigners.
- 5 Demonstrating the strength AND bravery of the tribe.
- 6 In China, and can be traced back as early as the reign of Emperor Xuan Yuan, whose reign began around 2697 BCE.
- 7 To indicate the absence of weapons AND to show respect.

TEACHING TIP

It is a good idea to time your students' reading from time to time to prepare them for exam-like conditions.

Speaking activity

Students discuss the questions in small groups. If possible, students of different nationalities should work together. If the whole class is from the same country, students can share their experience in other countries or what they have read/heard.

Project

The research can be done for homework. Students share their findings in class.

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Speaking

Speaking: activity 1

This section introduces the students' speaking paper. This activity tests how much students already know about the format of the exam. Students work in small groups and answer the questions. If they do not know the answers, encourage them to guess first. Check answers with the whole class. Award points for each correct answer.

Answers:

- 1 No, individually.
- 2 There are four parts: Part A. Welcome, explanation of the format; not timed / Part B. Warm-up; 2–3 minutes / Part C. Topic card handed to the student and preparation; 2–3 minutes / Part D. Conversation; 6–9 minutes.
- 3 Part A. The teacher welcomes the student and explains the format of the test and what happens in each part. Part B. The teacher asks the student questions about their hobbies, interests, future plans to put them at ease and to find out which topic card would be the most suitable for the student – this part is not assessed. Part C. The teacher selects a topic card and gives the student 2–3 minutes to prepare their ideas. The student can ask questions about unfamiliar vocabulary, or clarification about any of the ideas on the card. No written notes are allowed. Part D. The assessed part. A conversation between the teacher and the student.
- 4 Part D – the conversation.
- 5 Mainly hobbies and interests – not assessed.
- 6 No.
- 7 2–3 minutes.
- 8 Yes – see the answer to question 3 for details.
- 9 No – it is vital that a conversation takes place from the outset; students must not deliver speeches or monologues.
- 10 No, answers should be expanded and ideas developed.
- 11 The five ideas should all be covered in the order given on the card. However, it is important that related ideas are added and explored for good development of the conversation.
- 12 Yes, the teacher should ask supplementary questions about ideas arising from what the student has said. However, the teacher should not stray from the topic and all five ideas need to be covered within the time limit of 6–9 minutes.

TEACHING TIP

Please note that English speaking tests are often recorded. The teacher and the student have a discussion on a certain topic. This topic is printed on a card which contains some ideas to cover during the discussion. These ideas are often arranged in the order of difficulty, usually starting with personal experiences and moving on to more general matters. The last two ideas are normally more abstract to stretch more capable students. It is important for students to know that their general knowledge is not tested. It is their ability to maintain a conversation in English, develop their ideas, and use a wide range of grammatical and lexical structures that they are marked on.

TEACHING TIP

All speaking activities after reading and listening activities in the Coursebook are designed so that they can be used as preparation for speaking tests. These speaking sections can be easily adapted into topic cards by selecting five questions as prompts.

Speaking: activity 2

Working in the same groups as for activity 1, students look at the topic card. Give them 2–3 minutes to discuss what ideas/details they could include in their conversation. Elicit a few ideas from the whole class. You can put a few ideas on the board for later reference.

Speaking: activity 3

Students listen to two recordings. In each recording a student answers the first prompt, 'the last time you helped somebody'. Students decide which student gave better answers and why.

Answer:

Conversation 2 is more successful. The student develops her ideas better by adding examples and more details. She also uses a wide range of expressions.

Speaking: activity 4

Students look at the transcript, Recording 1. Ask them to find examples of how to expand answers. Elicit a few answers from the whole class. Then ask students to look at the Study tip box on developing ideas in a conversation to check if they mentioned all the possible ways.

Speaking: activity 5

Students work in pairs and decide who is going to play the student and who will play the teacher. They should think first what they want to say/ask. They then do the speaking activity using the card on 'Good manners'. When they have finished, ask a few pairs to have their conversation in front of the whole class. Each pair has a conversation about one of the ideas on the card. If possible, record students and analyse their performance with the whole class.

When analysing students' performance, focus on the following aspects:

- range of grammatical structures
- range of vocabulary
- fluency
- development of ideas
- pronunciation and intonation.

Extra activity

Worksheet 1

Discussion game

Students work in small groups. Each group will need a copy of Worksheet 1, a dice and a counter for each student. Students take it in turns to throw the dice. They move their counter onto the correct square and initiate a discussion with the other students based on the prompt question. The first student to reach the finish is the winner.

Alternatively, each student in the class gets one question. Students mingle and interview other classmates. They then report back to the class what the most common answers were.

Listening

Pre-listening activity

Students work in small groups and discuss what they would miss most from their country and why. Check answers with the whole class and compare students' ideas.

Listening: activity 1

Tell students they are going to listen to four short recordings in an exam-type exercise. Ask them to work in pairs and decide whether the statements about the exam-type exercise are **true** or **false**. Check with the whole class and write students' suggestions on the board. Do not

correct students' answers at this point. Then ask them to read the instructions and check if they were correct. Go through the students' suggested answers and correct the wrong ones. Elicit why the statements are true or false.

Answers:

- 1 False (*Students should read the questions before they listen.*)
- 2 False (*four.*)
- 3 True
- 4 False (*Students should only write up to three words.*)
- 5 True
- 6 False (*Students should check their answers the second time they listen and complete any answers they missed the first time.*)

Listening: activity 2

Students read through the questions and underline the key words. Draw their attention to the question words, whether there are two details required, etc.

Listening: activity 3

Play the recordings twice before checking the answers with the whole class. If students struggle to identify the answers, refer them to the transcript at the end of the Coursebook and ask them to underline the answers in the text.

Answers:

- 1 **a** bread and sunshine
b fish and chips
- 2 **a** nervous
b in a café
- 3 **a** tea with milk
b lemon AND honey
- 4 **a** his brother
b in the morning / before school

TEACHING TIP

Encourage students to keep their answers to the minimum for this type of question. Also, highlight that in some questions, two answers are required for a mark to be given. Numbers are also tested in listening papers. Students need be careful when currency is used. The correct symbol is required (e.g. £ or \$). If numbers are recorded in figures, the correct number of zeros is required (e.g. six zeros for a million).

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Project

This could be an ongoing project. This project is designed so that students are given further practice in skills and language that have been acquired in this unit.

If there are no foreign students at your school, ask students to research the aspects mentioned for a particular country. The interview could then be done as a role-play. Students take on roles of foreign students and interview each other.

As a follow-up activity, students write a thank you letter to a friend's family. Before students attempt their answers, elicit the audience, style, register and organisation. Students write their answers in class, or for homework.

Features of the letter:

- audience – friend's family
- style – letter
- register – semi-formal (neutral tone)
- organisation – suggest three paragraphs (paragraph 1 – thank the family, paragraph 2 – what students enjoyed, what they have learnt, paragraph 3 – invite the family)

Writing 1

Writing: activity 1

Students skim read the letter individually and answer the question.

Answer:

To give some exciting news, ask her friend to meet and ask for some advice on do's and don'ts.

Writing: activity 2

Students work in pairs, analyse the piece of writing and answer the questions.

Answers:

- 1 Her friend Fatma.
- 2 Informal.
- 3 Four.
- 4 Paragraph 1 – ask a friend how she is, apologise.
Paragraph 2 – give some news, arrange to meet.
Paragraph 3 – ask for advice/help on some social conventions (dos and don'ts).
Paragraph 4 – let her friend know she'll be in touch and about Julie's photos.
- 5 Hi Fatma,
- 6 Lots of love,

- 7 Yes. 'Will tweet you', instead of 'I'll tweet you' OR 'must rush now', instead of 'I must rush now'.
- 8 Yes – examples include *they're, I'm, I haven't, there's*, etc.
- 9 Yes – examples include *meet up, drop me a line, check out*.

Extra idea

While it is useful to introduce students to idioms and phrasal verbs, it is advisable to present them in context. It is also important not to overload students with long lists of idioms and phrasal verbs. Students also need to know that most idioms and phrasal verbs tend to be informal.

Vocabulary 3

Students work in pairs and find the answers in the letter.

Answers:

- 1 be in touch
- 2 guess what!
- 3 a couple of
- 4 fancy
- 5 if it's not too much bother ...
- 6 the sights
- 7 ... ask you a favour
- 8 drop me a line
- 9 what to watch out for
- 10 to check out

Writing: activity 3

Planning a piece of writing

The writing can be done for homework, but the planning is better done with the whole class.

The four main points that should be included in the answer are:

- react to the exciting news
- say if you can meet
- give some tips/advice
- say if you saw Julie's pictures and what you thought of them (optional).

Language focus

Giving advice and making suggestions

Analysis

Students work in small groups and analyse the target language. Elicit the correct answers as a whole class.

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Answers:

Expressions used to give advice / make suggestions:

- 1 You should wear something smart.
- 2 How about going to the cinema 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.
- 8 Resist the temptation to speak during meal times.
- 9 Avoid talking too loudly on your mobile on public transport.
- 10 It's a good idea to pay a compliment to the host about their house.

Extra expressions:

- 7 (used to give an opinion)
- 11 (used for polite requests)

Verb forms

For answers see the underlined verb forms in the answers above.

Extra idea

Search the Internet for a few images of various problems (e.g. somebody missing the train) and drill the key structures from this Language focus section before moving on to the exercises OR introduce some problems (e.g. 'I feel so tired today') and ask the whole class to give you some advice. This provides useful controlled practice of the target language for learners and helps them with their confidence before freer practice activities.

If students keep using the same structure in their answers (e.g. *you should*), encourage them to introduce other structures.

Practice

Exercise 1

You can do this as a whole class activity or students can work in pairs first to spot the mistakes. Project the exercise onto the board, if possible. Invite volunteers to correct the mistakes. Encourage peer correction.

Answers:

- 1 You should to take your shoes of. (2 mistakes) (*You should take your shoes off.*)
- 2 Before going abroad you'd better reserch some comon social conventions. (3 mistakes) (*Before going*

abroad, you'd better research some common social conventions.)

- 3 Allways remember watching your personal belonggings. (3 mistakes) (*Always remember to watch your personal belongings.*)
- 4 When you visit london, its a good idea to queu for the bus. (3 mistakes) (*When you visit London, it's a good idea to queue for the bus.*)
- 5 Avoid to eat food with ur hands. (2 mistakes) (*Avoid eating food with your hands.*) Note: emphasise that 'ur' is only acceptable in text messaging and to be aware of other such usage.
- 6 Resist temtation to answer the phone when your in the cinema. (3 mistakes) (*Resist the temptation to answer the phone when you're (you are) in the cinema.*)

Exercise 2

Students work in pairs and discuss what advice they would give to the people in each photo. For example, when you are travelling, you should remember to keep your wallet and passport in a secure place OR you should avoid carrying valuable things in your backpack.

This exercise could be done as a role-play too. Check with the whole class.

Answers:

(from the top, clockwise)

Situation - visiting somebody's home; possible problem - not taking your shoes off.

Situation - meeting somebody for the first time; possible problem - wrong form of greeting.

Situation - in the cinema; possible problem - talking on the phone during the film.

Situation - in a restaurant (table manners); possible problem - talking with your mouth full.

Situation - travelling; possible problem - not being careful with belongings and having a wallet stolen.

Situation - using public transport; possible problem - jumping the queue.

Situation - sightseeing; possible problem - getting lost.

Activate your English

Give students a few minutes to write down a few problems (around four or five). Tell them that they don't

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have to mention any problems that they don't want to talk about and that they can invent some instead. The students then do the role-play. One student explains their problems, and the other gives advice and makes suggestions about how to deal with their problems. When students have finished, they swap roles and do the same again.

As feedback ask some students if they received any really good advice. Alternatively, a few pairs can demonstrate their role-plays. Others have to listen and say what the problem is, what the advice is and whether the person likes the advice.

Writing 2

Writing: activity 1

Writing correction code

Tell your students that if they want to improve their writing, especially the accuracy, they have to correct their own mistakes. For this we use the writing correction code. (Note that for the correction code to work, this needs to be done consistently. If you feel there are too many symbols, you can reduce the code, but make sure you use the same symbols every time.)

First, ask students to guess the meaning of symbols based on the mistakes. Then, check with the whole class and correct the mistakes in the right-hand column.

Answers:

Symbol	Meaning	Example
Sp	spelling	I recieved your letter yesterday. (I received your letter yesterday.)
WO	wrong order	I've been never to Japan. (I've never been to Japan.)
T	tense	I never went to New York before. (I've never been to New York before.)
WF	wrong form	You look beautifully. (You look beautiful.)
Gr	grammar	He like to 'google' information. (He likes to 'google' information.)

^	a missing word	She said goodbye <u>me</u> and got <u>on</u> train. (She said goodbye to me and got on the train.)
/	extra word used wrongly	It was <u>too</u> very difficult. (It was too difficult. OR It was very difficult.)
()	extra word – unnecessary repetition	He repeated <u>again</u> his answer. (He repeated his answer.)
?	the meaning is unclear	I how him clean in kitchen with me. (Nonsensical answer.)
WW	wrong word	I <u>make</u> my homework every day. (I do my homework every day.)
R	register (formal and informal)	I'm going to get some bread. <u>Moreover</u> , I'm getting my hair done. (I'm going to get some bread. Plus, I'm getting my hair done.)
P	punctuation	<u>whats</u> your name. <u>im</u> called <u>maria</u> . <u>my</u> brother live's <u>in</u> the <u>uk</u> . (What's your name? I'm called Maria. My brother lives in the UK.)
//	a new paragraph is needed	... and waving goodbye, she left for California. <u>Many</u> years later, John had a job offer ... (... and waving goodbye, she left for California. Many years later, John had a job offer...)
✓	Well done!	I love coming here because I'm really learning a lot and I've made so many friends.

Writing: activity 2

Students work in pairs, decide what type of mistakes they are and then correct them. Check answers with the whole class. If possible, project the text onto the board.

Answers:

Hi Monica,

It was grate (**WW/Sp - great**) to hear from you. Hope your exams went OK and you passed with flying colours. I'm so excited that you come (**T - are coming**) and can't wait to meet up with you. How could you think that ld (**P - I'd**) miss the opportunity to see you?