

**Peter Lucantoni**  
Introduction to  
**English as a  
Second  
Language**  
Teacher's Book  
Revised Fourth Edition

Cambridge University Press  
 978-1-107-53276-2 – Introduction to English as a Second Language  
 Peter Lucantoni  
 Frontmatter  
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University Printing House, Cambridge CB2 8BS, United Kingdom

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Information on this title: [education.cambridge.org](http://education.cambridge.org)

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First published 2015

Revised edition 2015

Printed in the United Kingdom by Latimer Trend

ISBN 978-1-107-53276-2 Paperback

Additional resources for this publication at [education.cambridge.org](http://education.cambridge.org)

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## Introduction to English as a Second Language

# Introduction

This Teacher's Book supports the *Introduction to English as a Second Language*, Fourth edition. It is assumed that students following this course will not yet be in a position to focus on the IGCSE English as a Second Language examination itself.

The Teacher's Book provides the following:

- full guidance on how to approach all the tasks in the Coursebook
- suggestions for differentiated activities to use with mixed-ability classes
- answers to all the exercises in the Coursebook

The course provides students with a broad content-based Coursebook, exposing them to a wide variety of topics, themes and vocabulary, while at the same time consolidating essential language in the Use of English sections. Each of the 18 themed units is divided into sections, covering speaking and thinking skills, reading and vocabulary, writing, listening, use of English, and project work.

The Coursebook is divided into two parts: *The world around us* and *Human endeavour*. Each part is subdivided into units covering key questions such as How many planets are there in space?, What's an ecosystem?, Who was Ibn Battuta? and How much water do you use? Students are encouraged to learn for themselves through an inductive approach that encourages them to notice aspects of language in contextualised examples. While the book is content-based, it does not assume any previous knowledge of a particular subject. However, students are continually encouraged to work things out for themselves and to use alternative sources of information to find solutions to tasks and problems. For those in secondary or high-school contexts, they may be able to draw on other curriculum subjects.

Many units in the Coursebook contain information about learning skills. These are tips and strategies that students can apply during their learning to make it more effective. Also, every unit contains at least one Did You Know? box, which will provide students with some additional information on something they have read or heard about in the unit. Every unit also contains two Use of English sections, which highlight important areas of language and how it is used. Students are encouraged to notice examples of language in context (in the listening and reading texts) and use these as examples for their own language production, both spoken and written.

Many teachers will be working with mixed-ability groups of students. This Teacher's Book provides a variety of techniques that teachers can use to support weaker students and challenge stronger students. It may be useful to look through all the differentiated activities at the start of the course, to get an idea of the techniques suggested for various activities. Just because a differentiated activity appears in Unit 10 does not mean it cannot be applied to an activity earlier (or later) in the course.

For writing activities, no word limits are given as this will depend very much on your students' abilities. Remember that not all students need to be writing the same number of words in response to a writing task. If your students will eventually be taking the IGCSE English as a Second Language examination, the maximum number of words required is usually 150–200, so you can use this as a target for stronger students towards the end of this course. For this reason, 'sample' answers for writing tasks have not been provided.

*Peter Lucantoni*