

Unit 1Happiness and success

Overview

The main aims of this unit are to help students study more effectively by developing their spelling strategies, to help them keep work organised, and to encourage them to choose a good dictionary. This will develop their comprehension skills to improve their ability to write descriptions of friends, close relatives and people they admire from a distance.

Theme and skills

The theme of this unit is happiness. The main areas for discussion are:

- **a** personal:
 - What makes you happy?
 - If you are feeling unhappy, what kind of things can you do about it?
 - Would setting goals give you more control of your life or make you feel more pressurised?
- **b** more abstract:
 - Should the right to happiness be placed above other considerations?
 - What are the principles of a happy life?
 - Do achievement and success bring happiness, or does happiness come from inside you?

The reading items are a quiz on happiness from a popular magazine, a magazine article about one woman's way of being happy, an interview with someone who didn't learn to read until she was an adult, and comments about a high-flying young entrepreneur who supports small businesses.

Students also listen to a radio interviewer asking a journalist whether the sacrifice of personal happiness is the 'price of greatness'.

Reading comprehension is extended through work on deductive reasoning skills. Students are encouraged to describe people in a way that reveals personality and character. They learn to use more complex clauses and a wider vocabulary, and give evidence to support opinions. A wide range of reading techniques are introduced including skim reading, scanning and reading for detailed meaning.

Language work

Students' vocabulary is enlarged through work on homophones, figurative language, adjectival collocations and colour imagery.

Spelling is made easier to understand through consideration of the links between speech sounds and spelling patterns, spelling rules and silent letters. The 'look, say, cover, write, check' method is introduced as an approach to learning new spellings quickly.

The *Grammar spotlight* contrasts uses of the present simple and continuous tenses, using examples students have encountered in reading texts in the unit.

Before you begin

As this is the first lesson in the course, you may like to use a little time before you start the unit to answer students' main queries about the IGCSE in ESL course, what it involves and how the course can help them build the skills needed for success. Let them know that the end of each unit has a section of exam-style questions, followed by advice and a summary of the main areas focused on in the unit.

A What is happiness?

1 Quiz

The topic of happiness is introduced through a quiz. Tell students not to worry about each individual word but to try to understand the gist of the language. However, students may need some help with the following vocabulary: approval, ideal, hidden motive, light-hearted, hurtful, sacrifices, nasty, pursue, purpose. You could either pick this vocabulary out before students do the quiz and check its meaning with your class or encourage students to look up the meaning of these words in a dictionary. The scores are at the end of the unit.

TEACHING SUPPORT

Happiness is an abstract concept which means different things to different people. For this reason, you could



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introduce it by writing the question, 'What is happiness?' on the board before students look at the quiz. This will give them an opportunity to begin thinking about the major theme of the unit. At this stage, you may need to guide students towards ideas by asking questions, e.g. 'Does happiness come from spending time with your family or by being successful?'

LEARNING SUPPORT

Offer readers who require more support the opportunity to prepare the quiz in advance at home by reading it to check understanding and looking up any unknown vocabulary but not answering the questions, which they should still do with a partner in class. Alternatively, it may be helpful to provide a glossary for language which might hold students up (e.g. *make up* = stop arguing and become friendly again, *my heart lifts* = I become happy, *go for* = choose).

2 Discussion

A The quiz suggests that people who are living their life by a set of clear personal values are the happiest. However, as this belief may not be held in all cultures you might like to ask:

'Is self-sacrifice necessary for the benefit of family or community?'

'Is it right to put your own happiness before anything else?

B&C Encourage students to discuss the things which make them feel happy. You could suggest some specific things which make you feel happy as examples first.

It's interesting to explore what students can do if they don't feel happy. You could start by asking them to identify specific causes of unhappiness, e.g. being refused permission to stay out late, not being chosen for the school team. You could ask: 'What can help you feel better?'. Answers might be: talking to a close friend about how he/she coped in a similar situation, or deciding to forget about it by doing something enjoyable, such as absorbing yourself in a favourite hobby.

LEARNING SUPPORT

Before students discuss the questions, revise the language of discussion. Ask students how you might ask someone for their opinion, offer your opinion, agree or disagree –

e.g. What do you think about?, In my view ..., I disagree with you, I don't see it like that, to me ... and so on. You can support students by encouraging them to make use of this language in their discussion on happiness. Monitor to check that they are doing so. You can challenge students by focusing on extending conversations beyond the questions on the page by asking other questions related to the theme under discussion, e.g. 'What do we seem to have become obsessed by the idea of happiness?' 'Can anyone be happy all the time?' 'Why?' 'Why not?'

Students who struggle with discussion activities may benefit from a list of statements to agree or disagree with rather than the more open discussion offered in A. For example: It is better never to worry about what other people think of you.; If you are too individualistic, you will have no friends.; People who think only about their own happiness are selfish. These students may also need some time to think through what they will say and make notes.

When doing questions B–C, encourage students to follow the language model provided by beginning each item in their list with a gerund form.

3 Formal and informal styles

Students will be developing their awareness of formal and informal styles throughout the course. As an introduction, ask them when they think it is appropriate to use the different styles (informal for friends, school newsletters and family; more formal for newspapers and factual writing). It's also worth reminding them that serious writing will use occasional colloquialisms and idiomatic expressions.

Answers

1B 2D 3A 4C

4 Spelling patterns and speech sounds

Students need to be able to spell high-frequency words without difficulty, e.g. book, magazine, people. However, English spelling is a complex area and the occasional spelling mistake is not disastrous and will not prevent a highly able student performing well.

The letter q in English is always followed by the letter u. The sound is usually /kw/ but you may like to elicit some exceptions, e.g. *cheque*, *quay*, *quiche*, *queue*, after the students have completed the exercise.



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Answers

- 1 queen
- 2 quotation
- 3 quack
- 4 banquet

Elicit examples of other speech sounds and spelling patterns.

Examples:

ck at the end of words, pronounced /k/: lock, tick, sock ch pronounced /t]/: church, patch, change ch pronounced /k/: chemist, technology, mechanic sh pronounced /]/: shout, push, mushroom

5 Approaches to spelling

The aim here is to elicit students' previous knowledge of spelling patterns. After they have ticked the strategies they use to help them spell, ask them what they do about words they always misspell.

6 Look, say, cover, write, check

This is an uncomplicated method of memorising spellings. There is a similar exercise in every unit. It's a good idea to emphasise the simplicity of the method. When they get the hang of it, students can learn spellings effectively and with a lower failure rate than with many other methods. Of course, they'll also be using other methods, such as spelling rules and how speech sounds are linked to spelling patterns.

7 Tricky words

These tricky words are often spelled wrongly by students. Ask them to say each word aloud clearly to check pronunciation. It's useful to ask for a definition or example sentence for each word.

Students should go through the 'look, say, cover, write, check' method to memorise the spelling of each tricky word. It's important they don't miss out any steps. Once they feel confident that they have imprinted the image of the word on their mind, they should write it three times.

8 Why are words misspelt?

This exercise highlights a few of the most common problems as a starting point. You can start by asking: 'Which words do you always misspell?' Students are often

aware of their own weak points, such as confusing the endings of words which have similar sounds but a different spelling.

Encourage them to work together to brainstorm all their ideas and encourage them to think about the root of the problem.

When ps or pn begin a word, the p is silent. Other examples: psalm, pseudonym, pneumonia.

Words like *truthful* are often spelled wrongly because the addition of the suffix to *truth* sounds like 'full'. Other examples: peaceful, hopeful, playful.

Activities is sometimes misspelled because students forget the rule that a -y ending changes to -ies if the preceding letter is a consonant. Other examples: ceremonies, lorries, factories, families, babies, ladies. Words with a vowel before the final -y simply add s to make a plural: boys, holidays, highways.

The ending of *responsible* is often misspelled 'able'. Other adjectives ending in *-ible* are *edible*, *incredible*, *invisible*. But many words end in *-able*, e.g. *washable*, *reliable*, *advisable*, *excitable*, *approachable*. There is no simple rule for choosing the right ending. Tell students it's better to learn each spelling through the 'look, say, cover, write, check' method.

Calm has a silent 'l'. Other examples: talk, yolk, almond.

Committee presents problems because students are not sure whether to use a single or double m and t.

Embarrassment presents similar difficulties to committee, as does accommodation. Each of these words has two sets of double consonants

Wrist has a silent w. Other examples of a silent w: write, wrap, wrinkle, wrestle.

Encourage students to proofread their work for careless spelling errors, paying particular attention to words that present difficulties for them as individuals.

9 How helpful is your dictionary?

You may like to bring in a variety of dictionaries, or get students to pool and compare their own dictionaries, using the brief checklist as a guide.

It might be helpful to do some follow-up work on the abbreviations used in dictionaries, and the extra features some dictionaries have. These might include a key to pronunciation, tables of weights and measures, or explanations of common acronyms.



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You can integrate dictionary work with other projects and in other curriculum areas. Students sometimes respond best to dictionary work which is linked to practical applications (as part of a reading comprehension or during a writing task, for example) rather than work on a dictionary for its own sake.

10 Getting organised

When students start a new course of study, they need to be well-organised. Remind students that the work in the course is sequential and they need to keep lesson notes carefully, as they will need them later. Showing how a file can be organised (e.g. with dividers), perhaps using a well-kept file as an example, can be very helpful.

Some teachers like to set a special, regular time for organisation of course notes and spelling/vocabulary books.

B Happy not to be a high-flyer

1 Before you read

- A Eliciting students' responses to the photograph is a good way to introduce the topic of describing people. Tina has a warm smile. You might like to elicit other collocations for smile, e.g. a shy smile, a bright smile, a friendly smile. You could ask students to study Tina's eyes for clues to her character, e.g. 'Does she look confident/cold/ secretive/shy/warm/nervous?'
- **B** The articles comes from a women's magazine and features an interview with a woman who doesn't believe in sacrificing everything to achieve success.

Vocabulary check: answers

a priority: something you think is more important than other things

insignificant: of little importance

trivial: similar in meaning to insignificant

2 Comprehension check

Answers

- 1 They feel she could achieve more / she is only an assistant.
- 2 her family
- 3 because she realises more responsibility at work would involve too many personal sacrifices
- 4 Her attitude to life is positive. She makes the most of the life she has.

3 Principles of a happy life

Explain to students how to skim read, if necessary. It requires reading quickly to get the main idea, without pausing to focus on individual detail. Students may disagree about some of the principles in the list, and it will be interesting to explore why. For example, you could ask:

'Is it really a bad idea to try to impress other people?'

'Is it always harmful to regret decisions you made in the past?'

LEARNING SUPPORT

Check whether all students understand and can explain to their peers the word *principle* – if necessary, explain that a *principle* is a rule or belief that someone lives by, e.g. *John doesn't believe in putting money before people. He won't compromise his principles just to be successful.* As a means of checking understanding, elicit examples of other principles, e.g. being kind to others. Once students have skim read the list of principles, you may want to check that they understand **key language** including *regret something* (to be sorry or sad about something you did), *envy someone* (to feel that you want something that someone else has), *status*, *material possessions and achieve*.

4 Finding examples

Remind students that scanning a text means a search through the text looking to spot evidence, sometimes going back as well as forward. (The comparison with having a brain scan or baby scan in hospital might be useful.)

The discussion will be useful as students often find matching abstract ideas to concrete examples hard because it involves thinking about how theories can be applied in practice. Ask them to concentrate on getting their message across in the group, rather than on grammatical accuracy. After the groups have thought through their ideas, you may like to elicit the main points and write them up for everybody.

Possible answers

She says her mother wanted her to have a job with more status but this hasn't troubled her. This shows she doesn't hold resentment against her parents.

She says her relationships are more important to her than academic or career success, which shows she doesn't value status or material things more than people.



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She says she realises how tied down she is when friends go off travelling, but she accepts that she cannot do this. This shows she doesn't envy other people.

She says she doesn't want a more senior role at work because that would mean another part of her life would suffer. This shows she is realistic about what she can achieve.

The pleasure of her job comes from feeling it's worthwhile rather than the status of it, which shows she has chosen a job which gives her real satisfaction.

5 Sharing ideas

The concept of 'happiness principles' will vary according to the interests and maturity of your group. Extra ideas to discuss could be:

Don't let small worries take over your life.

Do try to take responsibility for solving your problems.

Do give the important people in your life most of your attention.

Don't spend time with people who make you miserable.

Do try to be peaceful.

6 Discussion

You could introduce the discussion topic by asking students:

'How far is it worth giving up daily pleasures in order to have success later?'

'Can you have everything? Is part of maturity accepting that you can't?'

7 Goal setting

In this exercise, students explore the value of setting goals. You can focus the exercise by giving further examples of immediate goals (telephone a friend, return library books), medium-term goals (complete school project, save up for new clothes) and long-term goals (train as a pilot, have a house of my own).

The exercise could open into an interesting discussion about when you should change your goals. You could ask: 'What would you say to someone whose goal was to become a ballet dancer/athlete? At 14 he/she is told he/she's too tall/ the wrong build to ever be successful.'

8 Figurative meanings

There are many idioms in English. You could introduce the exercise by adapting a phrase from the reading passage:

'When Tina's friends travel abroad, she feels tied down.' You could ask 'Is she tied down by ropes or is it just a feeling?'

Answers

- wrestling
- 2 lifts
- **3** fighting
- 4 broke
- **5** battling
- **6** buried
- 7 crippled

Some other common expressions are:

a broken heart, an explosive argument, a stormy relationship.

It would be very interesting to elicit examples of figurative expressions in the students' own language(s).

TEACHING SUPPORT

'Figurative language' describes words or phrases which are not literal in meaning. Another word for figurative language is *metaphor*. If we tell someone, '*you're a star*' we are not suggesting that they are a ball of burning gas in the night sky, but that they are brilliant or special in some way. That is, they seem to shine. We use figurative language or metaphor to make a comparison between things or people and suggest that those things or people share a particular quality.

What we see in this exercise is metaphors in the form of verbs, e.g. to bury yourself in your work, to fight the authorities. Everyday language is often made up of such metaphorical words and phrases, but we don't notice because they have been part of our language for so long.

LEARNING SUPPORT

Allow students who require **support** to focus initially on just three examples (e.g. 1, 3, 5). They should use a dictionary to check the original, literal meaning and discuss with a partner what the figurative meaning is. What do these three examples have in common? All three verbs are associated with fighting, and express the idea of facing something difficult.

9 Homophones

Check your students' pronunciation of the homophones as it is important that they produce sounds which are exactly



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the same. Sometimes students confuse minimal pairs, e.g. *still/steal*, *live/leave*, with homophones.

Answers

- 1 place
- 2 pain
- 3 peace
- **4** whole
- **5** allowed
- **6** pear
- **7** sight
- 8 There
- **9** four
- **10** sore

10 More homophones

Answers

- **1** steel
- **2** mail
- **3** you're
- **4** weak
- **5** our
- **6** bare
- **7** tale
- 8 sail
- 9 pour/pore
- 10 whale

The English language has a relatively wide variety of homophones. Again, it would be interesting to elicit examples from your students' own language(s).

C The price of greatness

1 Before you listen

TEACHING SUPPORT

See the Introduction for a general approach to helping students with Listening tasks.

The listening is an interview about the theories in a book *The Price of Greatness*. The speaker suggests that a disproportionate number of great thinkers have suffered from ill health or genetic disability, or come from lonely, stressful backgrounds. The speaker ends

by suggesting that ordinary children can do very well through hard work.

The pre-listening exercise gets students thinking about someone they admire and exploring reasons for their views. Remind them, as always, to keep their notes as they will need them later.

(The photograph is of Nelson Mandela.)

2 Vocabulary check

Answers

1E 2H 3G 4A 5C 6D 7F 8B

3 Listening: Radio interview (1) CD 1, Track 2

The comprehension questions focus on the attitudes of the speaker and the interviewer. This is an area which is very challenging for IGCSE students as it requires an appreciation of difficult aspects of language, such as inference.

Let students hear the whole conversation through once to get the gist. After they have listened, you could ask some basic comprehension questions such as 'Does Steve think great thinkers had happy lives? Why/Why not?'

Let them listen a second or third time, pausing the recording if necessary. When you check the comprehension, replay any parts of the conversation which students are confused by.

LEARNING SUPPORT

To **support** students who need extra help, provide them with a short list of easier, factual true/false questions for use on first listening, which will contribute to the understanding of the more difficult multiple choice questions later. For example: *The book is about sacrificing happiness to achieve great things*. (True); *Most gifted people had an easy childhood*. (False), etc. Break the listening into sections, and allow the students to confer and check understanding after each section. Then, before moving on to the multiple choice questions, give the students plenty of time to full understand the wording of the questions, which may itself be challenging. If students are still struggling after repeated listening, give them copies of the sections of the audioscript which contain the answers and allow them to follow this as they listen.

Answers

1b **2**a **3**c **4**b



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AUDIOSCRIPT they didn't go on to split the atom (or) whatever. Listen to this radio interview and choose the best answer for each question. S: It's the combination of many factors that's important. Obviously, many people **INTERVIEWER:** And time now for our interview of the day have got ... got problems but are not and my guest in the studio this afternoon is Steve Bowman. Steve's been reading an going to be the next Nobel prizewinner. With great achievers, you can't just absolutely wonderful book, so he tells me, all about how you may have to sacrifice a pick out one or two factors. It's a very complex web. lot of personal happiness if you genuinely want to achieve great things. Steve, what's What other factors might you reasonably l: the book called and can you please tell us expect to find? what makes great achievers different from Clever but frustrated parents, erm, S: everyone else? possibly brothers and sisters who they STEVE: Well, the main thing as I understand in this may have close but difficult relationships book, *The Price of Greatness* by Professor with, all these factors ... Ludwig, which is truly a fascinating study But you would expect these ... well, these l: of great and original thinkers, Einstein, Picasso and so on, is that they have an setbacks to be, er, very damaging to their enormous ... an enormous inner drive to future chances, wouldn't you? And you're saying they were not, in fact? succeed. It seems that such children suffered S: l: Hmmm. Far higher, you'd say, than the from a feeling of ... well, a ... a feeling average person? of inferiority, of not being good enough, S: Much higher. And then there's the inborn which pushed them onwards to achieve talent. It's suggested in the book that you more and more. need a precise blend of brain chemicals Hmmm. So as adults, many of them l: which are inherited. will have ended with a very unhappy So parents do play a part? l: emotional life though, won't they? S: Yes, indeed. But what is a lot more They've probably suffered from depression S: surprising is how much ... how much ... what Professor Ludwig calls a sense of the environment plays in extraordinary psychological unease. achievement. Most people aren't aware of 1: Well, Steve, you've told us about the the setbacks these people suffered. Did very many drawbacks these people you realise that a huge number of gifted have. What does the budding genius people lost a parent before the age of seem to need? fourteen? Others suffered from, you know Peace and quiet. They need to bury S: ... a genetic disability of some kind. Or themselves in work. As children, they're had a major illness like polio or TB before loners and spend a lot of time by adulthood. themselves. So Steinbeck wouldn't have become a 1: And what might you tell parents who l: great writer if he hadn't had pneumonia as might ... well, you know ... might like to a teenager? think they're bringing up the next Nobel S: That sort of idea, yes. prizewinner? 1: Ah, well, I... I don't know. Surely a great S: If you want your child to be well, you many people got terrible illnesses, they know, well adjusted, forget about

lost a mum or dad – well especially

if you're talking about the past - and

greatness. If you want your child to be

kind to others and what have you,

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you're cutting down your child's chances to excel.

Do any of us want children growing up burdened with ... well you've described it very well as psychological unease?

S: Yes, it ... it may be that the ... the sacrifice of personal happiness may indeed be the price of greatness. But, er, I wouldn't say that you ought to stop trying to achieve your potential. Er ... think of it this way: you might have an ordinary kid, who, well, mightn't be the next superstar, the next Picasso, but everyone's got their own ... their own individual potential. You've got to make the most of that.

I: So how can ordinary children fulfil themselves?

S: Studies have shown that ordinary children who are well balanced in their lives but achieve a lot – they play football for school leagues, or win prizes for chess, art, music or whatever – well, it's five per cent talent and the rest is hard work.

I: Ah ha! So you're saying you don't have to give up all enjoyment – it's important to

keep a balance, isn't it?

That's right. You can still have time to do

the things you want to do.

I: Thank you, Steve. It's good to end on that positive note.

4 Post-listening discussion

- A Students could relate the question to examples of well-known achievers in their own culture(s).
- B It will be very interesting to hear students' responses to the idea that ordinary children can reach a high standard of achievement mostly through hard work. Encourage them to explore how far other factors, apart from talent, can help achievement, e.g. a good teacher, financial support, parental encouragement.

5 Apostrophes (1)

This exercise is to be done deductively, as students will probably know something about the use of apostrophes. Encourage them to work together to work out why

apostrophes are used here (to show the omission of letters).

You could extend the exercise by writing on the board a few examples of sentences without contractions and asking students where the apostrophes would go if contractions were used, e.g.

He might have told us he would be late.

They were not happy with the results.

Pronunciation

Even when students are able to hear contractions, they frequently have difficulty incorporating them in their own speech. Remind them that using a non-contracted form (e.g. *She would not come*) conveys meaning accurately, but it sounds much less fluent than the use of a contracted form.

6 Apostrophes (2)

The aim of this exercise is to reflect the main problems IGCSE students have with the apostrophe. These are:

- **a** using it whenever there is a plural, whether or not possession is signified
- **b** failing to put the apostrophe where the missing letter or letters would be in a contraction
- c confusing the position of the apostrophe when it is used to show possession. Remind students that if the noun is singular, 's is added: my mother's garden. If the noun is plural ending in s, an apostrophe is added after the s: my parents' house. But students are often confused by plural nouns which do not end in s; these need 's: the people's leader, a children's home.

You could extend the exercise by writing up a few phrases which show possession without apostrophes, e.g.

a field belonging to a farmer

a dining room for students

a library for children

a dress belonging to Mary.

Then ask students to substitute phrases which use apostrophes, e.g. *a students' dining room.*

7 Correcting sentences

Answers

- 1 The teachers listened to Carol's views.
- 2 They've bought a new car.

S:



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- **3** I went to my mother's office.
- 4 Please don't touch the babies' clothes.
- 5 It's hard to explain the programme's success.
- 6 She works in the women's ward of the hospital.
- **7** He's training to be a ladies' hairdresser.
- 8 You'll find her in the teachers' workroom all the staff go there.
- **9** He might've become the next Einstein.
- **10** She couldn't understand why her cat had lost its appetite.

Monitor students' pronunciation of these sentences.

8 Speculating about a photograph

The aim of this exercise is to develop students' ability to describe people. They study a photograph of Alex (who is a composite character, not a real person), invented to develop the theme of finding happiness in your own way. Alex is a high-flying young entrepreneur who has found happiness through using his skills to help people start businesses in areas of high unemployment. Students may like to discuss the challenges and risk involved in investing in such enterprises and the benefits it could bring, not only to individuals but to families, communities and the local economy. They may like to contribute ideas about family businesses they know about and the difficulties they can face.

In addition to providing a physical description, students need to be able to describe character and give reasons for their opinions, so this is a good opportunity to widen their vocabulary and help them express opinions.

You can prompt them where necessary, e.g.

'Does he look as if he has had a hard life?'

'Does he look disappointed?'

'Does he look as if he could cope in a crisis? Why/Why not?'

9 Describing personal qualities

This exercise will help to develop students' powers of deductive reasoning. It builds on the skills they developed earlier, in Exercise 1.B.4, where they looked for practical examples of 'happiness principles'.

Answers

1 yes **2** yes **3** no **4** yes **5** yes

6 no 7 yes 8 yes 9 yes 10 no

You could discuss why answers are right or wrong and get students to supply evidence from the comments about Alex.

10 Discussion

The discussion could be extended to think about the qualities necessary for achievement. It would be nice for students to consider whether their particular heroes/heroines have these qualities. You could ask them for practical examples of the way the qualities are expressed.

11 Drafting a paragraph

Students should write a paragraph describing Alex. They can mention his appearance and describe his qualities.

Possible answer

A possible paragraph could run something like this:

Alex looks relaxed and casual but he is very determined and hard-working. He has great optimism and belief in the resilience of people to overcome problems and make a business idea into a success. He wants to make the world a fairer place and to help others start their own businesses. He believes in himself and can tolerate criticism. Even if some business projects fail, he perseveres to do what he thinks is right. (74 words)

Encourage students to discuss their first draft with a partner. Remind them that rewriting is not a sign of failure, but simply part of the writing process.

D Obstacles and challenges

1 Expressing fears and giving someone confidence

TEACHING SUPPORT

Before students begin this exercise, write the word *obstacle* on the board. Drill its pronunciation / pbstək(ə)l/ and then check that students understand the meaning of the word. An obstacle refers to anything that blocks someone's path and stops them from making progress. This could be an actual object, e.g. *The competitors have to get past six obstacles on the track in the fastest time*. Or it could be



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something abstract, e.g. *My brother's lack of confidence in himself has been a real obstacle in his life. It's even stopped him from applying for certain jobs.*

Students study and practise the functional language in pairs. You could elicit from them the things they get anxious about.

You might like to elicit other phrases students may know to express fear, e.g. *I really dread ..., I panic when I think about it.*

LEARNING SUPPORT

While more confident students can be **challenged** to expand their dialogues into mini conversations, students who require additional **support** could focus on one (or two) simpler dialogues. They could then swap partners with another pair so they have a further opportunity to practise the language.

TEACHING SUPPORT

See the Introduction for a general approach to helping students with Speaking tasks.

Practice

Students can practise expressing fears and giving reassurance in pairs. You could ask a pair of students who have done particularly well to perform an example to the whole class.

2 Pre-reading discussion

Students are going to read an article about a woman who was illiterate. She explains how her unhappy school days resulted in not learning to read. She disguised her problem, not even telling her husband, until the headteacher at her daughter's school asked her to take a job as a paid helper. The headteacher had recognised Monica's illiteracy and helped her to learn to read. Now Monica works as a 'parent-educator'; she involves parents in the education of their children.

3 Vocabulary check

Answers

bullied: when a person is frequently hurt physically or emotionally

illiterate: unable to read or write

volunteer: person who works without pay, often for a charity

4 Reading: Textual organisation

TEACHING SUPPORT

See the Introduction for a general approach to helping students with Reading tasks.

Before students start reading, you could ask them to predict something about the content of the article from the title.

LEARNING SUPPORT

For students who need more **support**, pre-teach vocabulary from the text or prepare a glossary for them to refer to. Items might include *to fool somebody, to dare to do something, to disguise, take over, unaware, struggles, pushy,* etc. Have them read, match and check the first three paragraphs only (to line 47) before completing the text. If possible, since this is a long text, it may be helpful for struggling readers to read the text at home ahead of the lesson but complete the activities in class.

Answers

A7 B2 C1 D5 E3 F6 G4

5 Comprehension check

Students may reflect on the fact that illiteracy is a problem, even in richer countries. Encourage them to empathise with the embarrassment Monica felt and understand why says she could not 'join in the life other people were living'.

Answers

- 1 She disliked school because she felt like a failure / the other children made fun of her / she did not understand the lessons.
- 2 Monica hid the fact she couldn't read by saying she'd left her glasses at home, or she'd carry a book or newspaper around and pretend to read it.
- **3** i She was terrified.
 - **ii** Students could infer that the headteacher noticed qualities such as empathy and natural intelligence that made her ideal for teaching.
- The writer's attitude is positive, which is shown through numerous examples the author gives of



Unit 1: Happiness and success

Monica's strength of character and the admiration she has earned from Sally

- **5** The third statement is incorrect.
- **6 a** 120
 - **b** 130
 - c April
 - **d** January, March, September
 - **e** November

6 Vocabulary: Odd one out

Answers

- 1 confident
- 2 angry
- 3 shy

7 Post-reading discussion

Monica took responsibility for changing herself from an insecure, illiterate woman to the person she is today. Her happiness seems to come from having satisfying work, being able to join in with ordinary life and from her daughter's success. Her 'achievements' are linked to her personal qualities. She is able to persevere to reach a goal, to be honest about herself, to give to others and to show warmth. In this sense, her happiness has come out of the person she is.

An interesting theme to draw out in discussion is 'How can someone with a low self-image gain self-esteem?' You could link the responses to the example set by Monica.

International overview

Answers

- **1** 17%
- **2** poverty, unemployment and ill-health.
- 3 Encourage any suggestions relating to a stronger economy, more international trade, and a healthier, better qualified and more fulfilled population.
- 4 The United Nations agencies have reliable figures on national literacy rates.

You could also discuss why more women than men are illiterate, eliciting ideas such as the fact that, in many countries, girls are expected to devote a lot of time to very basic household and family duties, e.g. fetching water and fuel to cook with, thus robbing them of time to go to school. Also, in some countries, schooling is very expensive and the opportunity is given to the male members of the household.

As always, encourage students to relate the information to the situation in their own countries. You could point out that in many of the world's affluent nations, it was the custom to give priority to boys' education until relatively recently.

8 Describing people

Sweet tells us that Monica's husband was a kind and thoughtful man. Sometimes, one adjective can provide just the right amount of information. The important thing is to choose the adjective which you think best describes someone or something.

The description of Sally's smile suggests that her relationship with her mother is a very close one. The writer conveys this to the reader by the use of the adjective *warm*, which suggests affection or kindness.

9 Using a wide range of adjectives

The aim of this exercise is to look at a variety of ways of describing people. Remind students to focus on both appearance and character. Elicit other examples of adjectives and adjective compounds.

TEACHING SUPPORT

See the Introduction for a general approach to helping students with new vocabulary.

LEARNING SUPPORT

To **support** students, offer some practice with forming compound adjectives to reinforce understanding. For example: a man with grey hair (*grey-haired*), a woman with a kind heart (*kind-hearted*), a bus driver with a bad temper (*bad-tempered*); someone who looks cross (*cross-looking*), someone who looks friendly (*friendly-looking*), someone who looks scary (*scary-looking*).

10 Adjective collocations/11 Positive and negative

Instead of working in pairs, students could be divided into four groups and each group assigned to one of the headings.

Answers

Appearance

slim ✓, plump ϛ, well-dressed ✓, elegant ✓, scruffy ϛ, overweight ϛ, skinny ϛ



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Hair

wavy, straight, curly, frizzy 🗴

Voice

deep, grating x, husky, quiet, high-pitched, gentle ✓

Character

shy, placid, ambitious, tolerant ✓, absent-minded, quiet, self-centred ✗, dreamy, mean ✗, altruistic ✓, generous ✓, considerate ✓, outgoing ✓, gentle ✓, argumentative ✗, bad-tempered ✗, domineering ✗, humorous ✓

Point out that the connotation of some words is subjective, e.g. *ambitious* will sound positive to some people and negative to others.

12 Negative prefixes

It's useful to compare the way opposites are formed in English with students' own language(s).

Answers

irresponsible

disloyal

immature

insecure

untrustworthy

unreliable

inefficient

unhappy

dishonest

13 Colour

Focusing on the role of colour in appearance will help make students' writing more vivid. You could ask them to link each other's colouring and clothes to images in the natural world.

Being creative

Students could read their sentences aloud to each other for fun and feedback.

14 Developing your writing style

The following sequence of exercises builds on the earlier work on adjective collocations. The exercises will help students structure more complex sentences and bring variety into their styles of writing.

Make sure students understand the meaning of the individual words in each quotation when they underline the clauses.

15 Conveying character traits

This exercise helps students understand how writers achieve their effects. Let them know that the extract describes an adult, not a child, before they begin to study it.

Analysing how a writer achieves his/her effects is very challenging. You will probably want to monitor students' analysis quite closely, prompt them with questions where necessary and give feedback on their work.

For example, through the description 'She was a tall, fragile-looking woman in a pretty blue hat that matched her eyes' the writer conveys the impression that the woman is feminine. To help students understand this, you could ask 'Do you think she would be the type of woman who would be a tough businesswoman? Why/Why not?'

You could ask 'What does the fact that she is wearing a pretty blue hat that matched her eyes suggest about her?', eliciting that she is carefully dressed, perhaps in a slightly old-fashioned or traditional way. The choice of the word pretty suggests that the hat is attractive but not too bold. 'Is blue an exciting or a quiet, soothing colour? What does that tell us about her?'

16 Writing your own description

TEACHING SUPPORT

See the Introduction for a general approach to helping students with Writing tasks.

Give students up to 20 minutes to write their descriptions. Encourage them to use what they have learnt in Unit 1, e.g. clauses with *which/that* and adjective collocations.

Feedback

Encourage students to give constructive feedback. They should say what they liked about a description, e.g. *I liked the way you said Simon puts his downloads into alphabetical order. That gives us a real sense of what he's like.* If they disliked something about a description, they should say how they think it could be improved, e.g. *You described Simon as 'trustworthy'. I'd have liked more information about why he is someone you can trust.* For example, *'I liked the way you showed that he is a methodical person by explaining that he keeps all his DVDs and books neatly, and in alphabetical order.'*