

Peter Lucantoni

Cambridge IGCSE®  
**English as a  
Second  
Language**

Teacher's Book

Fifth edition



Completely Cambridge  
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Cambridge qualifications

**Peter Lucantoni**

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# **English as a Second Language**

## **Teacher's Book**

**Fifth edition**



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# Introduction

This Teachers' Book supports the Cambridge IGCSE English as a Second Language Coursebook, fifth edition.

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 the exercises in the Coursebook
- sample answers to many of the questions
- marking grids, grading criteria for Core and Extended writing and speaking

The Coursebook is divided into 16 units, with each one focusing on particular aspects of the Cambridge IGCSE English as a Second Language syllabus. Speaking skills are integrated throughout the book and are practised through discussion work, role play and specific tasks. While it is probably best to follow the units consecutively, there is no reason why teachers should not focus on a particular language skill or exam question. Videos are not representative of exam conditions. Teachers should refer to published materials or previous educational tests for precise details when practicing speaking tests if necessary, if the same person is not the examiner at the time.

The material becomes progressively more challenging, with longer and more advanced reading and listening texts in the second half of the book. The exercises in the 'Further practice' section of each unit are particularly useful for revision, for

early finishers or for practice outside the classroom, and the exam-style questions at the end of each unit could be used in class to give students a feel for the examination itself. Note that the word limit for writing activities is 100–150 for the Core curriculum and 150–200 for the Extended curriculum. Throughout the resource you will find suggested words for most of the exam-style questions, including examples from both the Core and Extended curricula. The author is wholly responsible for the answers to the exam-style questions.

In a progressive step-by-step approach of Cambridge IGCSE English as a Second Language – including Top Tips that focus on key areas and Language Tips that highlight specific vocabulary and grammar items – will help to build students' confidence in all the main skill areas, while also developing the techniques and additional skills necessary for success.

For each activity, suggestions are made about whether students should work on their own, in pairs, in small groups or as a whole class. These are offered as guidelines only – the amount of time available and the number of students in the class will determine the best approach. However, it is a good strategy to include activities within different group sizes within each lesson; this offers variety and gives students the opportunity to interact in different ways. To promote communication, try not to interfere too much when students are working together (whether in pairs or in small groups), but do not fail to provide support if requested. You can, of course, make notes to deliver as feedback once students have completed the activity.

# Assessment criteria for writing and speaking

Below are the criteria for Cambridge IGCSE English as a Second Language writing and speaking. For full details go to the Cambridge International Examinations website.

## Writing

Marks	Content (maximum 8 marks)	Marks	Language (maximum 8 marks)
7-8	<p><b>Relevance</b></p> <ul style="list-style-type: none"> <li>Instructions are followed.</li> <li>Consistent appropriate style and tone for the text type.</li> <li>Excellent sense of purpose and audience.</li> </ul> <p><b>Development of Ideas</b></p> <ul style="list-style-type: none"> <li>Writing is fully developed at an appropriate length.</li> <li>Meaning is communicated skillfully and effectively.</li> </ul>	7-8	<p><b>Range and accuracy</b></p> <ul style="list-style-type: none"> <li>Advanced range of high and low frequency vocabulary used competently.</li> <li>Advanced level of complex and simple sentence structures used appropriately.</li> <li>A considerable level of language accuracy throughout some areas may remain, but they do not hinder communication of ideas or meaning.</li> <li>The errors present relate to low frequency vocabulary and more complicated structures.</li> </ul> <p><b>Organisation</b></p> <ul style="list-style-type: none"> <li>Consistently well-organised and ordered.</li> <li>A varied range of connecting words and other cohesive methods used consistently.</li> </ul>
5-6	<p><b>Relevance</b></p> <ul style="list-style-type: none"> <li>Instructions are followed.</li> <li>Generally appropriate style and tone for the text type.</li> <li>Generally good sense of purpose and audience.</li> </ul> <p><b>Development of ideas</b></p> <ul style="list-style-type: none"> <li>Writing is developed at an appropriate length.</li> <li>Meaning is generally communicated clearly.</li> </ul>	5-6	<p><b>Range and accuracy</b></p> <ul style="list-style-type: none"> <li>Advanced range of high frequency vocabulary used competently. Attempts to use some lower frequency vocabulary.</li> <li>Advanced range of simple sentence structures used competently. Attempts to use some more complex sentence structures.</li> <li>A good mastery level throughout. Some errors are present, but these usually do not hinder communication.</li> <li>The errors present usually relate to low frequency vocabulary or more complex sentence structures.</li> </ul> <p><b>Organisation</b></p> <ul style="list-style-type: none"> <li>Often well-organised and ordered.</li> <li>A varied range of connecting words and other cohesive methods used appropriately.</li> </ul>

Marks	Content (maximum 8 marks)	Marks	Language (maximum 8 marks)
3-4	<p><b>Relevance</b></p> <ul style="list-style-type: none"> <li>Instructions may only be partially followed.</li> <li>Reasonable appropriateness style and tone for the text type; but this may not be consistent.</li> <li>Sense of purpose and audience.</li> </ul> <p><b>Development of ideas</b></p> <ul style="list-style-type: none"> <li>Some development of writing, but this may be repetitive or insufficient in some areas.</li> <li>Vocabulary is too limited resulting in lack of clarity in places.</li> </ul>	3-4	<p><b>Range and accuracy</b></p> <ul style="list-style-type: none"> <li>Mostly uses high frequency vocabulary reasonably and appropriately.</li> <li>Mostly uses simple sentence structures, usually appropriately.</li> <li>Unreliable accuracy level throughout. Some errors result in loss of communication.</li> <li>Fairly present when using some high-frequency vocabulary or simple sentence structures.</li> </ul> <p><b>Organisation</b></p> <ul style="list-style-type: none"> <li>Reasonably organised and sequenced.</li> <li>Some connecting words and other organisational methods used reasonably appropriately.</li> </ul>
1-2	<p><b>Relevance</b></p> <ul style="list-style-type: none"> <li>Instructions may only be partially followed.</li> <li>Style and tone for the text type may be inappropriate.</li> <li>Inappropriate sense of purpose and audience.</li> </ul> <p><b>Development of ideas</b></p> <ul style="list-style-type: none"> <li>Limited attempt to develop writing; there may be gaps, irrelevance and/or repetition.</li> <li>Limited attempt to communicate meaning; lack of clarity in places.</li> </ul>	1-2	<p><b>Range and accuracy</b></p> <ul style="list-style-type: none"> <li>Limited use of vocabulary.</li> <li>Limited use of sentence structures.</li> <li>Lack of control of vocabulary. Meaning is generally unclear.</li> <li>Errors occur when using common vocabulary and simple sentence structures.</li> </ul> <p><b>Organisation</b></p> <ul style="list-style-type: none"> <li>Organisation lacks order.</li> <li>Limited attempt to use connecting words or cohesive devices.</li> </ul>
0	No response worthy of credit.	0	No response worthy of credit.

## Speaking

Give a mark out of 10 for each category (structure, vocabulary, development and fluency), and then add these marks to give an overall total out of 30.

Mark	Structure	Vocabulary	Development and Fluency
9–10	The student demonstrates their ability to use a range of sentence structures accurately, consistently and confidently.	The student demonstrates fluency, confidence and vocabulary to respond to questions with accuracy and understanding. Meaning is conveyed with precision, and some sophisticated ideas are communicated.	The student demonstrates a confident ability to maintain the conversation and to contribute spontaneously. The student can respond to challenges in the direction of conversation. There is clarity in pronunciation and intonation.
7–8	Sentences structures are mostly sound, but are not used frequently accurately or with confidence. There are some errors when more complex sentence structures are attempted.	There is a less consistent range of vocabulary to convey meaning and confidence is limited.	There is a lack of fluency and at length which makes frequent pausing unnecessary. The student can hold a simple conversation, and pronunciation and intonation are generally clear.
5–6	The student can use simple structures effectively but have some difficulty venturing beyond them.	Vocabulary conveys simple ideas and is sometimes with clarity. Errors are somewhat noticeable, and only partial competence is evident.	The student attempts to respond to questions and examples. This leads to additional prompting is necessary to develop the conversation. There is some lack of clarity of pronunciation and intonation, but it is unlikely to impede communication.
2–4	Sentence structures will largely be very simple, limited and with some errors, which will hinder communication.	Vocabulary is not particularly varied and there is difficulty in conveying simple ideas. There is hesitation and incoherence.	Responses are short and widely spaced. There is little chance to be encouraged to develop brief responses and continue the conversation. Pronunciation and intonation cause some difficulties in communication.
1–2	Some attempt at a response will be made during conversation. Attempts at structured sentences will rarely achieve satisfactory communication.	Vocabulary will generally be insufficient, extremely simple, or absent.	Responses are so brief that little communication. The student hardly engages in conversation. Pronunciation and intonation will cause serious difficulty for the interlocutor.
0	Completely muted/no attempt at a response.	Completely limited/no attempt at a response.	Completely muted/no attempt at a response.



# Focus on reading: skimming

**NOTE on Assessment Objectives (AOs) for Reading and Writing Exercise 1:** In reading activities which assess skimming and scanning skills, students read a text (for example, an article, blog or web page) and answer a series of questions with short/long, a word or answers. This type of activity requires students to identify the relevant information (RI).

## Learning objectives (LOs)

There are five LOs in every unit. The first LO always focuses on the video which students watch and respond to at the start of the unit, while the other four LOs highlight the particular skills which students will use and develop throughout the unit. It is essential for students to understand the purpose of the unit, so the LOs box is important.

**Suggested activity:** Start every unit by focusing for a few minutes on the LOs box, making sure that students understand what they are going to be doing. Using the first LO as an example, ask students to identify where in the unit they can find the activities for the other four LOs. Get students to say which of the activities appeal to them the most, and ask them for reasons.

## A Watch, listen and talk

**Note:** In the new Third Edition, Section A in every unit is called Watch, listen and talk. Students will watch and listen to some IGCSE students talking about the unit's main topic, and carry out a task. These tasks will be quite broad in scope, asking students to make notes rather than answer comprehension questions. Then, after watching and listening, students have the chance to talk to each other about the task they completed, and to introduce the new ideas about the topic. This section provides an important introduction to the unit, and links directly to Section B Speaking and vocabulary.

### 1a Whole class then alone

Explains that your students are going to watch and listen to some IGCSE students talking about their free time. The videos are unsolicited, i.e. the students were asked to respond to some prompts and to speak freely, without knowing who. As your students watch and listen, they should make notes about three things that the speakers enjoy doing, and three things that they do not enjoy doing in their free

time. Play the video a second time so that students can check or add to their notes.

### Differentiated activities

**Note:** Use differentiated activities to help support and challenge your students. Apply differentiated activities from the earlier units as you progress through the book. Just because an activity appears in Unit 1 does not mean that you cannot use it somewhere else.

### Support

- i Provide a list of five/six possible answers. Students listen for the ones which the speakers actually mention (or during translation).
- ii Give students up to two minutes to read the video script in place of the text of where the text is brought in the Coursebook of the Coursebook before they watch the video. This will give them an idea of what to expect, which will support them while they watch and listen.

### Challenge

- i Allow stronger students to listen to and watch the video during the first playing. This will increase the challenge and encourage students to listen more carefully. Make sure these students are allowed to watch the video during the second playing.
- ii Students expand on their notes, adding one or two extra details for each speaker.

### Answers

- a things that they like to enjoy doing (any three from: drawing, painting, engraving, arts and crafts, creative writing, lying on the beach, laying on the grass, reading books (includes comic books and reading novels), swimming, playing tennis, watching a band perform, Three things that the students do not enjoy doing: going on the computer, playing video games, shopping,

### 1b Pairs or small groups

Depending on the size of your class, put students into pairs or small groups. They can discuss their notes and then talk to each other about the things that they like and do not like doing in their free time. Do not interfere too much, but make sure you get feedback from the class so that they know their efforts have been noticed. If time permits,

You could write their ideas on the board and rank them according to your students' preferences.

## B Speaking and vocabulary

**Note:** In this new fifth edition, Section B in every unit is called **Speaking and vocabulary**. There is a specific C tip to Section A, and the unit topics are expanded further. Students are introduced to key vocabulary, and are given the opportunity to not only talk more about the topic, but also move into other areas of discussion relating to the topic. Very often, there are no right or wrong answers and it is worth pointing this out to students. Encourage them to speculate to discuss their ideas and to give reasons for their choices.

### 1 Pairs or small groups

In this type of question, when students write down their words or phrases, do not worry too much about language accuracy, as this may create a barrier to creativity. Use the question *What do these pictures show?* to promote discussion in English. You could offer help to students with derivatives of words, for example, *relaxing – relax, relaxed, relaxation*.

When students have finished, get in-class feedback. Again, remember that there are no right or wrong answers, so encourage all your students to participate – even the ones who need more support.

#### Possible answers

having fun, playing sport, meeting up with friends, surfing the internet, and so on.

#### LANGUAGE TIP

Throughout the Coursebook, you will find **Language Tip** boxes. The aim of these is to draw students' attention to areas of language that may cause them problems. The tip in Unit 1 – **B Speaking and vocabulary** will help students with Activity B2, so make sure you focus on it immediately after students have finished Activity B1.

In this new fifth edition, at the end of some Language Tips, there is a note directing students to an accompanying activity in their Workbook. You could use the Workbook for early finishers to keep them busy, or for any student who needs extra support earlier while class homework.

### 2 Alone, then pairs or small groups

**Note:** there are no right or wrong answers here. Students work alone and add their own ideas to the lists, using the previous section as for help if necessary.

When students have written down their ideas, get them to compare their lists in pairs, identifying similarities and differences.

In-class feedback, encourage students to talk not only about their own ideas, but also their partner's, to give them some practice in using *we/third person singular*.

#### Differentiated activities

##### Support

- i Indicate the number of ideas they need to write – perhaps ask for just two or three.
- ii Get them to copy any ideas from Activity B1.

##### Challenge

Ask them to write complex sentences using the language tip, rather than just notes.

## C Reading

### 1 Pairs

These pre-reading discussion questions are designed to get students thinking about how they read a text, and there are no right or wrong answers. The purpose is to encourage students to discuss in English (as much as possible), and they should not be corrected if they make mistakes. During feedback, establish the different ways we read for pleasure, for information in a different way to when we are trying to find something quickly in a text (for example in an exam situation).

#### TOP TIP

Throughout the Coursebook, you will find **Top Tip** boxes. The aim of these is to draw students' attention to areas of the examination, or particular examination-taking skills, that are especially important. Top Tip boxes can be useful for revision nearer to the examination and can be used by students to test each other on key areas. The first one in Unit 1 – **C Reading** will provide more guidance on feedback to Activity C1.

### 2 Alone

This activity gives students an example of how important it is to reading to give students 10 seconds to answer questions a and b.

#### Answers

- a six,      b Datasource NewsFeed

### 3 Whole class

Get students to tell you how they found the answers in the previous activity. Encourage them to be specific about the reading skills they used.

### 4 Alone

Make sure students understand what the question is asking for, so they know what they should be looking for in the text (they're sighted). They do not need to write anything yet.

#### Answers

Datasource Trainee

### 5 Alone

The purpose of this activity is to show students that they do not need to write long answers for this type of question. While all the options a–e are correct, the best answer here is probably d (Datasource Trainee), because it is short and concise. No time would be wasted in writing a long answer. Make sure students understand that they only need to include all the necessary information – which may only be one or two words. Complete full sentences are not normally necessary.

#### TOP TIP

The second Top Tip in Unit 1 – C Reading reinforces the point about students not having to write long answers for this type of question. It also draws students' attention to the importance of including symbols or units of measurement in their answers, if required.

### 6 Pairs

Before they begin this activity, remind students not to write anything yet. Give them time to work through the exercises a–g, asking and answering.

### 7 Pairs

Working together, students write the answers to the questions in Activity 16. Then they exchange their answers with a different pair and check for similarities and differences. During class feedback, you can provide the answers if students have missed anything.

#### Answers

- a three (Puzzle Finder; Trainer; Comic Fun)
- b by signing up to the Datasource loyalty scheme
- c Datasource Travel Sec

d 1 million

e several

f a good website for \$5,

g 20 day money-back, no-questions-asked guarantee.

h monthly newsletter,

i membership card and number

f Newsletter

g Complain

#### Differentiated activities

#### Support

Tell>Show students in which part of the text they can find the answers to the questions.

#### Challenge

Get them to work alone when they write their answers to Activity 16. If they finish quickly, ask them to write two or three more questions about the Datasource text, then give them to a partner to answer.

### 8 Alone

Showing where a text comes from can help students to understand more about its layout and content. Students can click here at the text and then choose one of the options in the box. There is no right or wrong answer – the important thing is to encourage students to give a reason for their choice. However, most of the “internet address” at the top of the text, hopefully students will identify this text as coming from a website.

### 9 Pairs

Students need to have an effective strategy for approaching all types of examination exercises and reading the question carefully before doing anything else saves a lot of time.

#### Answer

b, d, e, g

### 10 Alone

You can follow a similar approach to Activities 16 and 17, but this time students work alone. They do not need to write the answers to the questions yet, but should identify and underline the key words/s in each question.

#### Suggested answers

Often, students may choose different key words. They can check the others when they come to write their answers in Activity 11.

- a Who
- b When / next publication
- c How many / sections
- d maximum number / creative story
- e Which section / angry
- f Which section / how many words
- g Who / finance / do
- h How long / title
- i Fine box / old version

**TOP TIP**

The Top Tip here to Activity C10 introduces students to the idea of key words in questions.

**11 Alone, then pairs**

Students write their answers in their notebooks. Remind them to keep their answers brief, but to include all the information the questions ask for. When they have finished, students discuss and check their answers. Words in brackets below are optional. Words separated by / are alternative answers.

**Answers**

- a teenagers (who want to share their writing)
- b 3rd July
- c few / /
- d / /
- e My Opinion
- f My Poem
- g Complete and submit the form electronically by:
- h Amazon / eBay / Rewards
- i Information about other products

**D Language focus: Adjective + noun****1a Alone**

Focus on the position of the adjective before the noun in the examples. Point out that other languages may use a different word order. Also mention that it's possible – and quite common – to have more than one adjective. Then students complete the worksheet on adjectives in pairs.

**Answer**

Adjectives are used to provide more information/details about nouns. In English, adjectives usually come before the noun.

**1b Pairs**

Highlighting or comparing with L1 can help students to remember things in L2, so use this activity to do exactly that.

**2 Alone, then pairs**

The purpose of this activity is to encourage students to notice language in context, so that they can focus on both form and meaning. Allocate two to three minutes for students to skim the two texts (*Datasource* & *You Write!*) and to find at least three more examples. Then they can compare their answers with a partner.

**Answers**

**Datasource** text: new + apps, spec's. + discount + price, normal – download + price, amazing – app, up-to-date + app, online + puzzles, discount – price, amazing + image, amazing + price, available + app, fantastic – app, free + minutes, favourite + movie, new + releases, delightful (but + simple + app, huge + number, next + purchase, monthly + download + newsletter)

**You Write!** text: arriving + on the + weekend, most + issue, funny (or) + serious – original + creative + stories, interesting – person, character + place, funny – pet, extreme + weather, inspired – writing, new + cinema, local – town, recent, church, at + products, such + information

**Differentiated activities****Support**

i Tell them to only look at one of the two texts.

ii Provide students with a list of the answers and ask them to find these in the two texts.

**Challenge**

i Students find more than three examples.

ii Students work in pairs, with each student looking at only one text. They then tell each other an adjective (without the noun) from the text, to see if their partner can remember the noun. Then they change roles.

**3 Alone, then pairs**

Tell students to copy the table into their notebooks, then to fill in as many gaps as possible. Make sure they understand that not all the gaps can be filled, and that more than one answer may be possible in some cases. When they have done as much as they can, set them up to

check their answers. Allow them to use efficient reference sources for help.

Adjective	Noun	Adverb	Verb
amazing	amazement	amazingly	amaze
special	speciality specification specialist	especially	specialise
Incredible	incredibility	incredibly	
delightful	delight	delightfully	delight
funny	fun	funnily	
serious ...	seriousness	seriously	
original	origin	originally	originate
creative	creativity creator	creatively	create

#### 4 Alone, then pairs

Students choose at least four more adjectives from the texts they have read and add them to the table. Then they add the corresponding noun, adverb and verb for each one. They can use different reference sources for help. They check their answers with a partner.

### 5 Alone, then pairs

There are many possible adjective endings. From the previous activities, students should be able to identify the following: -ing, -ed, -er/-est, -ful, -y, -ous, -ive, -est, -est, but there are others too. Students then write three words for each adjective ending.

6 Alone

This activity gives students the opportunity to use adjectives – e.g., my opinions in their own writing.

### Differentiated activities

## Suppose

- i Indicate the number of sentences students need to write.
  - ii Tell students to use the adjectives + noun combinations they ^ the last in their own sentences.

## Challenge

Ask students to write more complex sentences – perhaps with an adverb, adjective + noun + prepositions.



WORD '07

This is a new feature in the fifth edition, which focuses on commonly confused pairs of words which students will have come across in the unit's listening or reading texts. The Word Tip box includes definitions, see examples for both words, and a request for students to complete an exercise in the Workbook.

## E Speaking: Showing preferences and making suggestions

Speaking is an important part of many English as a Second Language examinations. In this section, students have the opportunity to listen to some new language to express preferences and make suggestions.

1 Alone

In 5 minutes they are going to listen to a short exchange between two teenagers, which includes expressions showing a preference or making a suggestion. Ask students to give you some examples of both, and write these on the board. Then students listen to Maria and Cristobal, and count how many expressions they use that show a preference or make a suggestion. They can also check if any of the suggestions were used by the two teenagers.

CD1, Track 2

Maria: Hi Christos, how are you?

Christos: Hey Maria, I'm really great, where have you been?

M: Everything's fine! We can't we go to the shopping centre later? I want to see if I can get some new trainers.

C: Yes, we could do that, but I rather go on the weekend than we, well, until now?

M: I suppose so, but why?

C: Well, I get paid for my part-time job to now, so I have some money to spend.

M: Fair enough! So let's go at the weekend instead. But what are we going to do today?

**Answer**

three), restrained;

**2/3 Alone, then pairs**

After listening, students look at Appendix 3 in their Coursebook and identify the three question phrases. Then, with their partner, they think of more ways to show a preference and make a suggestion and add them to a copy of the table. (Activity E3. Do not worry about corrections at this stage.)

**4 Alone**

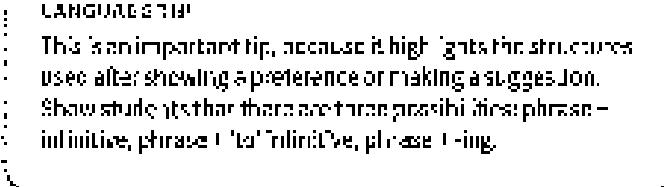
Make sure students understand that giving a reason is an important part of showing a preference or making a suggestion. In this activity, they need to justify the reasons given by Maria and Christos.

**Answers**

Maria: she would like some new trainers; Christos: he has some money to spend

**LANGUAGE TIP**

This is an important tip, because it highlights the structures used after showing a preference or making a suggestion. Show students that there are three possibilities: phrase + infinitive, phrase + 'I'd like/love, please' + ing.



After students have looked at the information in the box, you could get them to write their banks and try to remember which phrases are followed by which ending. Stronger students could work with a , three or four, while for weaker students, you could allocate just one bank ending.

**5 Pairs**

Before students do Activity E5, make sure they read carefully the information in the Top Tip box in the Coursebook. This gives some general advice on how to approach a speaking assessment, you can pair students in various ways for this activity. To give support to students, you could pair them with someone stronger, or make one the more confident student does not dominate the conversation. You could also give the role of the person suggesting to a weaker student and the person responding to a stronger student. There are no right answers, so allow students to speak freely without interruptions and corrections. You can gather class feedback once students have finished.

**6 Alone, then whole class**

This activity is demanding, but it is extremely useful. The purpose is for students to prepare a short speech, which they will deliver to their class, then respond to any questions the class may have about the content of the speech. Allow sufficient planning and preparation time, and provide plenty of guidance where needed – particularly for students who need more support.

**Differentiated activities****Support**

Students work in small groups (one from three students), made up of one stronger and two other students. They could all be involved in the preparation – writing down ideas, making a mind map, thinking of reasons for suggestions and preferences, and so on. The speech itself could be delivered by all members of the group, with different students taking on more or less, depending on their abilities. If there are visitors to support the content, students could be involved by displaying and/or explaining them. During the questions at the end, one student could help (but not answer) the questions.

**F Reading****1 Alone, then pairs**

Students work individually, look at the readings first in six sections and decide in which section they think they will find the information (a–f). Encourage them to have reasons ready for their answers, which they can then share with a partner.

**2 Pairs**

In pairs, students think about other information they might read in each of the six sections. There are no right or wrong answers, but students should be encouraged to give reasons for their choices.

**3 Alone**

Students read the text quickly and check their answers to Activities F1 and F2.

**4 Whole class, then alone**

Go through questions (a–j) with the class, checking that students understand what information each question is asking for. Then students write the answers.

**Answers**

- a no time, b 20:00, c \$400, d two (Olympic pool and one indoor leisure pool), e The Achilles Sports Shop and the Achilles Restaurant, f four (lose weight, tone up, increase your strength or improve your health), g have an initial consultation with staff, h regular reviews, i to motivate you to reach your potential, j state-of-the-art modernised and user friendly equipment.

**5 Alone or pairs/small groups**

This activity could be done individually or with support, depending on the level of your students and the time you have available. Students are going to design their own information leaflet, loosely based on the one they have just looked at.

- Give students a few minutes to decide what type of information leaflet they are going to design. There are some suggestions in the Conclusion.
- Now they need to decide what information sections the leaflet will contain. These could be the same as or similar to the ones in the Achilles Sports Centre leaflet, or completely different.
- Students write about 50 words (depending on their level) for each section.
- Finally, they write eight questions, two for each section, and exchange these and their information leaflet with another student (or group). Students then read the information leaflet and answer the questions they have been given.

**Reflection**

This is a new feature in the 11th edition, which reinforces the LOs given at the start of the unit by reminding students of what they have achieved.

They are often asked to self-assess by giving themselves a score from 1–5 for each of the five LOs. Students will, no doubt, treat this quite light-heartedly, which is fine, but make sure they complete the task. At the end of the Reflection, students are asked to set themselves a personal goal, based on the scores. As they progress through the book, setting these goals will become easier; but in the early units you may want to guide them and even set the goals for them, after discussing with them.

A typical personal goal might be: I need to do more speaking practice so that I can make suggestions more confidently, or One area I should improve in is reading texts more quickly.

**Exam focus**

Each unit contains at least one exam-style question, sometimes consisting of more than one, which helps students to practise and develop specific exam-taking skills. In this unit, the focus is on answering questions through skim reading.

**Reading: Exercise 1, skimming and scanning**

- in the main Market Square opposite the City Hall
- changes on a daily basis
- handbag
- Survey
- events, crafts and local produce market
- street traders' market
- gives them somewhere to sell things
- trees and purpose-built covers
- reputation for quality, affordable prices, improves public transport and people can talk to the makers of the products

# Focus on reading: multiple matching

**NOTE on Assessment Objectives (AOs) for Reading and Writing Exercise 2:** In a multiple matching activity, students read a continuous text divided into sections, or a number of shorter texts, and answer a series of questions that test more detailed comprehension. Candidates match the correct answer to the question. This type of activity requires more intensive reading, and students will need to understand things which are implied or not directly stated (for example, give, receiver's purpose, intentions and feelings) (R4). Students also need to identify and select relevant information (R1), understand ideas, events and situations (R2) and show understanding of the connections between them (R3).

## Learning objectives (LOs)

**Suggested activity:** Start the unit by focusing for a few minutes on the LO box, making sure that students understand what they are going to be doing. Using the first LO as an example ask students to identify where in the unit they can find the activities for the other four LOs. Get students to say which of the activities appeal to them the most and ask them for their reasons.

## A Watch, listen and talk

### 1 Whole class then alone

Explain that your students are going to watch and listen to some GCSE students talking about television programmes. As you start, students watch and listen, they should make notes about three different types of programme that the speakers like, and the programmes that they never watch. Play the video a second time so that students can check or add to their notes.

## Answers

- a) Types of programme that the students like (any three from): documentaries, story documentaries, biology documentaries, crime, comic shows

types of programmes that the students never watch: soap operas, sports news, news.

## 2 Pairs or small groups

Depending on the size of your class, put students into pairs or small groups. They can discuss their notes and then talk to each other about the television programmes that they like and do not like watching. Do not let them talk too much.

but make sure you get feedback from the class on that they know their efforts have been worthwhile. If time permits, you could write their ideas on the board and rank them according to students' preferences.

## B Speaking and vocabulary

### 1 Pairs or small groups

Students should look carefully at the pictures and discuss what type of programming each one shows, and say if the students they expected. In the video mentioned any of the programming types. If you think your students may struggle with the types of programs, supply a list of possible sources for them to choose from. Remember that some will have been mentioned in a previous session.

## Answers

- 1 cartoons 2 sports news  
3 chat shows 4 game shows 5 dance shows

## 2 Pairs or small groups

If students have already thought plenty of different types of television programmes, you can do help to a stage.

### Possible answers

drama, comedy, sport, news, quiz, talk TV, lifestyle (e.g. cooking, gardening), documentary, travel, car shows and so on

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Make sure your focus student's attention on the language tip before they attempt Activity B3.

### 3 Pairs

In pairs, students discuss questions (a–c). You could give students a time limit for each question, or make sure they do not spend too long on a single question.

### Differentiated activities

Support

It is important to make sure that students understand exactly what you want them to do in speaking activities. However, it is even more important to provide them with

the vocabulary and structures they need to complete the activity successfully. This is particularly important for those students who may struggle to learn the required language features independently, or for less confident learners. Give examples of whole class examples, reinforcing the key structures that students could use, for example it depends on ... / It varies ... / usually/sometimes/occasionally ... My friends watch the soap ... / I like/dislike/hate ... . Write these structures and vocabulary on the board so that students can refer to them.

### Challenge

For stronger students, give them to think of advantages and disadvantages to use in the activity, for example: Do you think we watch too much TV at holidays? How do you think television programmes will change in the future? What would your life be like without television?

### 4/5 Pairs, then class feedback

Give students time to copy a TV schedule, either from the internet online or from a newspaper, so that they understand what they are going to do. Go through each of the stages so that students are aware of what they have to do, and remind students to look back at the previous activities for ideas about what to include. Give a clear timeline based on your knowledge of your students' abilities. Try not to give this to everyone.

When each pair has created their TV schedule, get them to share with other students and decide which TV programmes they are going to watch next weekend.

### 6 Alone, then pairs or small groups

Refer students back to Unit 1, Activity B2 of the Coursebook, in which they made a list of activities they enjoy and don't enjoy doing. Now for this activity, they need to copy the table into their notebooks and complete the first two columns for themselves. They should then complete the third column by interviewing their partner and making a note of their responses. Make sure students are confident about asking the question: How many minutes each week do you spend doing something?

### 7 Pairs - Optional

Working with a partner, students look at the graph and answer questions (a–e). In some IGCSE exam exercises, students may be asked to show their understanding of information represented in a graph or chart, so this type of individual activity is useful preparation.

### Answers

- a time spent by young people on activities,
- b minutes per week,
- c activities,
- d left hand is vertical, bottom is horizontal,
- e the exact number of minutes.

### Language tip

This Language Tip includes an activity for students to complete, focusing on adjectives ending in -al/-anc/-al, which describe shape or position.

### Answers

- |                |                      |
|----------------|----------------------|
| a cylindrical, | e symmetrical,       |
| b triangular,  | f three-dimensional, |
| c diagonal,    | g spherical,         |
| d hexagonal,   | h angular.           |

### 8 Pairs

In pairs work in pairs and decide which of the activities are represented in the graph in Activity B6. Give an example and/or double-check that students understand what each item means (though everything should be clear from the previous activity). Make sure students appreciate that there are four extra activities that they do not need to use.

### Suggested answers

- a doing voluntary work,
- b reading books and magazines,
- c doing homework,
- d doing sport,
- e playing computer games,
- f using social media

### 9 Whole class

Give students the answer and hold a class discussion.

Check if they were surprised by anything. Ask: 'Do you think these numbers would be true for their country? If not, ask which four activities they did not choose and ask them why.'

### 10 Alone or pairs

The last activity in this section requires students to collect information and then display it in a graph or

chart. Students can work alone or in pairs. If they need support, you – whatever the case, you will need to guide students, particularly at the start. Make sure that they understand exactly what the outcome of the activity is (i.e. a graph or chart, showing how much time students spend on various activities), and explain how they are going to reach that outcome (i.e. by collecting and recording the necessary ‘information’, then deciding on how to represent it). Different students will produce different variations of the outcome. If possible, display student’s work on the classroom wall, or even on a webpage, so that they can comment on each other’s work and give feedback.

## C Reading

### 1 Whole class, then pairs

Go through the questions (a–e) checking that students understand everything. Check the meaning of:

feel point (question a), performed (b), provide on experience (c), predictor (d), now to stay (d), moreover (d), before students work in pairs to decide if they agree or disagree. They should not look at the text yet, and they can ignore the paragraph references for the moment. Encourage students during class feedback to give reasons for their choices.

### 2 Alone, then pairs

Students quickly read the text to check if the writer has the same ideas. The paragraph numbers are provided to explain to students that this will help them to read quickly and efficiently. They should also start to realise that they do not need to read and understand everything in the text to find the information they need.

#### Answers

- a the writer **disagrees**. ‘But nowadays, every screen in the house ...’
- b **agrees**.
- c **agrees**,
- d **agrees**,
- e **agrees**

#### TOP TIP

Read through this Top Tip with your students. It is an important one for students to remember and apply because there will always be words that students (even the best ones) struggle with, and they need effective strategies to deal with them. However, also reinforce the point that we never need to understand every word in a text.

### 3 Alone, then pairs

Your students’ written or spoken language will become more fluent. They can confidently combine adjectives and nouns. This activity focuses on the adjective noun combinations found in the text they have just read. Get students to work alone at first, matching the subject yes and nouns, and thinking about whether or not there are multiple possibilities.

#### Answers (in the text)

a = 7, b = 1, c = 5, d + e = 3, f = 2, g = 3, h = 4. However, there are countless other acceptable combinations, for example: daily + programmes, high-quality + television/programmes/viewing/screen systems/wireless/internet, high-speed/high-speed/high-quality/wireless/mobile/wireless/internet and so on. Encourage students to give you some examples of these combinations in sentences.

#### LANGUAGE TIP

This Language Tip highlights the importance of adjective + noun combinations, and there is an exercise in the Workbook to reinforce the language. It is useful for students to record chunks of language rather than individual words, and adjective + noun combinations is a good example.

### 4 Alone

Students read the text again to check their answers to Activity C.

### 5 Alone, then pairs

Students will need to read the text in more detail to do this activity, and you may wish to use differentiated activities for support and challenge.

## Differentiated activities

### Support

- Allocate the four paragraphs to different students so they can be reading with;
- Tell students in which paragraphs they can find the information.

### Challenge

- Allow students to read the text again, put the text away, while they answer the true/false questions;
- Ask students to correct any false information.

### Answers

- true (paragraph 1);
- true (2);
- false (2) - usually attached;
- true (3);
- true (3);
- true (4);
- true (2)

## D Language focus: Adverbs

**LANGUAGE TIP**

Spend about five minutes going through the content of the Language Tip, but also reassure students that they will also be doing practice activities in the Coursebook and the Workbook. Make sure students are clear about the different ways in which adverbs are used.

## 1 Pairs

In this activity students need to apply their understanding of how adverbs are used. Give a couple of examples and then ask students to work alone to decide on the role of the adverbs initalis in each phrasal verb in the text. Make sure they feedback which word the adverb is describing.

### Answers

- describing the verb *know/become*;
- describing the verb *work*;
- describing the adjective *large*;
- describing the adjective *attached*;
- describing the verbs *look and sound*;
- describing the verb *open*;
- describing the adjective *widespread*.

## 2/3 Pairs, then whole class

This activity works well as a competition, so you might like to set a timer for it. If you have time, students could check their answers online in a dictionary.

## Differentiated activities

### Support

- Allow students to choose their letters;
- Students think of ten adjectives, but not using words from the vocabulary of the alphabet;
- Give students a bank of the first few adverbs for them to complete, for example *soon* ... / *completely* / *fully* / *friendly*.

### Challenge

- Students write two words for each alphabet letter;
- When pairs have completed their ten adverbs, each pair passes its words to a second pair, who have to add one or two adverbs for each letter. When they finish, once again the words are passed on and the next pair tries to add more adverbs;
- Students have to write adverb + adjective combinations.

## 4/5 Alone, then pairs

In these activities students need to use adverb phrases to complete Activity D1 and then make the sentences (Activity D5). Ask them to work alone to start with, but make sure you go through the examples first, and perhaps do one or two further examples if necessary. Explain that there are many possible answers. In Activity D5, students have the chance to create their own sentences, using adverb phrases.

## Differentiated activities

### Support

- Supply (some of) the possible endings to students so they can link the sentence stems;
- Give students some adverb + verb, adverb + adverb, or adverb + adjective phrases, which they then use to help them to complete the sentences.

### Challenge

- Ask students to change the linking word that appears in pairs of the sentences. For example, in a, change *but* to *and* and immediately a different meaning is required. Students will need to use more of their adverb choices in order to do this successfully.

- ii Even though Activity D3 asks students to make up their own sentences, you could challenge students by asking them to do this as soon as they have finished Activity D2.

Possible answers activity D4

- a ... it was incredibly expensive;
- b staying really early;
- c very dirty;
- d absolutely stunning;
- e a completely different culture;
- f totally unexpected;
- g really very boring;
- h completely disagreed;
- i usually prefer to visit smaller shops;
- j really didn't care.

## E Speaking: Would/wouldn't do

### 1 Whole class, then alone

Go to the paragraph below on the board and get your students to read it. Find out what their daily experiences are. However, try not to talk too much about the points in Activity D7. Then give students a few minutes to read the paragraph and to check any unknown words or phrases. If you prefer, you could deal with these before the students read.

### 2 Small groups

The paragraph should motivate students to discuss exercises (a–d). As always, do not allow too much time for students to ask and answer; give them a minute or so. In each exercise before asking them to move on to the next one. If you plan on doing whole-class feedback (not essential) you might ask students to read their written notes during the discussion.

### 3 Pairs

In this activity focus on useful language for saying would or wouldn't do something. Do a couple of examples and then get students working with their partner to distinguish between would and wouldn't phrases.

## Answers

Would	Wouldn't
I would like to be prepared to clean the car.	I wouldn't have a problem with cleaning the car.
Cleaning the car is something I'd never do.	I wouldn't mind cleaning the car.
Cleaning the car has to be me.	I certainly wouldn't ever clean the car.
Cleaning the car is the last thing I'd do.	I can't imagine myself ever cleaning the car.
I would enjoy cleaning the car.	There's no way I'd ever clean the car.
I'd be quite happy to clean the car.	

### LANGUAGE TIP

Highlight the expressions to request something in a polite manner, and in particular the different verb forms (e.g. modal + have, to have, I'd like and so on).

### 4 Pairs

Students have now seen plenty of language in order to complete this speaking activity successfully, so remind them to refer back to the previous activities and to look at the expressions there. Do whole-class feedback and get students to compare their ideas.

## F Reading

### 1 Whole class, then pairs

Check students understand what a blog is, and what's on a blog, i.e. surely written. A blog is a frequently updated online personal journal or diary. Really, anything you want to be. Blog is a clear form for the word we blog and the two words are used interchangeably ([http://en.wikipedia.org/wiki/What\\_is\\_a\\_blog](http://en.wikipedia.org/wiki/What_is_a_blog)). Then go through the four statements A–D and quickly check if st. doesn't agree or disagrees with any of them. In the box there are eight phrases, which students need to look at and predict in which of the four blogs they would expect to find them. It does not matter if students are not 100% sure, but encourage them to give reasons for their answers – this is important. Remind them that there are two phrases from each of the four blogs. Do not apply any answers as students will find out for themselves when they read the text in Activity F3.

## 2 Pairs

Students need to carefully read the four conclusions (a–d) and decide in which blog they would expect to read them, once again giving reasons for their choices. It does not matter if they are unsure. Do not supply any answers as students will find out for themselves when they read the texts in Activity F3.

## 3 Alone, then pairs

Students now read the four blogs and check their predictions from Activities F1 and F2. As this is a 'look and find' activity, i.e. they need to find words and phrases they have already seen, keep the time brief.

### Differentiated Activities

#### Support

- You could provide support by asking some students to work in pairs, rather than alone. They allocate two blogs to each student in order to reduce the reading load.
- Again in pairs, but so as to reduce the number of phrases and/or conclusions the students need to find.

#### Challenge

Working alone, see if students can look and find without referring back again to Activities F1 and F2.

#### TOP TIP

Multiple-matching activities require students to identify relevant information in one or a number of texts. Often the texts may say similar things, so students need to look for key words to correctly identify the information that is being asked for.

## 4 Alone, then pairs

This is a multiple-matching activity, similar to the type found in examinations. There are four texts (F4–F7) for blog students have already seen) on the same topic or theme, written by four different people. Then there is a list of exercises (a–j), all of which begin with 'Which person ...?' Students need to decide which blog writer is the answer to each of the exercises. The people may be chosen more than once.

Students should do this on their own and then work with a partner to check their answers and to discuss where they found the relevant information to support their choices.

### Answers

- |      |      |
|------|------|
| a C, | f A, |
| b D, | g C, |
| c C, | h D, |
| d B, | i D, |
| e A, | j A, |

#### WORD UP

These words (obviously, apparently) are sometimes confused or misused, so go through the Information and then direct students to Unit 1 at the Workbook to do the practice exercise.

## Reflection

Use the Reflection to remind students of what they have achieved in the unit. Students should set themselves a personal goal based on the scores for Unit 2.

### Answers

- |      |
|------|
| a D, |
| b C, |
| c A, |
| d B, |
| e D, |
| f C, |
| g A, |
| h C, |
| i A, |
| j B  |

## Exam focus

### Reading: Exercise 2, multiple matching

This is another multiple-matching activity, in the style of an examination exercise.

# Focus on writing

**NOTE on Assessment Objectives (AOs) for Reading and Writing Exercise 5:** Students write approximately 100–150 (Core), or 150–200 (if extended) words of continuous prose, in response to a short stimulus which may take the form of pictures and/or short prompts printed on the paper.

The assessment includes information on the purpose, form and audience, as well as the word count and how the marks are allocated. Specifically, students need to show that they can communicate thematic ideas/opinions clearly, accurately and effectively (W1), organise ideas into coherent paragraphs using a range of appropriate linking devices (W2), use a range of grammatical structures and vocabulary accurately and effectively (W3), show control of punctuation and spelling (W4), and use an appropriate register/style/format for the given purpose and audience (W5).

## Learning objectives (LOs)

**Suggested activity:** Start the lesson by focusing for a few minutes on the LOs box, making sure that students understand what they are going to be doing. Using the first LO as an example, ask students to identify where it fits into the other five activities for the other four LOs. Get students to say which of the activities appeal to them the most. This task is only for information.

## A Watch, listen and talk

### 1 Whole class, then alone

Explain that your students are going to watch and listen to some IGCSE students talking about food. As your students watch and listen, they should make notes about three different types of food that the speaker's like, and the reasons they give. Play the video a second time so that students can check or add to their notes.

#### Answers

- a 3 different types of food that the students like (any three from: fish balls, spicy food, cake, moon cakes, pasta, also: food from Kazakhstan, sweets)

The reasons they give: as mostly made of flour, you can choose different varieties [fish balls] because the texture is similar [spicy food] the food is specific to the student [moon cakes].

### 2 Pairs or small groups

Depending on the size of your class, put students into pairs or small groups. They can discuss the topics and then talk

to each other about the food and their reasons. Do not interfere too much, but make sure you get feedback from the class so that they know their efforts have been worthwhile. If time permits, you could write their ideas on the board and rank them according to your students' preferences.

## B Speaking and vocabulary

### 1 Whole class, then small groups

Students look at the food pictures and say what the foods are, and which (if any) they like/d like. Then put students in small groups to talk about Qs questions 1a and 1b. Encourage them with this type of question.

There are no right or wrong answers and it is worth pointing this out (again) to students. Encourage them to speculate, discuss their ideas and give reasons, without fear of being corrected if they make language mistakes. This is particularly important for those students who may be reluctant to participate because they are worried about being 'wrong' or making a mistake. Your role here is to monitor the discussion and to give the feedback when students have made the mistakes. For 1c, check that students know what all the different foods are, and then get them to put the foods into two groups: 'fast' and 'slow' traditional food. When they are ready, they can think of more examples of food for each group (1d).

### 2/3 Small groups, then pairs

Explain to students that they are going to read an internet article called '10 things your fast-food worker won't tell you'. In small groups they should discuss what they think these might be. Ask students if they think these things will be positive or negative, and to give their reasons. There is an example in the Coursebook, but you can provide an extra one or two. Encourage them to read the text. After they are ready, ask them to work in pairs (Activity 2b) and look at statements (a–h) and decide if they are true or false. Encourage them to speculate and to give reasons. Do not give any answers at this point as students will find out when they read the text.

### 4 Alone

Students look quickly at the text and check the answers to Activity 1b. They should be ready to say in which paragraphs they found the information.

**Answers**

- |              |              |
|--------------|--------------|
| [a] true 5.  | [e] false 6. |
| [b] true 1.  | [f] true 3.  |
| [c] false 5. | [g] true 7.  |
| [d] true 4.  | [h] true 9.  |

**WORLDS**

**WORLDS**  
These two words (*factor*, *variable*) are commonly confused and/or misused. Go through the explanations and then direct students to the practice exercise in the Workbook.

**5/6 Alone, then pairs**

Put students into A/B pairs. Each student has four words or phrases from the text to check. When they are ready, students share their ideas and check that their partner has enough meaning.

**7 Alone**

Students work on their own and choose six of the eight words and phrases from the previous activities to use in sentences of their own. Give students time to share their sentences and compare how they have used the words and phrases.

**Differentiated activities****Support**

- Reduce the number of sentences, and choose words that you think students will find easy to use in their own writing.
- You could also give students some vocabulary to help them write their sentences. For example: *adjective* = piece, food, stored.

**Challenge**

Ask students to use all the eight words and phrases, and/or ask them to choose two or three more words from the text and to write them in sentences of their own.

**Language tip**

The text includes examples of different ways to express *if*: providing, assuming, supposing. Ask students to replace the highlighted words with *if* to notice that the meaning is similar; however, also point out that the highlighted phrases are not always interchangeable. For example, *you cannot replace *supposing* with *providing* and vice versa*, but both could be replaced by *if*. Go through the examples and then direct students to the practice exercise in the Workbook.

**C Reading****1 Alone, then pairs**

Tell students that they are going to read a news report on about fast food in Italy and to write down three things that they consider to be similar/redded. Then, for questions (a-f), in this activity students work alone, although they can use reference pages for help. Once they have completed all the questions, they can go on with a partner and compare answers. This activity requires students to focus in case details at the text.

**Answers**

- a (i) decade, (ii) arm, (iii) boast, (iv) potential, (v) two oil
- b set foot = arrive, suspicion = doubt/belief, simply = often, very, campaign/track, playing to = relying on, commercial = advertisement
- c a = worldwide, b = worldwide, c = market share, d = objective = target

d

noun	verb	adjective	adverb	Notes/translation/s
finance	finance	financial	financially	
investment (noun) investor (person)	invest	involved		
culture		cultural	culturally	Depends on students
process (noun) provider (person)	provide			
dinner (noun) dine (person)	dine	dining		

- e i = supplier/seller/producer, g = close/shut down, m = metres, i = branch / outlet, j = burgers / fast food sandwiches
- f i 30% = increase in foreign investment in Italy since 2000, €350 million = the amount McDonald's plans to spend in Italy in the coming years, 3,000 = the number of new jobs to be created
- ii 250 = McDonald's restaurants in Italy, €1 billion = estimated annual sales in Italy, 10% = McDonald's market share in Spain and France, 23% = share of 'informal eating out', 2% = target in coming years for 'internal eating out'
- iii 5,000 = number of people who visited McDonald's on its final day

### 2/3 Alone, then pairs

Students begin by working on their own to do two things: (1) identify the keyword/s in questions (a–g), and (2) look at text again and identify where the answers to the questions are. They do not need to write the answers yet. In Activity 13, students compare their answers, then together write the answers to the questions.

#### Differentiated activities

##### Support

Show students in which paragraph to look for the answers, and also reduce the number of questions they need to do.

##### Challenge

Encourage students not to look back at the text and instead answer the questions from memory.

#### Answers

- a pizza-lovers,  
b i open more than 100 new restaurants,  
ii spend €350 million,  
iii hire 3,000 people,  
c they were suspicious.  
d It's big.  
e made sandwiches with crusty bread filled with parmesan cheese and sliced ham.  
f a theme park  
g to make way for a new fast food shop

## D Language focus: to-infinitive

### 1 Whole class, then alone

The to-infinitive (i.e. to+base form of the verb) is used in many different sentence constructions, often expressing

the purpose of something or someone's opinion about something. The text in the exercise below only includes several examples: ... is opening more than 200 new restaurants to convert pizza lovers to its burgers. This is our way to show we value... , which strives to preserve traditional ...

Students working individually need to review the four common uses (a–d) of the infinitive with the eight examples (1–8) given. Before they do this, go through the four uses, checking that students can understand the differences.

#### Answers

- a 4 and 8, c 3 and 6.  
b 1 and 7, d 2 and 5

### 2 Alone, then pairs

Do an example and then students work alone to underline the infinitives and make complete sentences which include the to-infinitive form. Allow students to check their answers together before doing class feedback.

#### Answers

- a She appears to have just been read.  
b My instructions are to write 150 words.  
c We need to leave immediately.  
d Would you like to eat anything?  
e I'm calling to find out about your flight.  
f He asked me not to come with him.

### 3/4 Alone, then pairs

Once again students work alone, then pair up to check their answers. All six sentences come from the two texts the students have read, and they can refer back to these in Activity 14.

#### Answers

- a + 6 b + 1, c + 2, d + 7, e + 4, f + 3, g + 5

### 5 Alone

In this final activity students will make their own sentences containing a to-infinitive form.

#### Various possible answers

- a He arrived too late to see the performance.  
b Do you understand where to go?  
c I'm not / It's needless to say to study in.  
d Your mother has gone to see about the meal.  
e I like you to sit here where it is.

## E Writing: Informal letters

Students are going to write a letter to a friend about a fast-food restaurant they have recently visited. Before they actually write their letters, there is a series of activities which involve planning and preparing for the writing. Depending on the time you have available, and the level of your students, you may decide not to ask students to complete all the activities.

### 1 Pairs, then whole class

Students discuss questions 1a–c together. You may consider limiting the time for each question so that the first activity does not take up too much time. When students are ready, do whole-class feedback, but remember there are no right or wrong answers to the questions.

### 2 Pairs

Working in pairs, students complete a copy of the table, writing their ideas about the advantages and disadvantages of fast-food and traditional restaurants.

Possible answers:

Fast-food restaurants	
Advantages	Disadvantages
quick service price availability	limited choice nutritional value packaging

Traditional restaurants	
Advantages	Disadvantages
choice atmosphere health value	higher expense slow service availability

### 3/4 Pairs

We often tell students to 'read the question carefully before writing their answers'. We do this because we know that some students may miss the point of the question – e.g.:

if they know what the question is asking them to do – if they have 1–2 minutes or two of thinking, etc. Questions often begin by words like *explain*, *describe*, *who*, *say*, and these two activities ask students to consider what these words mean, then to use them to complete the gaps in an exam-style question.

#### Answers

- a write;
- b explain;
- c describe;
- d say.

#### CUP TIP

The Top Tip next to Activity E4 in the Coursebook helps students understand the way in which exam questions may be written, and the things they should look out for:

### 5 Pairs, then whole class

In pairs, students think of expressions they could use to open and close an informal letter. You could divide the class into groups; one half thinking of expressions to open an informal letter and the other half to think of expressions to close one. During feedback, put all the expressions on the board for students to copy into their notebooks.

Possible answers:

Opening phrases	Closing phrases
Hi Satisf!	Best wishes
Dear Satisf	All the best
Hello Satisf	See you soon
The thanks for your letter	Take care
Lovely to hear from you	Hiya
How are you?	Love
How are things?	Lots of love
Hope you're well	Speak to you soon

**6 Pairs**

In this activity, students compare two letters written in response to the previous exam-style question. They do not need to correct the letters, nor rewrite them; the point here is for students to recognise a good answer and a not-so-good answer, and to say why.

**Answers**

**Letter B** is the better of the two because the writer has said lots of new, the writer has fully responded to all the points in the question; there is no unnecessary content, the level of accuracy is good with a wide range of vocabulary.

**Letter A** is not as effective because the writer has not used any paragraphs and therefore the content is more difficult to follow, but all the points in the question have been dealt with; there is a lot of unnecessary information. There is a higher level of inaccuracy and a limited range of vocabulary.

**7 Pairs**

This activity asks students to identify specific elements within each letter.

**Answers**

- |         |               |
|---------|---------------|
| a    B, | d    neither; |
| b    A, | e    A        |
| c    D, |               |

**8 Pairs**

Having looked at and practised using adverbs and adverbs in earlier units, students should now be reasonably confident about improving Letter A. There is no single correct answer; allow your students to play around with the language, to be creative, to try out different word combinations, and to share their ideas. If time permits, you could do feedback by putting ideas on the board and get the students to decide which are the best improvements. They can then use some of these ideas when they write their own answers in the next activity.

**9 Small groups**

Divide students into small groups to discuss and plan their own responses to the exam-style question in Activity 14. While they will be writing their letters on their own, discussing the content in groups will give students support if needed. Encourage them to use a copy of the mind map supplied in order to make their notes.

**Top tip**

Before students do Activity E10, focus on the Top Tip next to Activity E7 in the Coursebook, which gives important information about how to approach this type of question.

**10 Alone, then pairs**

Set a reasonable time limit for students to write their answers. Remind them that this is not a test! The whole purpose of this section is to guide and support students in writing an informal letter, so even at this stage, you should be available to help them. Also, allow students to ask each other for help. If you have Core and Extended students in the same class, remember that they have different word counts (Core 150–160, Extended 180–200). Encourage students to look back through the section and make use of some of the opening/closing phrases from Activity 15, as well as their ideas from Activities E8 and E9. They could also refer to Maroulla's letter (E8) as a good model of what is required. When students have finished, they can look at each other's answers and provide feedback.

**Top tip**

This Top Tip highlights the fact that students will receive marks in two areas: content and language. There is a copy of the marking scheme for assessing intended writing in the Assessment criteria for writing and speaking section in this book.

**F Speaking: Expressing opinions****1 Alone**

Students listen to a short exchange. As they listen, they need to decide in how many of the four ways the two speakers express their opinion. There are four examples, underlined in the audio transcript:

**CD1, Track 3**

- Anna: In my mind, fast food restaurants are here to stay.
- Terry: If you ask me, people are starting to realise how unhealthy fast food is.
- Anna: But it's so convenient! My opinion, people are not going to give that up.
- Terry: Know what I mean? People are lazy and will always take the easy option!

## 2 Small groups

Refer students to the audioscript in Appendix 3 of the Coursebook focus on the four underlined phrases. Then they should work together to add more phrases to express opinions. Use the Language Tip for feedback and to provide students with more phrases.

## 3 Pairs, then whole class

Throughout the unit, students have been talking and writing about fast food and traditional food. For this activity, they are going to be involved in a class discussion led by either the teacher or one or two student(s) about the advantages and disadvantages of the two types of food. Give students time to plan their ideas before the discussion begins, referring them back to previous activities in the unit for help. Also take time to look at the Top Tip, which gives some advice on considering both content and language. At the end of the Top Tip there is a suggestion for students to look at the speaking test cards in Appendix 1 of the Coursebook. If doing so, they will understand that the phrases they have practised in this unit will help them to discuss more or less any topic.

## Reflection

Use the Reflection to remind students of what they have achieved in the unit. Students should set themselves a personal goal based on their scores for Unit 3.

## Exam focus

### Writing, Exercise 5

There are two extended writing questions which reflect the type of questions students may see in an IGCSE examination. Both require students to write in an informal style (1 letter to a friend, 2 email to a cousin), and both could be used with either Extended or Core candidates. When marking your students' writing, refer to the assessment criteria in the Assessment criteria for writing and speaking section in this book.

- Here are two sample answers written by (i) an IGCSE Core student and (ii) an IGCSE Extended student. Both these attempts would probably score in the top mark band for both content and language.

#### i Core

Dear Sebastian,

How are you? I haven't seen you in a very long time! Last night was my dad's birthday and I made him that pizza recipe I told you about on television. With my mum's

help we managed to make three different pizzas, but one of them was a bit burnt. My dad, Mum and my sister ate pizzas outside in our garden and we all agreed that they tasted very nice. My mum and dad liked the Margherita pizza most, but my sister and I had one with mushrooms and olives - I think our dog enjoyed the pizza most of all, he ate half of the bulgarian pepperoni!

Love & Love,

Martha [217 words]

#### ii Extended

Dear Anna,

How are you? It's been such a long time since we last spoke! I'm so glad that I will get to see you in a few weeks' time. As soon as we meet up I'll cook for you the meal I made for my brother yesterday, mousakak!

Do you know it was Alex's birthday yesterday and instead of giving him a present he asked me to make his favourite meal for him instead. He loves mousakak more than any other food on this planet! Unfortunately, it takes around two whole days to make; it's such a long process. After buying lots of preparation and cooking, my whole family, mother, father, brother, all the uncles and grandparents, sat in the garden together and the olive tree and enjoyed the deliciously home-made mousakak. I was really proud of myself!

Just in case you don't know mousaka is made from aubergines, courgettes, meat and potatoes all placed on top of each other like a layer cake really yummy and everyone said I made it perfectly! I hope you will enjoy it as much they did!

See you soon,

Katrina [192 words]

- 2** Here are two sample answers written by (i) an IGCSE Core student and (ii) an IGCSE Extended student. Both these students would probably score in the top mark band for both content and language.

### i Core

Hi Andrew,

How are you? You'll probably know what happened to me a few days ago! We went with a few friends to my local new fast-food restaurant that has opened in town. My cousin visited it a few days ago and he told me to try one of their burgers. He thought it they were awesome.

So we decided on Saturday to go and have dinner there and I ordered a burger. The restaurant was really cool, there was loads of music playing and the waitress were really great! Our food came quickly but just as I started my burger I took a bite of the lettuce (because I hate lettuce). Now two, dead flies! I couldn't believe it so I refused to eat the burger. Thankfully the restaurant didn't make us pay for our dinner but I will never go back there again!

Speak to you soon,

Arys [349 words]

### ii Extended

Dear Adisa,

Last Friday night I went with a large group of friends to our favourite cheapie noisy pub. We were celebrating our graduation from school. What we thought was going to be a normal evening out with friends, turned out to be a very unusual and exciting experience!

We arrived at the pub restaurant and we were seated at my favourite table outside in the garden. The food was soon brought to us, but as we were eating, a very big bird landed on our table and started eating large pieces of bread. Some of my friends got scared of the bird and ran away, but I thought it was very funny! The waiter eventually managed to get rid of the bird and we were very apologetic.

Not long after we were all happily enjoying our meal again and laughing about our unusual experience at the restaurant. In the end we had a great meal.

I hope to hear from you very soon.

Lots of love,

Lizzi [204 words]

## Reading, Exercise 1, skimming and scanning

There are two reading exercises which reflect the type of Exercise 1 students may see in an IGCSE examination.

### 1 Hospitality with dates

#### Answers

- a coffee and cakes
- b 1.1 million metric tonnes
- c shops, markets, cases, sides of every road or street, every garden and yard
- d 50%
- e medicinal properties
- f they are one of the best sources of food and are easy to grow
- g cancer
- h they contain anti-inflammatory properties
- i it is lost
- j slices from the sun, mounting/reclining on hills, support pillars in buildings

### 2 Shellfish in Oman

#### Answers

- a research into marine life is growing stronger
- b because of the pearls they contain
- c the shores of Dhofar
- d produces Omega-3 fatty acid
- e it has only one shell
- f young ones live in small groups underneath tree roots and rocks; adults live in groups of up to 12, in cracks in rocks
- g shallow, cold, nutritious, brightly lit water
- h because of its environmental requirements for cool water conditions
- i face mask and knife (not fish)
- j to damage the location

# Focus on listening: short extracts

## NOTE on Assessment Objectives (AOs) for Listening

**Exercise 1:** Students need to demonstrate that they can listen to four short extracts and answer questions on each. Questions require short answers, no longer than three words. Text types are recorded on one message or brief dialogue (formal or informal). Specifically, st. dents need to show that they can listen and select relevant information (LI).

## Learning objectives (LOs)

**Suggested activity:** Start the unit by focusing for a few minutes on the LOs box, making sure that students understand what they are going to be doing. Using the first LO as an example, ask students to identify where in the unit they can find the word, e.g. for the next four, etc. Get students to say which of the activities appeal to them the most, and ask them for reasons.

## A Watch, listen and talk

### 1 Whole class, then alone

Explain that your students are going to watch and listen to some GCSE students talking about methods of transport. As you ask them to watch and listen, they should make notes about three methods of transport that the speakers mention, and the reasons they give. Play the video a second time so that students can check or add to their notes.

#### Answers

- a Methods of transport: bus, bicycle, car, plane, taxi, bus, train.

The reasons they give: because it's faster; you are nearer; well, you get fast; [or] and; there are a lot, it's free [uses]; they are fast; they are efficient [etc].

### 2 Pairs or small groups

Depending on the size of your class, put students into pairs or small groups. They can discuss their notes and then talk to each other about the methods of transport that they prefer and their reasons. Do not interfere too much, but make sure you get feedback from the class so that they know their efforts have been worthwhile. If time permits, you could write their ideas on the board and rank them according to your students' preferences.

## B Speaking and vocabulary

### 1 Pairs

Focus on the four pictures in the Coursebook and quickly check that students can tell you what the types of transport are (from top left clockwise: train, balloon, car, plane). Then give students a few minutes to confirm their chosen method of transport and their reasons.

### 2 Alone, then pairs

Students work alone to identify ten different methods of transport in the words table. This activity is good for checking spelling and for recognising word boundaries. After finding ten words, students check with their partner and then see how many of the methods of transport in the words table they thought of in Activity 31.

### 3 Pairs

Students discuss with their partner which of the methods of transport they would prefer for going on holiday – and give reasons. They should also discuss if their choice depends on the type of holiday. You may need to prompt them: driving holiday, flying holiday, swimming holiday and so on. Allow students plenty of freedom to do this activity – monitor them, but do not interfere in their discussions. Take a note of anything particularly interesting you hear. Also make a note of anything that you feel need to be dealt with in feedback.

### 4 Alone, then pairs

Students copy and complete the table with their own ideas. They should choose five or six methods from the previous activities, but this will depend on how much time you have available. To challenge students, they could make notes about more methods. There are no right or wrong answers. To help students to write two or three ideas for each method of transport, then compare their answers.

### 5 Pairs

Students sit together which method of transport is the most expensive, then make a ranked list. They need to consider factors that could make a method of transport more or less expensive. For flying by plane, for example, they might also consider the cost of getting to the airport. Flying by car, they should consider the cost of petrol and parking fees.

## C Listening 1

### 1 Pairs

Students discuss which of the methods they think they will best understand and try to give reasons for their choices. There are no right or wrong answers.

### 2a–c Alone, then pairs

This activity requires students to answer three questions, which are designed to give them a reason for listening and to test basic comprehension. Make sure students understand what they have to do and that they are ready to listen before you start the CD. Allow students to check their answers together before you give feedback.

#### CD1, Track 4

##### Speaker 1

Well, of course, we had cooked everything well in advance, because in Britain these services get full very easily, so we didn't want to be disappointed. Anyway, we got to the terminus in central London in plenty of time and we stood on platform 13. It's quite high. It was a beautiful summer's day. There were me, my wife... it and the three children. They were still quite young then; three and eight, I think. We were supposed to leave at 8.30 in the morning and, as it gets closer to our departure time, we began to get a little excited. By 8.30, we had started to get a little bit nervous because the platform was completely empty apart from the few waiters over us. At 9.00, Julia told me to go and find out what was happening, so went to the booking office to make enquiries. And yes, you can guess what was wrong – we were 12 hours early! Our departure time was 8.30 a.m., not a.m. – no mention of the time on the tickets.

##### Speaker 2

I only call it an 'aircraft', but it's really just a hot air balloon. My sister booked me a flight as a treat for my 13th birthday, which was May 20th, three years ago, and I must admit that I was absolutely dreading it. I've never really enjoyed flying, and the thought of going up in the air for 30 minutes in a basket really didn't appeal to me. I couldn't understand how the thing was colour and shaped, and I think that's what put me off. But once we got up in the air at 9 a.m. in the morning, it was spectacular – the most beautiful views of the hills, fields and villages below, with the sun's parking on the mountains as I used to come down!

##### Speaker 3

I had investigated all the different options available to me and, in the end, I chose by far the cheapest, at only \$275. Of course, it would still be nearly as fast as going by plane, but the cost was fair, and I would be able to see something of the countryside. Some friends had travelled the same route the previous year and had said how brilliant they'd been, so I was already won over. When they had told me how uncomfortable these vehicles are when you've been in one for a few two days, it's very difficult to sleep, and there are no toilets or washing facilities, so you're gutted pretty quickly. The service was okay, usually only for 10–15 hours. When I finally arrived in the south of Spain after nearly 46 hours on the road, I slept for over 19 hours!

##### Speaker 4

We set off in the afternoon, as the sun was starting to drop, and with it the temperature, although it was still nice and hot and humid. We knew the journey would take about two hours, so we had time to reach the oasis before dark, and before the temperature is plummeted. Who am I? Well, I was my twin sister, Amelia. She was used to riding horses, so this was a bit difficult for her as I was for me. Even so, she said that riding without a saddle was very uncomfortable, and I had to agree with her! She also explained that about not having a riding hat, but told her she'd look pretty silly if she did! We moved at a leisurely pace – these animals... animals won't be rushing – and we had time to be amazed by the beautiful scenery all around us and, as I said, the sky as well. We arrived, made camp, ate and fell into a deep sleep under the stars.

#### Answers

- a 1–train, 2–balloon, 3–bus, 4–camels
- b 2 and 4
- c 2 and 4

### 2d Alone, then pairs

This activity encourages students to think about how they identify the answers to the three questions by asking them what information they focused on. There are no right or wrong answers, but it is important for students to think about their methods for being successful when they do a task.

### 3 Alone, then pairs

Students listen a second time and answer the questions for each of the four speakers. Allow them to check with

Their partner to tell you your feedback. If you think some students may struggle, you could split the listening into smaller sections, letting them hear just one or two speakers, then checking answers before they listen to the next ones.

### Answers

#### **Speaker 1**

- a platform 15C
- b four
- c (quite) excited
- d the platform was empty
- e went to the booking office to make enquiries
- f misread the time on the tickets

#### **Speaker 2**

- a birthday present
- b 16
- c because she had never enjoyed flying
- d 35 minutes
- e excellent, delighted (adjective – students need to infer)

#### **Speaker 3**

- a unexpected, nice countryside
- b long (slow, uncomfortable, difficult), no sleep, no toilets, no washing facilities
- c every 4–5 hours
- d nearly 40 hours

#### **Speaker 4**

- a Jervisoor
- b red and purple
- c twin sister
- d slowly (as a leisurely pace)
- e beautiful scenery and the sky

### Differentiated activities

#### Support

Let students look at the *cue script* before they listen (but not while they listen). This will provide support by giving students an idea of what to expect. Set a time limit so they do not spend too long on this – the idea is for them to skim over and work out to get an idea of the content and to build up their confidence before they listen. Students who need more support could read as they listen. Another option is to give them the chance to look at the *cue script* of what they have listened (but before they answer the questions) and check what they now understand.

#### Challenge

Ask students to write two or three extra pieces of information about each speaker (in addition to answering the questions in the *Coverbook*).

### 4 Pairs

Students copy the table, then work together to complete it. Not all the gaps can be filled.

#### Answers

	<b>Speaker 1</b>	<b>Speaker 2</b>	<b>Speaker 3</b>	<b>Speaker 4</b>
<b>Departure time</b>	8.30 a.m.	9.00 a.m.		afternoon
<b>Length of journey</b>		30 minutes	42 hours	2 hours
<b>Arrival time</b>				
<b>Weather / time of year</b>	cloudy (first summer day)	Sunny, May		hot and humid
<b>Speaker's feelings</b>	excited, then anxious	worried, then happy	not worried, (feeling) uncomfortable	surprised
<b>Speaker with who?</b>	wife and three children			twin sister
<b>Cost</b>		£62/kg/ticket	£275	

**5 Alone**

Students can listen to the audio script in Appendix A of the Coursebook for extra support and to check their answers to Activities C3 and C4.

**6 Alone, then pairs**

There are several stages for this first activity in Section C. Firstly, students need to choose a method of transport (not one of the four they have just been hearing about). They should not tell their partner their choice. Next, each student writes a paragraph of around 100 words about the method of transport, including the information listed in the Coursebook, but not giving away the method of transport (as is done in the following Activity C7). Next, students write four or five questions about the content of their paragraph for their partner to answer. Finally, students exchange their writing and the questions, then answer the questions and try to guess the method of transport.

**Differentiated activities****Support**

Reduce the number of words and/or get them to write five or six individual sentences, rather than a complete paragraph.

**Challenge**

Increase the number of words students have to write and get them to include more details, for example, "in which country the journey took place, the arrival time, people who travelled with the traveller, etc."

**C Listening 2****7a Whole class, then pairs/small groups**

Focus on the picture of the motorbike in Section C of the Coursebook and ask students what they can see and what they think might have happened. Then refer them to Activity C7 and go through the information about the boda-boda motorcycle taxi. Next, working with a partner, students discuss questions a) i)–iv). Make sure students understand that there are no right or wrong answers.

**7b Different pairs**

Put students with a different partner for this next activity, then get them to read the information in C7 and the numbers in the box, and ask them to complete the gaps. Once again, it does not matter if they are right or wrong. The point is to provide them with some information and key vocabulary relating to the information they are about to hear and to engage them in a quest on the subject. Do not provide any answers yet.

**7c Alone, then same pairs**

If you can supply dictionaries or if your school has digital resources, then this activity will work well. The idea is for students to work alone, researching the meaning of the words in the column A or B. Once they have an idea about their words, students should work together and discuss what they have found out. All the words appear in the next listening text.

**8 Alone**

Students listen for the first time and check if their answers for Activity C7 were correct. If you want to make this less challenging, you could tell the students to call out when they hear the part of the text that confirms the information in Activity C7. As all the information in C7 contains a number – (i) 40%, (ii) 22%, (iii) twice, (iv) 3245 and 2021, (v) 1800 – you could tell students to listen out for these parts containing numbers.

**Answers**

- |     |        |    |       |
|-----|--------|----|-------|
| i   | 40%,   | iv | 3343, |
| ii  | 22%,   | v  | 1800  |
| iii | twice, |    |       |

**CD1, Track 5**

For many years, boda-bodas have been called Uganda's silent killers. Boda-bodas, the country's ubiquitous motorbike taxis, snake through traffic jams, racing on pot-holed roads and provide much-needed employment for young people. They are also injuring and killing thousands every year, monopolising hospital budgets and destroying livelihoods. Since they appeared on the streets of Uganda in the 1980s, the number of boda-bodas has swelled. One recent news report estimated that there were more than 300 000 bikes operating in the capital, Kampala.

As a result, the number of motorcycle accidents has increased dramatically. According to the Injury Control Centre, there are up to 20 boda-boda related cases at Mulago National Referral Hospital in Kampala every day and the statistic in the country's medical health budget is growing. About 70% of trauma cases at the hospital are from boda-boda accidents. The treatment of injured passengers and pedestrians accounts for almost two-thirds of the hospital's annual surgery budget.

What boda-bodas are doing to reduce youth unemployment – one recent study estimated that 62% of young people in Uganda are jobless – the impact of a serious injury can be catastrophic for riders and their families. Ali Nsimba, aged 25, a boda-boda driver, spent four months in Mulago hospital and another five at home recovering after a collision with a car in his capital in November. Now he can't

is now in debt after taking out a \$5 million Ugandan shilling loan (from about 1200 US dollars) for a new bridge.

While the human impact of the boda-boda craze is evident in expected hospital wards, the other road fatalities could have on the economy's worryingly problematic. The death toll on Uganda's roads is twice the average across the rest of Africa. There were 3545 road deaths in 2011, but the World Health Organization believes the figure could be more than double that. Some people are warning that, in the very near future, the death toll from Uganda's roads will be higher than those from diseases such as malaria.

Some measures are being taken to try to halt the problem. Last month, the government announced that more money would be available to improve and maintain roads. Even though road safety measures were not specifically included within the budget, the government is establishing a national agency to run campaigns to manage roads. In Kampala, the Capital City Authority is introducing regulations, including registration of drivers, first-aid training, reflector jackets and helmets, and a monthly fee of 20000 Ugandan shillings paid by the city's 230000 motorbike taxis.

Other initiatives are also springing up. The Globe Helmet Vaccine Initiative is holding a one-day workshop for 100 riders, part of a national scheme under which it has trained 1800 boda-bodas to promote road safety. On completion, each participant receives a t-shirt or cap bearing the slogan: 'Your life is your walk.'

(Adapted from [everythinglang.com](http://www.globe.org))

### Language tip

Recognising suffixes can help students in decoding unknown words. Point out the different verbs which are formed from nouns. There is an exercise in the Workbook for students to complete.

## D Language focus: Tenses

### 1 Alone, then pairs

Getting students to recognise aspects of grammar in context is an effective learning strategy. Activity C1 asks students to look at four sentences from the audio script, and decide what verb tense (past, present or future) is referred to by the underlined verb. Let them work alone and then check their answers with a partner.

#### Answers

- |                   |                      |
|-------------------|----------------------|
| a present perfect | c present continuous |
| b past simple     | d will future        |

### 2 Pairs

With a partner, students compare the rules for the four tenses and decide what the function is for each one, as they are used in the listening text. Remember that verb tenses/tenses can have more than one function – for example, one function of the present continuous is to describe actions happening at the moment of speaking, but in its, the function is different.

#### Answers

- |   |  |
|---|--|
| b past simple regular verb odd<br>at many irregular forms                           | d future will + infinitive<br>Function – talking about a complete action in the past |
| c present continuous continuous verb<br>ing   | Function – something happening around this time<br>at present                        |
| d will future will + infinitive<br>Function – making a prediction based on evidence |  |

### 3 Alone, then pairs

In this activity, students decide which is the most suitable tense for the verbs in brackets, in order to complete sentences a-f. In some cases, there might be more than one possible answer, so encourage students to argue to support their choice.

give reasons for their choices. Let them work alone and then share their answers with the partner.

#### Answers

- |                 |              |
|-----------------|--------------|
| a will get,     | e is trying, |
| b have seen,    | f will be,   |
| c are thinking, | g has had    |
| d told, caught, |              |

## E Speaking

### 1/2 Alone

In these two activities for solo giving students some key models of structures to show surprise. Get students to listen once, then listen again and write down the four phrases that show surprise:

What surprised me more than anything was ...

The last thing I expected to hear about was ...

I can't believe ...

I really didn't expect ...

### CD1, Track 6

- |                     |  |
|---------------------|--|
| i Male teenager:    | The thing that surprised me more than anything was the number of road deaths on the roads. |
| ii Female teenager: | What surprised me most was the number of injuries and deaths.                              |
| iii Male teenager:  | I can't believe how many! Never thought it was in this situation.                          |
| iv Female teenager: | I had no idea about the rate of unemployment.  |

### 3 Small groups

Students discuss the three models in a-c. Encourage them to use the phrases from the previous activity during their discussions. As with all speaking activities, make sure you provide feedback and correct mistakes or students' errors. Give them positive feedback about their ideas and the way in which they practised the key phrases.

### 4 Alone, then small groups

Many exams require students to look at information given in a table or other graphical format and to show that they have understood certain elements. This is also an important life skill as we often need to look at graphs and interpret the data shown. The table in this activity contains a lot of information, both in words and numbers. Before students answer the questions, give them a few minutes to just

look at the table and check they understand what it shows. In pairs or small groups, they can answer the questions. This is not a formal writing task – this is a speaking activity.

For the final question (g), students need to create a graph based on some information from the table. This could be a paragraph, a diagram, a graph or similar. Help students to select information from the table (e.g. the statistics for teenagers driving from January to November, or all the statistics for one particular month such as June), then create a graph or chart that displays the information.

#### Answers

- |  |
|--|
| a The information is still being checked and is not final.   |
| b 110 deaths; (if everyone had to pay the same amount)   |
| c 4. A Road Traffic Act, and detention is when the police take charge of a vehicle's                     |
| d A offence is something done against the law, so this refers to illegal actions by road users (drivers) |
| e Drivers  |
| f Letters, papers, books, articles   |

### 5 Pairs

Students now discuss the information in the table by asking each other five questions. Go through the exercise in the Coursebook first, making sure students understand that they need to ask a follow-up question (What surprises you most ...?) in order to practise the key phrases from earlier in this section. Monitor and give feedback.

### 6 Small groups

This activity extends the speaking practice for this section. If time permits, you could turn this into a class debate, with students offering different responses to the question, if you were in charge of solving traffic problems and reducing the accident rate, what would you do?

## F Listening

#### TOP TIP

The Top Tip near Activity E6 of the Coursebook advises students to read the questions and underline key words in listening activities, and it's worth reinforcing this. Give students plenty of opportunities to practise thinking about the type of answer that a question requires – for example a number, a nationality, a street name, and so on.

**1 Pairs**

After focusing on the 'Top Tip', students will practise identifying what information questions a-d require in their answers.

**Answers**

- a (i) an article, something  
(ii) a number
- b (i) type of weather  
(ii) a number of degrees
- c (i) location, somewhere  
(ii) activity
- d (i) name of sport  
(ii) price

**2 Alone**

Students work alone and decide which of the answers given could match the questions in Activity 1.

**Answers**

- |                         |                              |
|-------------------------|------------------------------|
| a c (ii) price          | e e (i) something            |
| b c (i) location        | f b (ii) a number of degrees |
| c e (i) type of weather | g c (i) sport                |
| d a (ii) a number       | h c (ii) activity            |

**3 Alone**

Prepare students for listening and answering the questions in Activity 1. Remind them that they have already decided what type of answer is required and see if some possible answers for all the questions.

- a Activity 1. Remind them that they have already decided what type of answer is required and see if some possible answers for all the questions.

**CD1, Track 7****A**

**Woman:** Good morning, Mega Music Store, how can I help you?

**Gregory:** Hi, I'd like to know if I can order something from you.

**W:** Yes, of course – we can help you with CDs and MP3 downloaders, as well as other software and tablets, and so on.

**G:** Actually, I don't want anything of those. I just want to order a power cable. The product number is C008 dash 254. Can you do that?

**W:** Certainly. Let me take your details ...

**B**

Here's the weather forecast for tomorrow for your local area. There will be some light rain overnight, turning

to sunny spells in the early morning and there will be high clouds by the end of the morning. Heavy showers are forecast for the late afternoon/evening. The top temperature is expected to be 18°C.

**C**

- Marina:** Hello, can I have some information about your evening classes, please?
- College secretary:** Of course. Are you interested in anything in particular, or do you want details of everything we offer?
- M:** I'm interested in learning a new language. Want to learn Italian? If you look over there, behind those books, maybe you'll find leaflets about our evening classes, or you can use one of the computers to check online.

**D**

Thank you for calling the Health and Fitness Sports Centre, the home of tennis, squash, badminton, futsal, and swimming. The sports centre management has just introduced new prices for using the tennis facilities, so for non-members a weekend court will now cost £12 an hour, while during the week, the daytime price is £8 and £10 after 6 p.m. For members, the price is £9 at any time during the week, and £11 at the weekend.

**Answers**

- a (i) power cable, (ii) CD 89/2B+
- b (i) high clouds, (ii) 18°C
- c (i) information office/library, (ii) computer
- d (i) tennis, (ii) £9

**4 Pairs**

Students compare their answers and then look at the audio script in Appendix 3 in the Coursebook to check.

**LANGUAGE TIP**

This Language Tip highlights the importance of linking words and phrases in listening activities. Make sure students understand that linking words and phrases can provide important clues about what the speaker is saying, as well as what the speaker is going to say. There is an exercise for students to complete in Unit 4 of the Workbook.

## Reflection

Use the **Reflection** to remind students of what they have achieved in the unit. Students should set themselves a personal goal based on the objectives for Unit 4.

## Exam focus

### Reading, Exercise 1, skimming and scanning

#### Answers

- because they are more vulnerable
- need to concentrate on the road and other traffic
- identifies you to other road users
- after dark and in poor conditions
- keep clear of the kerb and do not ride in the gutter; give space on the side and don't hug the kerb (a car behind you gets impatient); don't weave between lanes or change direction suddenly; show drivers what you plan to do – plenty of time; always look and signal before you start, stop or turn
- make eye contact with drivers and let them know you have seen them
- on the tyre itself
- all road users
- cyclists – pavements, cycle the wrong way (go one way street); ride across a pedestrian crossing

### Listening, Exercise 1, Part A, short extracts

#### CD 1, Track 8

#### Question 1

And now for the prices and opening times at the Star Cinema. All tickets are priced at \$10 for adults and \$6.50 for students and children. Our weekend opening time is two o'clock in the afternoon and on weekdays we open one hour later, at three.

#### Question 2

Danielas: Do you sell sweet things?

Shopkeeper: Well... yes, we do, but I'm afraid we've sold out.

D: Do you know where I can get one?

S: Try the newsagent on the other side of the park. Or the shop at the bus station will have plenty.

D: Isn't there anywhere closer than the bus station?

S: Let me think... Oh yes, the supermarket across the road from here.

#### Question 3

Jason: Excuse me! Sorry to trouble you but I'm completely lost! This is my first day working here and I can't find where I need to go!

Woman: You must be the new part-time helper, right? Don't worry, you'll soon find your way around. That's the staff room. But where do you want to go?

J: I'm trying to find the supervisor's office. I need to give him my contact details.

W: Well, you're not too far away... now, you see the lift over there? Go up to the second floor and when you get out of the lift, turn left and left again at the end of the corridor. The supervisor's office is the first door on the right.

J: Thanks so much.

#### Question 4

Welcome aboard our city sightseeing bus. First, let me tell you about the tour. We're going to travel through the most interesting parts of the city for about an hour, with lots of opportunities for you to take photos, or just admire the wonderful buildings and scenery. Then we'll drop you off near the market place. You can visit the market area, which is very interesting, or why not buy some fruit and cheese from the market and have a snack – the snack bar in the museum? But, please, please come back promptly to the bus after one hour – we can't wait for any latecomers!

Now for some safety information....

#### Answers

1 a Star Cinema

b 300pm

2 a street map

b supermarket, nearby

3 a part-time helper

b supervisor

4 a get a snack

b one hour

**Listening, Exercise 1, Part B, short extracts**

CD 1, Track 9

**Question 1**

**Adult man:** Everything half price before we close today. Fruit, vegetables, lovely flowers, you can get everything you need here, in your local market. Come to the front and take a good look, you won't believe my prices today! Potatoes and carrots for lunch tomorrow, apples and melons, everything 100% fresh and half price here, madam, what can I get for you?

**Adult female:** Just some fruit please... humm... I'll take a kilo of oranges please.

**Adult man:** Certainly madam, no problem. How about some strawberries? They were grown locally just down the road, or some lovely peaches?

**Adult female:** Yes, they look delicious, but no, really, thanks. But, on second thoughts, I'll take a kilo of potatoes.

**Question 2**

I'm Fatima, this is Noura. How are you? I don't know if you remember me, but we were in Sociology class together during summer school. We were so pleased to see each other in the classroom after meeting at the registration day in April. Anyway, I'll be working in Bahrain next month and I'd love to see you and go for a coffee. I was supposed to be coming in September, but my trip was postponed. So, I'll be coming in November instead. Can you let me know if you have any free time? Hopefully, we'll meet again soon.

**Question 3**

**Teenage girl:** Hi, Ali, how are you? Last time I spoke to Uncle Farid he said you were going away with your dad, basketball team.

**Teenage boy:** Yeah, we were supposed to go for two weeks but it was cut short.

**TG:** So when did you get back?  
**TB:** In the end the trip was just one week, which was kind of disappointing.  
**TG:** I suppose so, but did you win your matches?  
**TB:** We played two warm-up matches, which we lost, and six competitive matches. We won four of those, which was nice. I suppose, though, we didn't win the competition cup, but we all got a medal for taking part.

**TG:** Excellent! Well done!

**Question 4**

**Adult male:** Hello, do you have a table for three, please? I have a young baby so perhaps somewhere not too noisy? We didn't make a reservation.

**Adult female:** No reservation? For three, let me just check... Unfortunately we are fully booked but I can see I might have a table for two somewhere. We can add a highchair for the baby, is that's ok?

**AM:** It depends where the table is...

**AF:** Just there, by the window.

**AM:** Hmm, it might be too cold there for the baby. Do you have anywhere else?

**AF:** As I said, we are fully booked, so that's all I can offer you at the moment, unless you can wait until after eight o'clock.

**Answers**

- 5 a. a thermometer
- b. oranges, potatoes
- 6 a. summer school
- b. September
- 7 a. a week
- b. four
- 8 a. somewhere quiet
- b. too cold

# Unit 2b: Holidays Focus on speaking and listening: personal questions and note-taking

## NOTE on Assessment Objectives (AOs) for Listening

**Exercise 2 and Speaking:** Students need to demonstrate that they can listen to a formal talk and complete gaps in notes/sentences based on what they hear. Specifically, students need to identify and select relevant information (L1), give reasons and ideas, opinions and attitudes (L2).

Furthermore, for speaking, students need to communicate ideas/feelings clearly, accurately and effectively (S1), develop responses and link ideas using a range of appropriate linking devices (S2), use a range of grammatical structures and vocabulary accurately and effectively (V1), show control of pronunciation and intonation patterns (S4) and engage in a conversation and contribute effectively to help move the conversation forward (E1).

## Learning objectives (LOs)

**Suggested activity:** Start the unit by focusing for a few minutes on the LOs box, making sure that students understand what they are going to be doing. Using the first LO as an example, ask students to identify where in the unit they can find the activities for the other four LOs. Get students to say which of the activities appeal to them the most, and ask them for their reasons.

## A Watch, listen and talk

### 1 Whole class, then alone

Explain that your students are going to watch and listen to some EUSL students talking about holidays. As your students watch and listen, they should make a note of the three favourite types of holiday that the speakers mention, and the reasons they give. Play the video a second time so that students can check or add to their notes.

#### Answers

- a Four types of holiday that the students mention (any three from): busy holidays, shopping holidays, self-tour holidays, one-ways, that's what they do, Edinburgh, Berlin (Mexico) [points]

The reasons they give it's all written, the student described famous destinations, he student named famous cuisines, the student brought traditional clothing, the student got to explore the city, the city had an appealing culture, the student is studying the language, to broaden a knowledge about the culture, learning a language, age, skills.

### 2 Pairs or small groups

Depending on the size of your class, put students into pairs or small groups. They can discuss their notes and then talk to each other about the types of holiday that they prefer and their reasons. Do not interfere too much, but make sure you get feedback from the class so that they know the reforms have been made. If time permits, you could write their ideas on the board and rank them according to your students' preferences.

## B Speaking and vocabulary

### 1 Pairs

Students focus on the seven pictures of different types of holidays. Ask students what they think each holiday involves. This is a speaking activity so do not worry too much about language errors – allow students to discuss freely and to trust, correction to help them build up their confidence. There are no right or wrong answers. Encourage students to say two things about each holiday.

### 2 Pairs

There are many possibilities with this matching activity, so make sure students are not too worried about getting things right. The aim is for them to think and discuss possible combinations to create the names of seven holidays, and finally to match them in the pictures (→ B1).

#### Answers

- |      |      |
|------|------|
| a 6, | e 7, |
| b 1, | f 3, |
| c 5, | g 4, |
| d 2, |      |

### 3 Pairs, then whole class

For a-f, students work in pairs, discussing each question. You may decide to limit the time available for each question, so that the activity does not take longer than is necessary. Once again, there are no right or wrong answers, to encourage fluency. Challenge students by encouraging them to give reasons for their answers. Provide some time for whole-class feedback and to reveal to students that the holidays are 'real' except for 'Chocolate cake baking in Hawaii'. Finally, focus on question f, which asks students to

to think of another unusual type of holiday and right off a summer's bit. Anything goes. I say all of the holidays and a few some more for students to choose which of those holidays they would like to go on.

## C Listening

### 1 Whole class

Tell students who they are going to listen to, and what the speaker is going to be talking about. Then get them to answer questions a and b with you, all the while referring them to the map, which will provide them with some clues.

### 2 Alone

Students listen once to Wang Yanghua being interviewed about aerial tourism, and check the answers to C1 a and b.

#### CD1, Track 10

**Chen Went:** Hello everyone, my name's Chen Went, and today we are very lucky to be talking to someone who has an amazing job! Please welcome Wang Yanghua, an aerial tourism helicopter pilot based in Beijing, Southern China.

**Wang Yanghua:** Hello, Chen, thank you for inviting me.

**CW:** So, aerial tourism? What on earth is that?  
**WY:** Well, it's basically helicopter sightseeing, but from a helicopter. Instead of seeing things from the ground, I take tourists up in a helicopter, and we look at things from above.

**CW:** That's certainly a different way of seeing things. Tell us how you became interested in flying. Is it something that you've always wanted to do?

**WY:** Actually, no. As a teenager I wanted to be a doctor.

**CW:** So how did you become a pilot?

**WY:** Well, I was at the cinema watching a film, and at one point there was a helicopter scene with helicopters flying over cities and forests...

**CW:** ...and that made you want to become a pilot?

**WY:** In fact... I've suddenly hit one the flying helicopters was what I wanted to do. Strange, isn't it? I got my full licence seven years ago.

**CW:** What's a normal working day for you?

**WY:** Well, it depends very much on the time of year, because obviously the weather impacts greatly on where you fly and to which sights. But on a summer's day I need to be in the air at least a couple of hours before the day's sightseers are ready to board the helicopter, so usually I'm there around seven in the morning.

**CW:** Where exactly do you take the tourists?

**WY:** We're very lucky in this part of China to have such stunning scenery. Our routes feature lakes and rivers, as well as rolling hills, and spectacular views.

**CW:** Do you see it ever want to avoid nature and look down on cities instead?

**WY:** Certainly they do. I have a colleague who flies in Beijing, and she only does city sightseeing tours. She tells me the two most popular attractions are the Beijing National Stadium, known as the Bird's Nest, and, of course, the Great Wall of China.

**CW:** Describe how different it is to see something from a helicopter.

**WY:** Well, firstly, ground-level sightseeing is usually static. It's stationary\*. People go to the window or out of the car and stand in front of something and take a photo or two, or a couple of selfies. Often people sit and admire something and really only see a building or a statue from one single angle. But when you're in a helicopter, sightseeing becomes more dynamic...

**CW:** What exactly?

**WY:** The angle of view and seeing are constantly changing because, obviously, the helicopter's constantly moving. What you see is a panorama, from east to west and north and south, and if you close your eyes for a few seconds, when you open them again the view will be completely different.

**CW:** So if you blink you may miss something?

**WY:** Yes. Secondly, how you can see the helicopter is flying...

**CW:** ...its altitude?

**WY:** Exactly. Altitude impacts largely on how we see something.

**CW:** What else is different?

**WY:** Well, at ground level, it's usually very difficult to know what other things are around the sight you are looking at. But from the air, you can see the building or lake or whatever it might be, as

- tourists. And this of course helps us to appreciate its size and shape in relation to other things.
- CW:** Finally, Wang, what's the most interesting thing you've ever seen from a helicopter?
- WW:** You know something? Every time I fly, I see things differently, so something which may not have struck me as being very interesting on one day could look completely different on another. So, every day is a new learning in somehow or another. Every day I see something which amazes me.
- CW:** As I said at the start, you really do have an amazing job! I didn't know what my next holiday activity is going to be! Wang Yanguan, aerial tourism heli-pilot, thank you so much, and fly safely!
- WW:** Thank you!

**WORD TIP**

These two words (*stationary*, *stationary*) are easily confused, not least how to spell them. Talk through the information and then direct students to complete the exercise in **Unit 5** of Workbook.

**3 Alone**

Tell students they are going to listen again. As they listen, they need to check in which order they hear the eight adjectives (a–h) in the box, and also note a noun of what each adjective describes. One example has been done.

**Differentiated Activities****Support**

Provide students with a list of the nouns that each adjective describes in the listening, and give them a few minutes to think of possible combinations, before they listen.

**Challenge**

Ask students to note down any other adjective – noun combinations that they hear (e.g. birdwatching lakes, rolling hills, sightseeing tours, interesting things) and then ask them to think of other nouns that could combine with each adjective, e.g. breathtaking views.

**Answers**

- 1 amazing + job,
- 2 dramatic + scene,
- 3 normal + workday,

- 4 stunning + scenery,
- 5 spectacular – views,
- 6 popular + attractions,
- 7 ground-level + sightseeing,
- 8 static + angle

**4 Pairs**

Comparing gaps in notes whilst listening to someone talking is a complex and challenging skill, and students need plenty of practice in order to build up their confidence. Before they start to the interview again, they should look at the incomplete notes and together discuss what information is missing.

**5 Alone, then pairs**

When students are ready, play the interview and tell them to check the answers.

**Answers**

F. I name: Wang Yanguan

Work location: [Guilin, South China]

Licence got: almost [seven years ago]

Normal day starts at: [around seven in the morning]

Takes tourists in Guilin to see: [scenery; lakes, rivers, hills, views]

Popular attractions in Beijing: [National Stadium, Great Wall, of China]

Advantages of aerial sightseeing: [more dynamic, panoramic, gives every thing a new feel]

**6 Pairs**

For this final activity in this section, students look at the audio script in Appendix 1 of the Coursebook and find more examples of adjective – noun combinations.

**Answers**

- birdwatching lakes,  
rolling hills,  
sightseeing tours,  
interesting things

## D Language focus: Compound (multi-word) adjectives

### LANGUAGE TIP

While in the previous section compound adjectives were not specifically focused on, this Language Tip highlights the use of two or more adjectives to modify a noun. Usually these adjectives are hyphenated to avoid confusion. There is an exercise for students to complete in Unit 5 of the Workbook.

### 1 Pairs (A and B)

In Section D, students are going to read about two of the holidays mentioned earlier. Before they do so, they are going to focus on a number of adjectives which appear in the texts.

- (i) Students discuss what the adjectives 1–12 mean. At this point, you could divide up the 12 adjectives and distribute to different pairs (or small groups) of students, and then allow them to share their ideas. (ii) Remind students which parts of the two texts are: *Biting with huskies in Iceland* and *Swimming with dolphins on Kangaroo Island*, and ask them which adjectives they think will appear in the texts, and for their reasons, e.g. chocolate-coloured in *Biting with huskies* because a husky might be that colour, and white sand in *Swimming with dolphins* because the text might mention the beach. Do not supply any answers as students will find out themselves when they read the texts in Section E.
- There are plenty of possible responses here and it is worth reminding students that it's not important to 'get things right'. The essential thing is for them to think about which adjectives 1–12 could combine with the nouns and noun and verb phrases to it. Encourage them to give reasons for their choices. Do not supply any answers as students will find out for themselves when they read the texts in Section E.
- You could use this activity to challenge your students who finish early. There are endless possibilities.

## E Reading and speaking

### 1 Pairs (A and B)

Students are each going to read a different text: Student A is going to read Text 5A in Appendix 2 of the Coursebook *Biting with huskies*; Student B is going to

read Text 5B in Appendix 2: *Swimming with dolphins on Kangaroo Island*. Note that the texts are on different pages so that Student A cannot see Student B's text, and vice versa. Students read their allocated text and check their answers to D1a (i) and D1b, then encourage them to give reasons for the answers where necessary.

### Answers

D1a (ii) + D1b

1. abominable	7. bare-faced
2. adorable	8. prevalent
3. chocolate-coloured	9. short-sleeved
4. crimson	10. hideous
5. husky-looking	11. sturdy
6. more intensive	12. white-sand

### 2 Same A/B pairs

Under each text, which students have read, is a set of questions in Appendix 3. These questions refer to the other text, i.e. the text which the students have NOT been talking about; students ask and answer the questions, reading a lot of their partner's answers.

### 3 Same A/B pairs

Without referring to either of the texts or any notes, students now tell each other as much as they can remember about their partner's text. They can ask questions for clarification.

## F Listening

### 1 Pairs

This activity gives students more practice in seeing how adjectives and nouns combine. Try to encourage your students to learn 'chunks' of language for immediate productive use in either their writing or speaking. Do not supply any answers as students will find out for themselves when they listen 1–12.

### 2 Alone, then pairs

Students listen to the woman talking about the winter fairs that she organises, and (i) check their answers to F1, and (ii) say in what order they hear the noun-adjective chunks (1–9). Then they can compare their ideas in pairs.

**Answers**

- 1 snow-white seabirds;
- 2 snow-capped mountains;
- 3 freshwater lake;
- 4 losing green leaves;
- 5 natural attraction;
- 6 complex landscape;
- 7 professional guide;
- 8 thrilling experience;
- 9 spectacular event.

**CD1, Track 11**

For anyone wanting a winter holiday, the area around Dali, in the province of Yunnan in southern China, offers many attractions, such as beautiful islands and delightful mountain scenery, as well as wonderful wildlife. One example of this can be found near Xizhou. Putuo Island in Erhai Lake, where thousands of snow-white seabirds take to the air whenever food is thrown at them. As you know, birds often feed humans, but this is exactly the opposite. Some of the birds even fly towards the food held out by visitors and take it from their hands. The whole scene is breathtaking, with blue water and sky, white clouds, and snow-capped mountains in the distance.

Erhai (meaning 'or shaped') Lake is the second largest freshwater lake in the region, covers an area of 257 square kilometres and has an average depth of 11 metres. The lake is an important food source for the local people, who are famous for their unique method of fishing. They train cormorant birds to catch fish who then return home to fishermen!

Xiao Putuo Island, where Erhai Lake is found, is covered with lush green leaves and flowers, and the recent building of several hotels along the lake's shores makes this an increasingly popular place for tourists to visit. Locals can rent you a small boat to visit both the island and the lake. Nearby Cangshan Mountain is another natural attraction, with almost half of it covered by forest. Along with the complex landscapes of the mountains, the forest makes walking difficult for novices. Up to 200 people lose their way each year, and have to be rescued, so a professional guide is essential if you want to go walking in the area. If you insist and really want to explore the mountain, but are looking for a less exertion, a 45-minute cable car ride will transport you to the top, which is 4,000 metres above sea level.

This ride is a unique experience during the winter time. You will be amazed by the green mountain landscape at lower levels, which gradually changes to a white blanket of snow as you slowly travel upwards. Then, as the cable car reaches higher levels, it can get quite shaky. The weather is wintry.

Another attraction near the lake are the hot springs at Shuyuan, which is in fact the original source of the water of the lake. There are 200–300 hot springs open to the public, attracting many visitors from Taiwan, Thailand, Myanmar, Hong Kong and Japan, as well as South Korea. Improved transport links are planned to increase tourism, and there are currently 15 domestic air links connecting Dali to over 20 major cities.

Major events, such as the six-day shroving festival, encourage locals and tourists to buy herbal medicine, agricultural products, and clothes, as well as food and gift items. As many as 30,000 people visit the festival every year. Another spectacular event is the cormorant singing, which attracts nearly 100,000 people.

**3 Alone, then pairs**

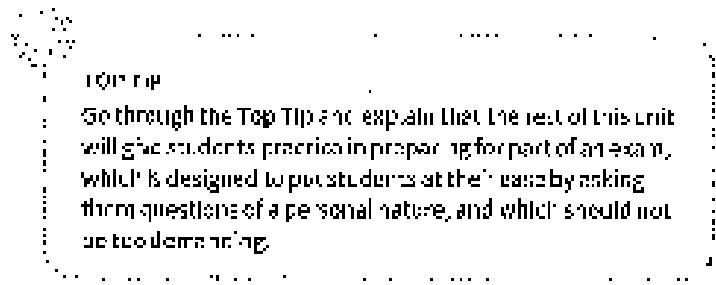
Give students a few minutes to look at the incomplete notes and to make some guesses about the missing information in each gap. They do not need to write anything yet. Go through their answers orally without correcting anything. Then play the audio again and students write their answers. For each gap, they should write only one or two words in each gap. Students compare their answers in pairs.

**Answers**

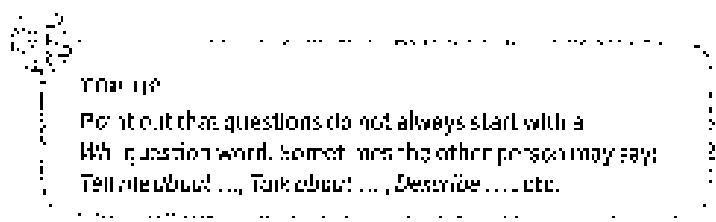
- a design the mountain;
- b our school;
- c 237/seven hundred and fifty-seven;
- d temporary birds;
- e island;
- f 2000;
- g each year;
- h sea level;
- i wetland;
- j weekly;
- k transport;
- l six/6-day;
- m singing

**4 Alone**

Students can read the transcript after Activity 3 to check their answers.

**G Speaking****1 Alone**

Students write ten questions which they think they might ask someone in the first part of the exam.

**2 Pairs**

Students ask and answer their questions from Activity G1.

**3 Pairs**

Students work together to use the words to make ten questions (a–j). Point out that some do not begin with a question word (c, g and j). Students can also see if any of the questions are similar to those they thought of in G1. Do not supply any answers as students will find out for themselves when they listen to G5.

**4 Pairs**

Ask students to think about the order in which the questions might be asked, and to give reasons. There are no right answers here; it probably questions about the student's name and family would come first, followed by travel, school, and career plans, and finally the weekend.

**5 Alone**

Students listen to Stefanos and the other person can check the answers to G3.

**Answers**

- 1 d What's your name?
- 2 e How do you spell your family name?
- 3 a Which town do you live in?
- 4 g Describe how you travelled here today
- 5 f How many brothers and sisters do you have?
- 6 j Tell me what you enjoy doing in your free time.
- 7 c Talk to me about your favourite school subjects.
- 8 h What career would you like to follow?
- 9 i What did you do last weekend?
- 10 b What are your plans for next weekend?

## CD1, Track 12

**Examiner:** Hello. What's your name?

**Stefanos:** Stefanos.

- E: How do you spell your family name?  
S: ALEXANDROS  
E: Which town do you live in, Stefanos?  
S: Nicosia  
E: Thank you. Describe how you travelled here today.  
S: Car  
E: How many brothers and sisters do you have?  
S: None  
E: Tell me what you enjoy doing in your free time.  
S: Playing on my computer  
E: Thanks, Stefanos. Talk to me about your favourite subjects at school.  
S: Science  
E: OK. And what career would you like to follow?  
S: I want to be a doctor  
E: What did you do last weekend?  
S: I visited my grandparents  
E: And what are your plans for next weekend?  
S: I don't know  
E: Thank you very much, Stefanos.

**6 Alone**

Before students listen a second time, ask them if they can remember how Maria answered the six questions (a–f). Then play the interview again and students check their ideas.

**Answers**

- Describe how you travelled here today. Car
- Tell me what you enjoy doing in your free time. Playing games on my computer
- Talk to me about your favourite subjects at school. Science
- What career would you like to follow? I want to be a doctor
- What did you do last weekend? I visited my grandparents
- What are your plans for next weekend? I don't know

**7 Pairs**

Students discuss each of the answers they think could be correct and give reasons. Students should avoid giving single word answers whenever possible, so answers a and c are not particularly strong. We also need to encourage students to add information to statements they give, so answers b, d, e and f could also be better.

**Possible answers**

- My mum drove me here in her car.
- I enjoy playing on my computer.
- I like science subjects, especially physics and chemistry.
- I want to be a doctor, but I'm not really sure yet.
- I don't know yet. It depends on the weather.

**8 Alone, then pairs**

Students listen to Maria and decide if she performs orally better or worse than Stavros. Encourage students to discuss their reasons with their partner.

**CD1, Track 1.3**

- Examiner:** Hello. What's your name?  
**Maria:** Hi. I'm Maria.  
**E:** Now do you spell your family name?  
**M:** Actually it's not too easy. (—RISTO.)  
**E:** Which town do you live in, Maria?

- M:** I live here in a town, well, just outside actually.  
**E:** Thank you. Describe how you travelled here today.  
**M:** Well, my mum drove me.  
**E:** How many brothers and sisters do you have?  
**M:** I don't have any.  
**E:** Tell me what you enjoy doing in your free time.  
**M:** To be honest, I don't have much free time but I like watching TV.  
**E:** Thanks, Maria. Talk to me about your favourite subjects at school.  
**M:** Hmm, I like everything but my favourite subject is English.  
**E:** OK. And what career would you like to follow?  
**M:** So far, I have no idea but maybe teaching.  
**E:** Thank you. What did you do last weekend?  
**M:** Let me think. OK, it's an exam at school, so I did some studying.  
**E:** And what are your plans for next weekend?  
**M:** Next weekend? I don't know. Maybe I'll go shopping with some friends.  
**E:** Thank you, very much.

**9 Alone, then pairs**

Before students listen again to Maria, get them to give you some examples of 'I' and Maria uses quite a few, which helps to improve her responses to the other person's questions.

**Answers**

Actually; Well; To be honest; Hmm; So far; let me think; Next weekend?

**10 Alone**

Refer students to the descriptions in Appendix 3 of the Coursebook to check their answers.

**11 Whole class**

Ask students in what way 'next weekend' is different from the other four.

**Answer**

Maria repeats some key words from the question, to give herself time to think.

**LANGUAGE TIP**

This Language Tip reinforces the importance of using fillers to make spoken language sound more natural and fluent. There is an exercise for students to complete in Unit 5 of the Workbook.

Check which of the questions already discussed in this section the examiner asks, and then discuss with your partner which of the two students performs better, and give their reasons.

**3 Pairs**

This activity gives students an opportunity to practise the situations introduced in lesson 1. They can take the roles of examiner and student, and then change roles to go on to challenging or cleverer questions. Allow the activity to run freely without too much intervention from you, but once again, encourage students to use the language from the unit.

**H Watch, listen and talk****1/2 Alone, then pairs**

Students are going to watch two students answering an examiner's questions. As they watch, students should

**Reflection**

Use the Reflection to remind students of what they have achieved in the unit. Students could set themselves a personal goal based on their scores for units 1–5.

**Exam focus****Listening, Exercise 5****Answers****Global Volcanoes**

(Answers and marks given in square brackets for guidance)

- a Volcanoes are powerful, prime, beautiful, ... .... [extinct; 1 mark]  
Talks about five volcanoes – Asia, USA, Indonesia, ... .., Europe [Vesuvius; ½]
- b Mount Fuji ... .... [height: 3776; ½]  
Many people hope to reach the top during lifetime
- c Shape of top like umbrella ... .... [cone; ½] and possible to see it from ..... [Tokyo; skyscrapers; ½]  
Distance to volcano is ..... [122 km; ½]

- d Mt Semeru is the ... .... [highest; ½] volcano in Indonesia  
Mt Ijen is wonderful ... .... [sunrise; ½] views
- e Virunga is Africa's first ... .... [national park; ½]  
Possible to see ..... [giraffes; ½] and the world's largest ... .., [elephants; ½] at Mt Nyiragongo
- f Mount Etna, Mt Vesuvius, famous for devastating eruption almost ... .... [two thousand/2,000; ½] years ago  
Volcanology research information from volcano ..... [observatory; ½]
- g Crater lake cannot be seen until you reach edge of crater, and lake is different shades of ..... [blue; ½]
- h Lake surrounded by cliffs and ... .... [pine forests; ½]  
Visitors can drive on the ...

# Focus on reading: note-making

**NOTE on Assessment Objectives (AOs) for Reading and Writing Exercise 3 (note-making):** Students need to demonstrate that they can make brief notes from a supplied reading or hearings relating to an article/text (for example: from a newspaper or magazine), printed in the question paper. Specifically, students need to identify and select relevant information (R1), understand ideas, opinions and attitudes (O2) and show understanding of the connections between ideas, opinions and attitudes (E3).

## Learning objectives (LOs)

**Suggested activity:** Start this unit by focusing for a few minutes on the LOs box, making sure that students understand what they are going to be doing. Using the first LO as an example, ask students to identify where in the unit they can find the activities for the other four LOs. Get students to say which of the activities appeal to them the most, and ask them for their reasons.

## A Watch, listen and talk

### 1 Whole class, then alone

Explain to your students what they are going to watch and listen to some IGCSE students talking about school facilities. As your students watch and listen, they should (a) make a note of the three most important facilities that the speakers mention, and (b) make a note of the facilities that the speakers would like to have. Play the video a second time so that students can check or add to their notes.

#### Answers

- The most important facilities that a school should offer: a library, an outdoor area, a big hall.
- Extra facilities the students would like to have: an gymnasium, a big hall.

### 2 Pairs or small groups

Depending on the size of your class, divide students into pairs or small groups. They can discuss their notes and then talk to each other about the facilities that they think are the most important in a school, and the extra facilities they would like to have in their school. Do not interfere too much, but make sure you get feedback from the class so that they know their efforts have been

worthwhile. If the pupils, you could write their ideas on the board and rank them according to your students' preferences.

## B Speaking and vocabulary

### 1 Small groups

Ask students to work in groups (or pairs) and make sure they understand what facilities means. In small groups, they look at and discuss the pictures, then answer the questions. You may like to limit the time available for each question.

- They need to discuss if any of the facilities are the same as the ones from Section A, and talk about which ones (if any) they have and would like to have in their own school. Encourage them to give reasons for their answers. Monitor but do not interfere with the discussions. Provide feed-back afterwards.
- and again from a realistic point of view, students talk about what facilities they would need if they had to live without anything missing from the pictures in Section A.
- On the final question, students need to think about the differences between primary and secondary schools, and universities and colleges, and to give reasons why different places of learning need different facilities.

### 2 Alone

If you have access to the internet, you could get students to search for schools either in their own country or somewhere else, and check the facilities that they offer. If you can't use the internet, prompt students with some questions – for example: Where could you borrow a book from? Students should make a list of facilities and then put them into rank order.

Next, get your students to convert their list into a graph or chart. They did a similar activity in the previous unit, so this activity should not present too many problems. Each student needs to prepare their own graph or chart for the next activity.

### 3 Small groups

Using their own graph or chart, students now say three things about two or others in their group, then answer any questions. Use the example in the Coursebook to check that students understand what they have to do.

Monitor, but do not interfere. Provide positive encouragement, giving feedback once students have finished writing about their strengths and dreams.

## C Reading

### 1 Pairs

The first activity in the section focuses on vocabulary. Students work in pairs to find out the meaning of the new words and phrases. During feedback, make sure that there is general agreement on the meanings.

#### Differentiated activities

##### Support

- Reduce the number of words and phrases that students should look up.
- Supply students with the correct definitions for a matching activity.

##### Challenge

Once students have agreed on the definitions, ask them to do some wordbuilding, for example: **adjective** (adjective + adjective) – **adverb** (verb) – **adverbly** (adverb + adjective + noun).

### 2 Alone, then pairs

The headings in the box are all services and facilities that a language school might offer. Students skim the text and decide which heading goes with each of the five paragraphs, then check with their partner. There are three extra headings that students do not need to use.

#### Answers

- 1 = Library;
- 2 = Library and Multimedia Resource Centre (L M R C);
- 3 = Counselling service;
- 4 = Cafeteria;
- 5 = Academic mediation and welfare.

#### Differentiated activities

##### Support

You could point out which headings are not needed (Banking facilities, Social and leisure programme)

and Sports centre), to decide what students have to think about.

##### Challenge

Tell students to draw up the box in Activity C2 and think of their own headings for the five paragraphs.

**WORKSHOP**

The spellings of these two words (practice, practise) are commonly confused. Refer students to the practice exercise in Unit 6 of the Workbook.

### 3 Alone, then pairs

Students skim the text again and identify which facilities they do not have at school or college, then check if these are the same as the ones they listed in Activity C1. Working with a partner, they can add more facilities and give reasons for choosing them.

### 4 Pairs

For this activity, students find the words in the text from Activity C1 and check if the meanings they agreed on were correct and make sense.

### 5 Alone, then pairs

This is an information-transfer activity, similar to the type of question found in many examinations. Students need to read the text carefully in order to complete their copy of the table. All the missing information relates to the opening and closing times of specific facilities.

#### Differentiated activities

##### Support

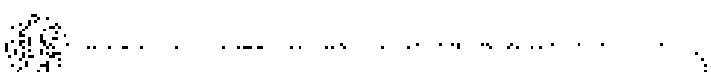
- Ask students to complete the information for only two (or even one) of the facilities, rather than all three.
- Highlight which specific time slots they need to complete.

##### Challenge

When students have completed the table, ask them to use the information to write one or two sentences about each of the facilities.

## Answers

Facility	Time	0600	0700	0900	1600	1700	1900	2100	2200
Café		Opens M-F		Opens weekend	Closes weekend			Closes M-F	
IT facilities			Opens M-F	Opens weekend		Closes weekend			Closes M-F
LMRC				Opens M-F			Closes M-F		

**TIPS**

Point out what is required in a note-making question, and highlight the importance of careful text reading to select the correct information.

**6 Pairs**

Note-making questions require students to identify relevant information and to select correct details, and they may also need to identify facts, opinions and attitudes. The information students find should be rewritten under the headings provided. Activity 6 asks students to look at some notes based on the text they have read, and then to write some additional notes.

- Pairs work in A/A pairs, with A looking at paragraph 1 and B looking at paragraph 2. Each student needs to write four-five notes, based on the content of their paragraph.
- In pairs, students exchange their notes and decide if they agree and anything is missing or should be added.
- Without referring back to the paragraphs, students use the notes they have been given to write a paragraph.
- Students exchange their paragraphs and compare the content with the original texts in the Coursebook.

**7/8 Alone, then pairs**

This is quite a challenging activity so it is necessary consider reducing the load and/or supplying prompts to help students to complete the questions. Forming questions in English is a challenge for many learners, due to the sometimes complex word order used and the use of auxiliary verbs, so this activity provides useful practice. Do a couple of exercises first, then get students to work alone to write the questions. Once they have finished, let them work in pairs to see if they have written the same

questions. Let them ask and answer, as this is an effective way to check knowledge as the questions are

**Suggested answers**

- How often do students go to lessons?
- What is the T eaching the IT facilities open at weekends?
- What does the special software help you practise? What can you practise in the T eacher?
- How many volumes/books/titles are there in the LMRC/library?
- What can you do in the room so that you can listen to the story?
- Where can you purchase/buy books and audiolists?
- What does the course/guiding service use to help you choose a course?
- What can you use to improve English language magazines and newspapers in the cafeteria?
- How many people can help you write accommodation and welfare?
- Why is staying with an English-speaking family a popular option?

**D Language focus: Prefixes and suffixes****LANGUAGE TIP**

Spending some time reviewing the two Language Tips near D Language focus: Prefixes and suffixes in the Coursebook, as this is an important area for students to understand and they will need to refer to it for the activities that follow. Note that we use the term *affix* to describe both prefixes and suffixes. Refer students to the exercise in Unit 16 of the Workbook.

## 1 Alone

All the prefixes are taken from the article students read in the previous section, so they will have a ready source them in context. Students need to decide if they change the meaning or the meaning of the words. Refer them to the Language Tips near **D Language focus: Prefixes and suffixes** in Unit 8 of the Coursebook for help if they need it.

### Answers

- 1 self-study **assume** prefix = meaning
- 2 facilities including **international** prefix = meaning
- 3 **independent** prefix = meaning
- 4 **independent** prefix = meaning
- 5 one weekly timetabled lesson **suffix** = grammar
- 6 from beginning to end **suffix** = meaning
- 7 **so-called** or **suffix** = grammar

## 2 Pairs

With a partner, students look at the prefixes and decide what each one means. Then they match each prefix with the word or word base in brackets next to it, and tell each other what the words mean.

**Note** – The prefix **self** is always followed by a hyphen (-), as is **ex**. For example, **ex-president** and the prefix **auto** is open, but not always followed by a hyphen.

### Answers

- auto + matic = automatic = without human control
- hyper + market = hypermarket = large shopping centre
- sub + manue = submarine = underwater boat
- trans + cont + ental = transcontinental = across several continents
- bi + -annual = bi-annual = every two years
- bilingual = multilingual = knowing more than one language
- anti + cold = antibiotic = a substance that stops another substance from damaging your body

**ex** + president = ex-president = former president

contra + dictio = contradiction = a big difference between two statements about the same subject

## 3 Pairs

Sit the pairs (row A/B). Student A looks at prefixes a-d and Student B looks at e-h. Each student decides what the

prefixes mean and then makes more words that contain each one.

### Answers

- a by yourself, alone (self-employed)
- b having many (= multi-purpose)
- c between/among (international, intercom)
- d with/together (convention, contact)
- e relating to hearing/sound (audio-visual, audio-lingual)
- f opposite (disappear, disappear, respect)
- g to you don't/haven't (irrespective)
- h three (triangle, trilateral)

## 4 Alone, then pairs

Now that students have practised prefixes, we move on to suffixes. Go through the information in Activity 3a, making sure students understand the role of the suffixes, then get them to complete the task. In some cases, there is more than one possible answer. Point out the importance of checking spelling very carefully (e.g. **happi+ness** = **happiness**). Give students some time to check their answers with a partner before you give feedback.

### Answers

- accident + al = accidental
- avail + able = available
- cheer + able = cheerful
- excite + ing = adjective, excitemen + t = noun
- guidance = noun
- happiness = noun, happy = adjective
- imaginative = noun, imagine = verb
- lovely = adjective, lover + able = noun, loving = adjective
- luxurious = adjective, luxuriously = adverb
- saying = noun

## 5 Alone

Make sure students clearly understand what they have to do in this activity. Firstly, they must create two words using the suffixes in the boxes (there are two examples), then they should choose four words to use in complete sentences. There are multiple possible answers here so make sure you use time giving students feedback on their efforts.

**Differentiated activities****Support**

- I Reduce the number of words students need to create by giving them some of the prefixes.
- II Give your students gapged sentences, which they need to complete once they have created the words.

**Challenge**

Increase the challenge of this activity by telling students that they still have to write five sentences, but that each sentence must contain two words from one ten, thereby using all the words that they have created.

## E Speaking: Giving advice and making suggestions

**1 Small groups**

Students are going to read a newspaper article called 'Why can't teenagers get up in the morning?' and then, in small groups, to discuss questions a-d and tell them why they should be prepared to present their ideas to the class. Monitor, but do not interfere, then offer positive feedback on their discussions. You could limit the time available for each question to keep the discussions focused and moving forward.

**2 Alone, then pairs**

Tell students that they are going to listen to two different people giving advice about how to wake up in the morning. Before you listen, give students a few minutes to look through the phrases in columns A and B. Play the audio and students match the phrases to make complete sentences.

**Answers**

- |      |      |
|------|------|
| 1 h, | 6 b, |
| 2 d, | 7 f, |
| 3 i  | 8 c, |
| 4 e, | 9 a, |
| 5 j, | 10 g |

**3 Alone, then pairs**

This is a noticing activity. While listening a second time, students notice which advice suggestions are followed by 'to + verb? Which ones are followed by '-ing? Which ones are

followed by infinitives without 'to'? By a couple of examples using the phrases 'why' and 'why not'. Notice that 'If I were you ...' does not use any of these forms, and is followed by 'I would / 'd do something'.

**Answers**

- 1 I think you should ... - Infinitive without to
- 2 Why don't you ... + infinitive without to
- 3 How about ... + -ing
- 4 If I were you, ...
- 5 I suggest ... + -ing
- 6 You'd really better ... + infinitive without to
- 7 You'd strongly advise you ... to + verb
- 8 My advice would be ... to + verb
- 9 It might be a good idea ... to + verb
- 10 You might try ... + -ing

**4/5 Pairs**

Students are going to think about the advice they would give to someone who finds it difficult to concentrate while studying. Encourage the example in the Coursebook first, then students work with a partner, using the advice phrases from the previous activity. Alternatively, they can join up with different pairs and share their advice, using reporting verbs if possible (as in the example). Let the class decide the best piece of advice.

**LANGUAGE TIP**

The Language Tip near Activity F2 of the Coursebook focuses on two words that are commonly confused: *advise* (verb) and *advise* (verb). Spend some time going through the information, checking that students fully understand the difference between the two words in spelling and meaning. Refer students to the exercise in Unit 6 of the workbook.

## F Reading

**1 Small groups**

Students are going to read the text about why teenagers don't get up in the morning. In small groups, students look at statements (a-e) and discuss if they think they are true or false, giving reasons for their answers. Do not show any answers yet as students will find out when they read the text.

## 2 Pairs

Students should be used to these vocabulary activities by now. Make sure they have access to reference sources. Remember that for some students you may want to reduce the number of words and phrases they need to check.

## 3 Pairs

The phrases all appear in the text, but students need to discuss what information they think they will read about each one, and give reasons. If one is short, or too difficult, ask you could divide up the phrases between different pairs of students.

## 4 Alone, then pairs

Go through the three things students need to know when they read the text for the first time. Firstly (a) they need to find out what Dr Kuhn advises. (Schools and universities should locally not start before 11 a.m.), then (b) check if the statements in Activity F1 are true or false and (c) check if their ideas from Activity F3 appear. Set a time limit for this activity and encourage students to read the text quickly. When they have their answers, get them to compare with a partner.

### Answers to 4b

- a false: most children (paragraph 1).
- b true (%).
- c false: more likely to smoke (2).
- d false: very few teenagers (1).
- e true.

### Differentiated activities

#### Support

- i Point out the paragraphs in which they will find the answers to the questions.
- ii Ask students to answer just a or b, or just a and c.

#### Challenge

- i After students have answered questions a-c, get them to cover the text and discuss where in the text they found the words and phrases from Activity F2.
- ii Tell students to continue to Activity F5 and F6 in the gaps. When they have finished, they can share their answers with the class.

## 5 Alone, then pairs

Students use the gap words and phrases from Activity F2 to complete the gaps in the text, and then check with their partner. If some students have already come to a reply, then form up in groups with other students and discuss 'until' each of the.

### Answers

- |     |                    |      |                       |
|-----|--------------------|------|-----------------------|
| i   | diminish,          | v    | biological needs,     |
| ii  | out of sync,       | vi   | a blase ,             |
| iii | trivial matter,    | vii  | metabolism ,          |
| iv  | sleep deprivation, | viii | gradually go to sleep |

## 6 Alone, then pairs

The comprehension questions include one that requires students to interpret data in a graph. Set students to read through the questions and find this one. Then get them to underline the key words before they attempt to answer. When they have finished, allow time for them to check their answers with each other before you give feedback. For some students, you could omit question h.

### Answers

- a return to go to bed at a decent hour (mention about cycling to school, lie in and for holidays or weekends)
- b body clock is out of sync
- c future prospects, health and lives
- d because teenagers perform very poorly in the mornings
- e changing sleep cycle has shocking consequences
- f sleep
- g in the morning at school, in class
- h 6-7 hours
- i how the human sleep cycle works; hormones stimulated by light stop us falling asleep during the day. In the evening, the human body produces melatonin which makes us sleepy; also body temperature drops; metabolism slows down; how teenagers are differs to; pressure to fall asleep is more gradual; easier for teens to stay awake later; melatonin produced an hour later than usual.

## 7 Various

This final activity gives students some further practice in note-taking, based on the content of the text they have read. To save time and to differentiate you could give

one reading to different students or pairs of students, and then bring everyone together to share their ideas. Note that there may be more possible answers than are required for each heading.

### Answers

#### Teenagers and their sleep problems

'Terrible teens' behaviour

refuse to go to bed at decent hour

anxious about getting up for school

stay up for hours at weekends

develops lazy streak

#### Problems faced by sleep-deprived teens

more likely to smoke

prone to depression and stress

cardiovascular system less active

memory decline

#### Natural body cycle

desire to sleep reduces by light

blue light can disrupt sleepiness

can't sleep with everyone else

#### Differences in teenagers

pressure to fall asleep is more gradual

can sleep longer

bodies produce melatonin around an hour later than usual

## Reflection

Use the Reflection to remind students of what they have learnt in the unit. Students should set themselves a personal goal based on their scores for Unit 6.

## Exam focus

### Reading, Exercise 3, note-making

#### Answers

Note that there may be more possible answers than are required for each heading.

#### Tablets versus books before bedtime

##### Participants:

16 non-smokers

... aged 22–33

... familiar with tablets

[2]

no drug, medical or psychiatric disorders

[2]

##### Data obtained from recordings:

brain electrical activity

[1]

total sleep time

[1]

sleep efficiency [exclusion]

[1]

percentage of time spent in each sleep stage

[1]

time before first period of REM sleep

[1]

##### Possible impacts from blue light:

sleepiness

[1]

delayed and reduced slow-wave activity

[1]

shorter sleep [extended]

[1]

[total: 7 items, 9 Extended]

[1]

# Unit 6, Yr 8, English Focus on reading and writing: note-making and summary writing

**NOTE on Assessment Objectives (AOs) for Reading and Writing Exercise 4 (summary writing):** Students need to write a 80 (Core) or 120 (Extended) word summary about 3 important aspects of a text presented in the question paper. To do this effectively students need to identify and select relevant information (W1), understand ideas, opinions and attitudes (W2) and show understanding of the connections between ideas, opinions and attitudes (R3).

Students need to communicate information/jokes/opinions clearly, concisely and effectively (W1), organise ideas into coherent paragraphs using a range of appropriate linking devices (W2), use a range of grammatical structures and vocabulary accurately and effectively (W3) and show control of punctuation and spelling (W4).

## Learning objectives (LOs)

**Suggested activity:** Start the unit by focusing for a few minutes on the LOs box, making sure your students understand what they are going to be doing. Using the first LO as an example ask students to identify where in the unit they can find the other LOs for the other four LOs. Get students to say which of the activities appeal to them the most, and ask them for the reasons.

## A Watch, listen and talk

### 1 Whole class, then alone

Explain that your students are going to watch and listen to some IGCSE students talking about jobs. As your students watch and listen, they should (a) make a note about the jobs that the speakers want to do in the future, and (b) make a note about the things that appeal to the speakers about the jobs. Play the video a second time so that students can check or add to their notes.

### Answers

- Jobs the students want to do in the future: a lawyer, a doctor, an ambassador (international relations), a businesswoman
- What appeals to the students about the jobs: the student is good at debating, the student enjoys learning about laws and the legal system [a lawyer is meaningful, you can have the ability and know about]

to save people's lives and improve their quality of life [a doctor] the student wants to help the world and improve his country/ make contributions to the country [an ambassador] because the student can travel around countries, the student wants to be able to go into a big company, the student wants to be successful... [I have been a childhood dream [a business woman].

### 2 Pairs or small groups

Depending on the size of your class, put students into pairs or small groups. They can discuss their notes and then talk to each other about the jobs that they would like to do when they finish school, and what in particular appeals to them about the job. Do not interfere too much, but make sure you get feedback from the class so that they know their jobs have been noticed! If time permits, you could write their ideas on the board and rank them according to your students' preferences.

## B Speaking and vocabulary

### 1/2 Whole class

Get students to look at the pictures, and to name at least two things that they can see in each one. Provide any vocabulary the students may ask for. Ask them to describe what is happening in each picture and what job each one shows. For example, the first picture shows a soldier and the second picture shows a teacher teaching a class of students. Allow students freedom to express themselves and do not worry about language errors. Afterwards ask students if they would like to do any of these jobs and why.

### 3 Pairs

In pairs, students discuss questions a-c. Some teenagers have no idea about their future career, so be prepared to prompt them. Monitor the discussions, but do not interfere; be ready to give positive feedback at the end of the activity.

### 4 Alone, then pairs

Working on their own, students can write brief letters to identify the seven jobs, then match them with the pictures. When they are ready, students can check their answers with a partner.

**Answers**

- |               |             |
|---------------|-------------|
| a accountant, | e gardener, |
| b actor,      | f teacher,  |
| c pharmacist, | g astronaut |
| d cleaner,    |             |

**5 Alone, then pairs**

Students work alone and write a short definition or description for each job. Look at the example first (comedian). Students can compare their sentences when they have finished. If time permits, you could turn this into a competition by asking students to write their definitions with gaps for the class to fill. A ... is someone who ... (jokes) and makes people laugh. They then exchange the writing and fill in the gaps in their partners' sentences.

**6 Whole class**

Finish off this section by asking students which of the jobs in the previous activity they would most or least like to do. Get them to give reasons. Once again, allow students the freedom to express themselves without interruption; provide feedback at the end.

**C Reading****1 Pairs**

Give students a few minutes to decide what a cosmetic scientist does (or might do). There are no right or wrong answers at this stage, so encourage students to speak up without correcting them. This will not only increase their confidence when speaking, but also improve their fluency. Feedback and corrections can be given at the end of the activity.

**2 Pairs**

To ensure students understand what a cosmetic scientist does (they make perfumes and fragrances, and also find scents that work well together), then get them to look at statements (a–g) and decide if they are true or false. Allow students to use reference sources to check any unknown words. Do not supply any answers as students will find out for themselves when they read the text.

**3 Alone, then pairs**

Go through the seven headings again to check any unknown words. Then students have a quick look at the text and decide which heading goes with which paragraph. Set a time

limit here to encourage fast, silent reading. When they have finished, they can check their choices with a partner.

**Answers**

- |      |      |
|------|------|
| a 6, | e 7, |
| b 5, | f 4, |
| c 1, | g 3  |
| d 2, |      |

**4 Pairs**

Students need to refer back to the true/false information in Activity C2 and guess which of the seven paragraphs they would expect to find each piece of information, and to give their reasons.

**5 Alone, then pairs**

This text is quite long so you may decide to use a differentiated activity to help students. If the whole class is at similar level, set a time limit for students to skim the text and check if the information in Activity C2 is true or false. They should then give reasons and correct any incorrect information.

**Answers**

- |   |  |
|---|--|
| a true,   |  |
| b false (larger companies tend to focus on students who have Masters or PhD degrees in Cosmetic Science). |  |
| c false (thousands of scientists and chemists working, the number of jobs continues to grow).             |  |
| d true,   |  |
| e true,   |  |
| f true,   |  |
| g false (get involved with social networking sites)   |  |

**Differentiated activities****Support**

- i You could point out in which paragraphs they will find the information from Activity C2.
- ii Make the task shorter by distributing the seven pieces of information among several students.

**Challenge**

When students have finished, tell them to find three or more pieces of information in the text and write them down, with an error in each one. They then exchange their writing with a partner, who has to identify and correct the errors.

**6 Pairs**

For this activity, students look at the underlined phrases in the text and check if they understand them. Make sure all students understand them before moving on.

**WORD TIP**

These two words (except, except) are commonly confused and misspelt. Go through the 'Vocabulary' and then direct students to the exercise in Unit 7 of the Workbook.

**D Language focus: Modals for advice and suggestions****1 Whole class**

Modal verbs have many different functions in English. In this section, we focus on using modals to offer advice and to give suggestions. Get students to look at the two examples and point out that underlined modals could end words, and their position before the main verb.

**2/3 Pairs**

Ask students to work in pairs and write a list of any other modal verbs they know. The modals do not have to be for advice and suggestions. Then students can look back at the text to see if any of the modal verbs from the tip appear. If they find any, they should decide what their function is (see also *In the box*). Point out that modal verbs can have different degrees of strength, so could, should and are not as strong as must. Students should move from right, have to, to the continuum.

**4 Whole class**

Give several examples of a modal verb followed by have + past participle, for example *we should have studied harder*, and write it on the board. Encourage students to make suggestions, for example that the student doesn't feel well. Encourage students to add the form *she/he/they should/could/can/can't* + past participle to the continuum.

**5 Alone, then pairs**

- Ask students to go back to D1 and to refer to the two examples there in the text.
- Now students go back to the text and rewrite in the past for examples of modal verbs. Check that they use the correct structure: modals + have + past participle.

**Answers**

You could have started your own company.

You should have got a four-year degree.

**6 Alone, then pairs**

For the final activity, choose one or more of the following activities of their own. Set them to share their answers as a way of checking.

**E Writing: Note-making and summary writing****1 Alone**

This activity helps students to identify key information in a text and to write the information in note form. Some students may find these skills challenging, so begin by looking at the example and get students to show you where the information is in paragraph 1. Make sure they realize that the notes don't read the text – in other words, the information from the text is written in a different way when making notes. Get students to read the text again and write two notes for each paragraph.

**Differentiated activities****Support**

- Ask students to write just one note for each paragraph, or allocate one or three paragraphs to each student, thereby reducing how much they have to do.
- You could also identify the important information in each paragraph; the students need to write in note form.

**Challenge**

- Ask students to try to write three notes for each paragraph.
- Another option is to put students into pairs: Student A reads one paragraph aloud and Student B writes notes. Then they swap roles. Finally, they look at their notes and compare them with the original text.

**2 Pairs, then whole class**

Students should now compare their notes to see if they wrote the same or different things (there are many possible answers). They should also try to agree on the most important information contained within each paragraph. When everyone has made 'big decisions', have a whole-class discussion on each paragraph and agree which pieces of information are the most important.

**TIP**

Before moving onto Activity E3, go through the Tip box (Activity E3 of the Coursebook) with the class, highlighting the key things for students to remember.

### 3 Alone, then pairs

In pairs from the previous activities, students work alone to complete a copy of the notes. They can look back at the text if necessary. Give them time to check with a partner when they have finished.

#### Answers

##### 1 Get your science degree

*A science degree is essential, usually four years from a college or university.*

*Many science degrees are common, but in physics is also aerospace.*

##### 2 May not get an advanced degree

*Many companies prefer students with (i) Masters or PhD. But on-the-job training often (ii) more valuable than qualifications.*

##### 3 Research cosmetic companies

*Many of (i) job opportunities are narrow (ii), growing industry continues to grow despite economic (iii) uncertainty.*

##### 4 Pick a job

*(i) College/Education does not usually tell you what job you will get.*

*Plenty of different jobs available, so best to choose one which (ii) fits your interests.*

##### 5 Get a job

*Important to start preparing (i) your CV (ii) at university and then send it to the HR departments. Jobs advertised in (iii) newspapers as well as (iv) university careers offices.*

##### 6 A temporary assignment:

*Having a (i) temporary job can help find something more permanent in the future.*

*Use a (ii) temp agency with science focus to help you get your first assignment.*

##### 7 Network with other professionals

*Create your own social network pages because professionals post (i) career information.*

*Also best place to begin (ii) relationships with other people in the industry.*

#### Language tip

Focus on the Language Tip before students work on Activity 5 in the Coursebook. There is a Workbook exercise which you can direct students to after they have finished Activity 5.

### 4 Whole class, then pairs

This activity highlights the importance for students of using linking words and phrases in writing. These will help guide the reader through the writing, and to link sentences, paragraphs and sections both forwards and backwards. Smart use of linkers not only makes what has been written easier to follow, but also demonstrates confidence and fluency in writing skills. Focus on the links and the examples and point out that linkers can be used for different purposes, and in this activity students are going to focus on three of the most common uses: adding information, sequencing, and contrasting. Then students work with a partner and decide in which category the words and phrases in the boxes can be placed.

#### Answers

Adding information	Sequencing	Contrasting
In addition (to) ...	Firstly, Secondly, and so on	But
And		However
Also	Finally	Although / even though
As well as	Lastly	Apart from
Furthermore		Besides
Moreover		Despite the fact that
		Instead of
		Never the less
		Whereas

### 5 Pairs

Work together: students think of a job, one more linking word or phrase for each category. Make sure students have an opportunity to share their answers so that everyone in the class can build up a list of useful linkers.

### 6 Whole class, then pairs

Ask students to underline the linkers in the expanded notes for Paragraph 1. Don't forget that *and* is a linking word.

#### TOP TIP

Students need to find the information required and transfer it in note form under the correct headings. However, even with notes, it is important that what students write is intelligible.

- 1 Finding the most important notes** is to get your science degree, and this is usually a four-year course from a college or university. There are many common degrees, such as Chemistry, Chemical Engineering, Sociology and Microbiology. However, Physics is also valuable in the cosmetics industry.

Now put students into A/B pairs, but tell them they will work alone. Students A combine their notes for Paragraphs 2–4 and Student B combines the notes for Paragraphs 5–7, using linking words and phrases where appropriate. They should underline the linking words. There are various possible answers, and yet every paragraph will require students to use the same number of linkers. In some cases, linkers may not be necessary. It is a good idea to do the summarising first, so ask students to tell you about the text, using their notes. Give them a short introductory sentence to get them started, for example: There are many things you can do to become a cosmetic scientist. Firstly, ...

#### Differentiated activities

##### Support

- Get students to expand just one of the sets of notes, rather than summarising three. You could also add different headings to encourage students to write, then get them to join all the writing together to make one summary – this will give these students a sense of achievement.
- Allow students to refer back to the text.

##### Challenge

- Tell students that they are not allowed to refer to the text, so their summary will be based solely on their notes.
- Students have to expand notes for six rather than three paragraphs.

##### Possible answers

- 2 May be 60+ advanced degrees**

A four year degree is fine, but some large companies prefer to employ students with a Masters degree at a PhD. However, on the job training is often more valuable than qualifications.

- 3 Research cosmetic companies**

There are plenty of job opportunities for cosmetic scientists and the market is growing. However, the industry continues to grow despite economic uncertainty.

- 4 Pick a job**

A student's college or university education does not usually tell you what job you will get in the future. But

there are plenty of different jobs available so the best action is to choose one which fits your interests.

#### 5 Get a job

It is important for students to start networking now and ask university for the list of university jobs and then send it to company H&R departments. Jobs are advertised in newspapers as well as in university careers offices.

#### 6 A temporary assignment

Doing a temporary job can help students to find something more permanent in the future, and using a agency with a focus on science jobs can help students to get their first assignment.

#### 7 Network with other cosmetic chemists

It is a good idea to create your own social network by using professionals' contact information from their careers online. This is also the best place to begin making contacts with other people in the industry.

#### 7 Pairs

Students look at each other's paragraphs and combine them to make one longer piece of writing.

## F Listening and speaking

#### 1 Pairs

Make sure students have someone else, who is NASA, stand beside them as they start this activity. If possible, they should discuss the two questions. If they do not worry if they do not know very much – they will find out more during the listening activity.

#### 2 Whole class, then pairs

Quickly go through the questions orally to check that students understand what is being asked and to clarify the type of answer required. Then, in pairs, students discuss each question and try to predict the answers. Give them plenty of freedom to speculate – they will find out the real answers when they listen.

#### 3 Alone

Prepare students for the listening activity. They do not need to find the answers to the questions in Activity F2 on the first listening, but should focus on *questions a* and *b*.

#### CD1, Track 16

Barnabé Ngwanzi: Welcome to this week's show. Today

we're going to talk about careers and, in particular, one career which some of you may believe is only for men working

for NASA, the National Aeronautics and Space Administration in the USA. My guest is Kagiso Abaka, a careers advisor for NASA, based here in Joburg. Welcome!

**Kagiso Abaka:** Hi there.

**BN:** So, what does a young woman need to do in order to work for NASA?

**KA:** The same as a young man, of course! For anyone who likes finding out how things work, solving puzzles and problems, or creating and building things, then why not consider a career in science, technology, engineering or maths? With NASA, workers work in a lot of different areas, and there is information available on careers and how you can progress for them.

**BN:** Interesting... But what is an engineer? What does an engineer actually do?

**KA:** Good question! Engineers are the people who make things work, using power and materials. Engineers have moved the world into skyscrapers, high-speed cars, jets and, of course, space vehicles. They make our lives interesting, comfortable and fun. Everything in our daily lives relies heavily on the work of engineers: computers, television, satellites ...

**BN:** Is there just one type of engineer? It can't

**KA:** No, there are many types, including aerospace, mechanical, civil, computer, electrical, industrial, mechanical, and so on. Obviously each type specialises in a particular area.

**BN:** I mean, I you. So is an engineer a scientist?

**KA:** No, really. Scientists are knowledge-seekers, who are always seeking out why things happen. They are inquisitive, which means that they are always asking questions. Nature, Earth and the Universe are what fascinate the scientist. In selecting questions, see if answers add expands knowledge.

**BN:** What career options are available for people like us?

**KA:** There's an amazing variety. Careers are available in both the life and physical sciences.

**BN:** For example?

**KA:** For example... becoming a doctor, teacher, dentist would all require studies in life sciences, whereas a job as an astronomer, chemist, geologist, meteorologist, or physicist would all involve studying the physical sciences.

**BN:** OK, I see. I've also heard about technicians. What do they do? Is it different from engineers and scientists?

**KA:** Technicians are an important part of the NASA team. They work closely with scientists and engineers in support of their research. Their skills are used to operate wind tunnels, work in laboratories, conduct experiments, build models and support many types of research.

**BN:** Most of our listeners are still at school, studying now, so what should their focus be if these types of careers are interesting to them?

**KA:** Well, obviously, education is a critical requirement. Mathematics and science are the basis for most NASA careers and the decisions you make in school can affect your future career possibilities.

**BN:** And after high school?

**KA:** It can seem like a long journey, but a career as a scientist or engineer requires four to seven years of college study after high school. A bachelor's degree requiring four years of study is the minimum necessary. Colleges and universities also offer graduate programmes where students can obtain masters and doctoral degrees. The masters programme usually takes two years. An additional two to four years is needed to earn a doctorate.

**BN:** And for anyone who likes the idea of a career as a technician?

**KA:** Well, technicians typically achieve a two-year Associate of Science degree. Some may continue for two additional years and obtain a bachelor's degree in engineering technology. Others may earn a bachelor's degree in engineering or one of the physical sciences.

**BN:** So for those of you who want to think about a career with NASA, it may seem a long way off, but study hard and who knows? One day one of you might be walking on the moon.

Adapted from: <http://spacetights.youth.gov.za>

#### Answers

- a three (engineer, scientist, technician),
- b walking on the moon

#### 4 Alone, then pairs

The second time they listen, students should make notes about the interviewer's questions in Activity F.

#### Answers

- a same as a young man
- b make things work, using power and materials, everything in our daily lives relies on the work of engineers

- c many types – aerospace, chemical, civil, computer, electric, industrial, mechanical
- d no – scientist is a knowledge seeker, finding out why things happen, asking questions
- e support scientists and engineers – they oversee machines, work in labs, control equipment, build models, support research
- f education – maths and science are important at school, then college or university for a degree and Masters

## Reflection

Use the Reflection to remind students of what they have achieved in the unit. Students should set themselves a personal goal based on the outcomes for Unit 7.

## Exam focus

### Reading, Exercise 3, note-making, Exercise 4, summary writing

#### 1 Summary answer

Athletic trainers are important in sports. Although about half are female, they have many difficulties. The job of a CAT is to help athletes with injuries in different work environments. The National Athletic Trainers' Association was founded in 1950 for men, but more women have become members. Interestingly, recently there are more female CATs than male. Female CATs aim not to compete like men and struggle in professional sport. Lastly, you need certain qualifications to become and remain a certified CAT. [180 words]

#### 2 a

##### Answers

###### Official figures for the Pushkar fair

fewer than 5,000 camels for sale

[1]

dropped from 8,000 in 2011

[1]

camels sold for around \$250 each [Extended only]

[1]

#### 5/6 Pairs

Using the questions and answers from Activities F2 and F4, students take on the roles of the interviewer and the career adviser and interview each other. When they have finished, they can check the audioscript in Appendix 3 of the Teacher's book to see how much they remembered.

#### Rajko's relationship with the camels

Most prominent camel breeders

[2]

Believe it is religious responsibility to rear camels

[2]

Consider relationship with camels as sacred / only renders not to buy their camels [Extended only]

[2]

#### Impact of modernisation on camel trading

Camel population has dropped by 50% in last 30 years

[1]

1992 – 1 million camels native twice

[3]

2007 – dropped by 50% ; over 90% live in Rajasthan / value of camels assess with spread of herding only

[1]

(Total 9 Exceeded, 7 Correct)

#### 2b Summary answer

Traders travel great distances to reach the Pushkar fair, throughout villages, because there are fewer camels and buyers means it could soon cease to exist. It is the only time during the year when breeders earn a cash income, but because of the drop in figures for this annual attraction, many breeders are over breeding and breeders are trying other ways to earn an income, like selling their camels for slaughter. Also due to the economic boom in India, camel numbers have dropped because they are no longer needed for agriculture, and young Indians are seeking work in cities, leaving the older generations to ask for financial help from the government so they can invest in camel milk caravans. [120 words]

# Focus on writing

**NOTE on Assessment Objectives (AOs) for Reading and Writing Exercise 6:** Students need to demonstrate that they can write a report, or review of an article in response to a short stimulus. This may take the form of pictures and/or short prompts. The question includes information on the purpose, format and audience, in addition to the word count and how the marks are allocated.

Specifically, students need to show that they can communicate information/ideas/opinions clearly, accurately and effectively (W1), organise ideas into coherent paragraphs using a range of appropriate linking devices (W2), use a range of grammatical structures and vocabulary accurately and effectively (W3), show control of punctuation and spelling (W4) and use language/register and style/format for a specific purpose and audience (W5).

## Learning objectives (LOs)

**Suggested activity:** Start this unit by focusing for a few minutes on the LOs box, making sure that students understand what they are going to be doing, e.g. using the first LO as an example, ask students to identify where in the unit they can find the activities for the other two LOs. Get students to say which of the activities appeal to them the most, and ask them for their reasons.

## A Watch, listen and talk

### 1 Whole class, then alone

Explain that your students are going to watch and listen to some GCSE students talking about communication. As your students watch and listen, they should make a note of (a) three different ways of communicating that the speakers mention, (b) two different ways of communicating that the speakers use with their families and friends, and (c) how important the speakers think spelling is. Play the video a second time so that students can check or add to their notes.

### Answers

- Different ways of communicating the students mention: any three (e-mail/texting, mail, telephone, a letter)
- Three different ways of communicating that the students use with their families and friends: the internet, mail, texting.
- How important do the students think spelling is? Not that important (some applications now have auto-correcting) and/or important for communication

(because 'if you spell something wrong, it could mean something's wrong')

### 2 Pairs or small groups

Depending on the size of your class, put students in pairs or small groups. They can discuss their notes and then talk to each other about how important they think spelling is in communication. Do not intervene too much, but make sure you get feedback from the class so that they know their efforts have been worthwhile. If the opinions vary, add with the others on the board and ask them to compare your students' experiences.

## B Speaking and vocabulary

### 1 Whole class, then pairs

Students are often confused about the differences between British English (BrE) and American English (AmE). While the first two activities in this section highlight some of those differences, it's also worth pointing out to students that there are far more similarities than differences.

Get students to look at the seven pictures and make some guesses about what they show. The first letter of each word is given. Try to elicit the following words and write them on the board. Use BrE spelling (as given here):

- |               |           |
|---------------|-----------|
| 1 country,    | 5 tree,   |
| 2 movie,      | 6 fence,  |
| 3 traveler,   | 7 analyse |
| 4 centimetre, |           |

Then get students to work with a partner to copy and complete the table in Activity A1 by writing the AmE spellings of the seven words.

### Answers

- |                   |               |
|-------------------|---------------|
| 1 sea, 2 theater, | 4 centimeter, |
| 3 traveler,       | 5 tree,       |
|                   | 6 fence,      |
|                   | 7 analyze     |

### 2 Pairs

Students discuss the words in the box and decide if they have BrE or AmE spellings, using their table from Activity A1 as a guide, where possible. Ask students if they can add any other words.

**Answers**

there = AmE (AmE spelling often favours endings taken from BrE, yet

fewer = BrE (fewer endings are more common in BrE than AmE)

abor = AmE (endings are more common in AmE than BrE)

analyze = AmE (AmE prefers -yse to -ise)

fueled = AmE (AmE tends to use single l whereas BrE uses double ll)

defense = AmE (some AmE speakers use -se, but in BrE they prefer -fense)

catalog = BrE (BrE uses -logue whereas AmE prefers -log)

**LANGUAGE TIP**

Apart from spelling, students should be aware that in some cases, completely different words are used in BrE and AmE for the same thing: pavement and sidewalk, for example. There are also some differences in tense usage. It does not matter which system students use (as long as one you teach), as long as you are they are consistent. Refer students to the exercise in Unit 8 of the Workbook.

**3 Pairs**

Students may struggle with the correct spelling of English words. You do not need to be overly concerned about misspellings, but it is worthwhile drawing students' attention to words that often cause difficulties. In this activity, get students to work together and correct the spelling of the words a–j. There is no need to give the answers at this point as they will see all the words in the text they are going to read in the Coursebook.

**4/5 Alone, then small groups**

Working on their own, st. denots b–e and make notes about questions (a–c). Then, put st. denots into small groups to discuss their ideas.

**TIP TOP**

We all use mnemonic devices, often without even realising it. In simple terms, they are tricks we employ in order to remember things, whether it's how to spell a word, to remember someone's address or phone number, or even where to find something in the supermarket. Encourage students to go online (possible and search for different types of mnemonic devices, to see how helpful they can be.

**6 Small groups**

Students continue their discussion before moving on to the next tip. In the list is the best method for recording vocabulary. There are no right or wrong answers, because everyone has their own preferences – all the methods can be useful – however, you can advise students that the following are some of the most effective:

- having a separate book for recording vocabulary
- putting words into thematic groups
- recording words in a sentence
- these are also useful:
- writing the part of speech and how to pronounce the words
- writing the translation of words
- writing words in a logical order
- using mnemonic devices

**C Reading and vocabulary****Reading 1****1 Pairs**

Students work together to check the meaning of the words (a–h) by matching them with an appropriate definition (1–8).

**Answers**

a	3,	d	6,	g	—,
b	2,	e	5,	h	4,
c	7,	f	8,		

**2 Pairs**

The paragraphs in the text "Why I'm learning to spell" (important) are in the wrong order. Students work in pairs and use the clues (a–j) to re-order the paragraphs. Remind them that they do not need to worry about the gaps for now (next).

**Answers**

- 3, 2, 5, 4, 1

**3 Whole class**

Check with students how they decided on the correct order, apart from the clues given in Activity C2.

## 4 Alone, then pairs

There are three parts to this activity.

- 1 Students work alone, looking at the gaps in the text and deciding what type of word or phrase (adjective, noun etc.) is needed to complete them.
- 2 Students refer back to Activity C1 and use those words and phrases to complete the gaps.
- 3 They can compare their answers with a partner.

### Differentiated activities

#### Support

- I Allow students to work with a partner for all three parts.
- II Provide the answers to (1) and tell students to copy immediately to (2).

#### Challenge

Instead of referring back to the words in C1, students have to remember the words and try to think of a suitable alternative.

### Answers

Part of speech needed	Answer
a adjective	cruel
b verb	correspond
c adjective	effective
d adjective	fundamental
e noun	impression
f noun	majority
g noun	ubiquitous
h noun	concern

## 5 Pairs

Now students can check if they spelt the words in Activity B3 correctly by finding them in the text.

### Answers

a because	f especially
b competing	g recently
c devout	h outcome
d reasonable	i surveying
e literacy	j extremely

## 6 Alone, then pairs

As this is quite a challenging vocabulary activity, you may want to differentiate by allocating words to different students, or allowing students to work with a partner for the whole activity.

### Answers

a grasp	e proven
b reasonable	f prove
c certain	g struggle
d impression	

## Reading 2

### 1 Whole class, then pairs

Explain that students are going to read a newspaper article about postal services and how they are changing. Before they read, students work together and discuss questions (a–d). As always, limit the time for each question so that students focus and do not waste time. You could allocate one or two questions to each pair of students and then they share ideas.

### 2 Alone, then pairs

This is a guided reading activity, which encourages students to pause after each paragraph to check their understanding by answering two questions.

### Answers

- a Seven (people, aerobikes, bicycles, vans, trucks, animals, birds)
- b 19th century / 1 May 1840
- c nearly three decades
- d various POSSIBLE ANSWERS, for example, people no longer handwrite letters, social media sites, popular way to communicate nowadays
- e mobile phones and internet-based messaging have taken over
- f weighing a small parcel or buying a stamp (to put on a letter)
- g sent already/initially
- h because packages need to be delivered by a postal service
- i competition and sensible financial investments
- j much wider service (more offices, list of services, choice)

### 3 Alone, then pairs

If you have access to the internet, students can use it to find out the meaning of the words and phrases. If not, provide dictionaries. Students can of course refer back to the text as well.

#### Differentiated activities

##### Support

- Reduce the number of words and phrases per student to four rather than eight, and then students work together to share their ideas.
- Provide definitions for the words and phrases, so the activity becomes a matching task.
- rather than working on their own, allow students to work with a partner.

##### Challenge

- Increase the number of words and phrases per student.
- Students should try to use the context rather than the internet and dictionary to find the meanings of the words and phrases.

#### Answers

- adhesive (adjective) = used for sticking things together
- strap (verb, but also noun) = to fasten things together
- remote (adjective) = far away from other places
- secure (adjective, but also verb) = safe
- weighed down (phrasal verb) = carried or held too much
- vanishing (adjective) = disappearing
- century (noun) = 100 years
- trend (verb, but also noun) = change or development
- phenomenon (noun) = something that exists or happens
- feel the heat (idiom) = face a difficult situation
- revenue (noun) = financial income
- held steady (verb + adverb) = remained three times
- financial investments (adjective + noun) = money used to make a profit
- innovation (noun) = something new and original
- accepting technology (gerund - noun) = accepting new ideas and systems
- inject (verb) = introduces

### 4 Alone, then pairs

This activity gives students practice in recognising and writing numbers written as words and figures.

#### Answers

Text numbers	Figure numbers
three thousand	3,000s
1500	one thousand five hundred
1000	one thousand
two to three	2-3
300	three hundred and fifty
3.5%	three point five per cent
5 million	5,000,000

These two words (esben, hand) are not commonly confused, but learners may wonder about the difference in meaning and when to use them. Refer students to the practice exercise in the Workbook.

## D Language focus: Passive voice

### 1 Whole class

A passive construction occurs when the object's action is made into the subject of a sentence. In other words, whoever or whatever is performing the action is not the grammatical subject of the sentence. Look at two examples with the class and ask them to tell you how the passive is formed.

#### Answer

verb to be + past participle (including be + completed, is + documented)

### 2 Alone, then pairs

Students work alone to create f. 1 sentences, testing the correct tense of the verb to be and the past participle of a verb or link verb. When they have finished, students share their answers.

#### Answers

- It was reported recently ...
- Although it isn't owned ...
- Postal services in our country today were necessarily established.
- The address has been written by hand.
- All mail items nowadays are mostly printed.
- Our delivery office posted it when it was estimated ...

**3 Pairs**

Students look back at the text to check their answers to Activity C2.

**4 Whole class, then alone**

Point out the use of the modal verb *must* – see in the example. Then students look again at the second text to find three more examples of passive forms which include a modal verb.

**Answers**

would have been weighed down (paragraph 2), may still be needed (3), should be seen positively (4)

**E Writing: Formal letters (optional)**

**NOTE:** Writing formal letters is not assessed in Writing and Reading. Exercise 6 on the Cambridge International Exam nationals IGCSE syllabus. However, the ability to write a formal letter is an important and useful English language skill.

**1 Pairs, then whole class**

In Unit 3, students wrote an informal letter, so a good way to start this section is to briefly review what they can remember about the format. Then, working in pairs, students discuss the questions in C1. Follow this with a brief class discussion to check that everyone agrees.

**2 Pairs**

Students think about how to start a formal letter. Refer them to Activity C3 in Unit 3, in which they wrote a list of possible closing phrases, then get them to decide which endings would be suitable for a formal letter.

**3 Alone, then pairs**

Students read the email in the Coursebook and decide if the language is similar to the one they discussed in Activity E1. Guide students if they are struggling to explain similarities and differences.

**4/5 Alone, then pairs**

Students need to look at the information (a-f) and decide which section of the email (1-6) it refers to.

**Answers**

- |       |       |
|-------|-------|
| 1. F. | 4. c. |
| 2. d. | 5. b. |
| 3. e. | 6. a  |

Then with a partner, students discuss if they think any of the paragraphs could be joined together.

**Possible answers**

2 and 3 could be combined to give the reader forward, “2” and an introd. conc. together; and also 4 and 5, putting “2” with “1’s opinion and conclusion together.

**6 Alone, then pairs**

For this activity, students need to ‘notice’ the language used by the writer which makes the style formal, for example the absence of contractions.

**Possible answers**

a great cause for concern, a young man, my personal view, let’s not forget that, I am, completely confident, people would agree with me, if I am not mistaken, we should all be concerned, yours sincerely

**7 Alone, then pairs**

There are many possible answers here. Encourage students to come up with as many variations as possible.

**Possible answers**

something which worries me a lot, in my opinion, from my point of view, as far as I’m concerned, I am completely sure, everyone will have the same opinion, everyone should worry about

Top Tip  
Students sometimes worry about whether or not they should include addresses and a date when they write a letter, so this Top Tip clarifies the issue for them.

**8 Pairs**

Tell students to read the exam-style question, then agree with their partner what they have to do – they do not need to write anything yet. They should conclude that the question is asking them to write a formal letter to the school magazine editor, in which they need to give their views without spelling. They can use the ideas given, as well as their own.

**9 Pairs**

Working with a partner, students look at the letter written by an IGCSE student, then identify and correct any spelling and grammar mistakes. They do not need to know if any are big, note that the student has written a letter, while the question asks for a report, so the reader is not to this. Ask them what they think would happen if they made the same mistake (they would lose marks for content, and specifically for relevance because the task would not be fulfilled, the style and register would not be appropriate, and the sense of purpose and audience would be lost). Tell

**Suggested answers (mistakes underlined):**

The letter contains spelling mistakes, some of which are repeated (you are, your, ooling, might) but there are others: studing, sprng, sevrs, prizes, enth. In places there are errors with agreement (you, co, linary, acnieds, etc.). There is frequent repetition of the pronoun I. In places, sentence structure is awkward: am a student who am, and in others, words are used incorrectly: some information, I am looking forward to hearing from you, The use of Dear ESS, a s.a.p., Best wishes and the first name Bruno without a surname, are all inappropriate for this type of writing, and the positioning of January 29 is wrong (and not even required).

However, the student has given their views and has used the prompt in the question.

Hello ESS

**January 29**

I have seen your advertisement today in my local newspaper magazine and want to get more information from you about the course you offer people who want to improve their spelling. I would like to be able to throw away your dictionary and not worry any more about making a spelling mistakes. I would like to help your friends and work colleagues with their spelling. I am a student who last studying English in college and my spelling is not very good so I want to improve and write better English. need to write as quickly as English and I do not have time to use a dictionary all the time at home or at school. Please if you could me some information about your courses the prizes and length and the materials you will send me and tell me when I can start the course with ESS. I am look forward to hear from you a.s.a.p.

Best wishes

Bruno

**10 Pairs**

A pairs student looks at the second letter and discusses in what ways it is a better response than the previous one. This letter has a better overall style, without repetition, and clearly responds to the question on problems with few language errors.

**TOP TIP**

There are no set rules for the number of paragraphs required in a letter, but you may find that students benefit from some general guidance. Also point out the importance of using the correct opening and closing phrases for a formal letter.

**11 Alone**

This activity gives students the chance to write their own answer to the exam-style question using the same format and style as discussed in the unit so far. Go through the question carefully again, making sure students understand exactly what they have to do, and the important information they should include to make their answer effective.

Here are two sample answers written by (i) an IGCSE Extended student and (ii) an IGCSE Core student. Note that attempt (i) would probably score in the top mark band for both content and language.

**i Core**

Dear Editor:

After reading your article in the school magazine, I have decided to express my belief that spelling is a very important part of the English language. The way we spell is ridiculous a great deal about the history of the language, because first, I think that if people spell words in the way they choose, there will be a lot of confusion and difficulty understanding what is being communicated. This also that edit, for spellers are the one to make English easier to learn and prevent a word from being said differently in different ways. For these reasons, I strongly believe that correct spelling mistakes should be corrected, she did ever asked.

Yours faithfully,

Brian Polero [121 words]

**ii Extended**

Dear Editor:

Language has around us and I believe yes and this is important. Although I do not agree with one of my friends who said that we are not learning much about what we write, I think that knowing how to spell correctly shows that you care about the language. I believe that while English is a difficult language, it is very difficult and it is easy to make mistakes. An English person will know if you speak English when you are talking and the way you communicate. But if you speak correctly and natural without a lot of English spelling mistakes, this does not say very little.

If you find spelling in English difficult, then think is a good idea to start reading an English book or get a friend to look at your writing and the you correct any mistakes for you. And if you work on your teacher! Reading newspapers and surfing the internet also helps. Spelling is important but it is not the only thing you don't give up. If you are having trouble spelling in their English yet, and get in a better situation of practice and patience.

Yours faithfully,

Anita C.W.H. [200 words]

## F Reading and writing

### 1 Alone, then pairs

Explain that the students are going to read a text and then write a further informal letter. Individual students work alone and read the text, and then join with their partner to discuss the passage and to fill in the table.

## Answers

- a business and social functions, past, present and future
  - b in the book *Activities in Speaking and Writing*
  - c by what you say and how you say it
  - d it has certain fundamental rules and principles
  - e to acquaint readers with easy-to-follow rules for developing speaking and writing skills
  - f email, visit the website

2 Pairs

Students work together to give meanings for the words and phrases (a-d). Then they use the words and phrases as replacement of their own.

## Answers

- a** be very benevolent,
  - b** have very strong results,
  - c** display interest and eagerness,
  - d** people will respond well to you.

### 3 Whole class, then alone

Students are going to read the letter from the father and then write their own response to it. Go through the letter with the whole class, making sure they understand what the topic is (words of young hellions can do the shopping instead), what the writer's views are about it (he thinks the young people's behaviour is unacceptable) and what he thinks the solution is (they have to get a job and learn some manners).

Then ask students what they think about the behavior of young people today, and how they will respond to Mr. Daniels's views. During the whole-class discussion, you can encourage students to make notes, which they can then use in their own writing.

Here are two sample answers written by (i) an IGCSE Core student and (ii) an IGCSE Extended student. Both these students would probably score in the top mark band for both English and French, see

i Care

DRAFT

I am writing this letter in response to the letter sent by Mr. David Davies about the 'hoodlums' in Market Street. I do agree that it is wrong every time to see them there and that young people should learn to behave in a more respectful way to society & to other citizens in general but I also think that Mr. Davies behaved very badly too. Why did he not ask the 'hoodlums' as he called them to move out the way instead of setting the company with them?

Anti-social behaviour. % negative for all of the following  
people are stressed fully even no child has been either  
instead of being very angry Mr. Davies should try to  
understand how difficult it is for young people in the 21st  
century. How many challenges face young people and instead  
try to help as best as he can.

Digitized by srujanika@gmail.com

### **Virtual Museum sites (150+ sites)**

It Extended

186r - 2170P

I am writing to express my anger at a letter recently sent by *South Africa* to the weekly newspaper written by M. Gaidas.

I believe his description of teenagers to be very disrespectful and unfair. He seems to be under the impression that because he came across a group of young teenagers, all teenagers are sure to be like them. Although I am aware that my generation's behaviour can be very often rude and disrespectful, I do not like the fact that he is of the opinion that all teenagers are arrogant and get a job. Mr Davies also understood that a lot has changed since he was young, so it is wrong of him to think that our behaviour and the way we perceive life would be the same as him if he was young. Not all teenagers spend their free time shouting in the street. The majority are hard working normal young people who are focusing on their future. These words of generalisation are what gives teenagers a bad reputation and this is either fair or incorrect.

Thank you for your time

Course Syllabus

### **Mar 1995 Publications [1992 words]**

## Reflection

Use the **Reflection** to remind students of what they have achieved in the unit. Students should set themselves a personal goal based on their scores for Unit 8.

## Exam focus

### Writing Exercise 6

- 1 Here are two sample answers written by (i) an IGCSE Core student and (ii) an IGCSE Extended student. Both these attempts would probably score in the top mark band for both content and language.

#### i Core

Dear Sir/Madam,

I am writing to express my delight at the new cinema complex that has recently opened near here. There are so many choices for your spare time in our town, so it's nice to be able to go to the cinema after we've had fun hanging out with friends. The cinema here used to have a cliché choice, but with this new one we have exciting choices to choose from, so there is always a film that we can enjoy. Also, even if we don't fancy watching a film, we enjoy going around the shops that are in the complex and sitting at one of the cafes. We're very lucky that we can spend our time in a friendly modern environment without lots to do!

Thank you again for opening the new cinema complex.

Sincerely,

Ling Zhang [141 words]

#### ii Extended

Dear Mr. President,

I am writing this letter to congratulate you on the opening of the new cinema complex in Zambia. The old cinema that has now closed has been there for ten years and was in need of renovation. It was dirty, smelly and everything inside it looked grey. The new cinema complex on the other hand, is brand new looks amazing and is full of fun seats.

Many people have said that this new cinema was not necessary and that it was a waste of money but I personally disagree. The new cinema complex has given me and my friends opportunities to work and hang out. Life in a town that is beginning to look like a ghost town. We are now nowhere to go as the cinemas that have coffee and drinks instead of films are the best with nowhere to go are annoying many people with our presence.

The new cinema complex is a place that can be enjoyed not only by us young people but also by the older generation. I

really do think it is a success and wish to thank you once again for the great deal.

Yours faithfully,

Carmela Grey [137 words]

- 2 Here are two sample answers written by (i) an IGCSE Core student and (ii) an IGCSE Extended student. Both these attempts would probably score in the top mark band for both content and language.

#### i Core

Dear Sir,

I am sending this email to ask about the course in healthy eating and learning how to prepare healthy meals. I believe this course is useful for my health at the age I'm at the moment and I would like to know few questions:

Firstly could you please tell me when the course takes place are, also how much will it cost? It is very important that we do not miss any lessons as we are still at school. Also can you explain the course or you need to have any knowledge about healthy eating? Is it suitable for any age group to join the course?

We are very interested and we hope to learn how to prepare a quick healthy meal and be able to go to the supermarket and buy ingredients that are healthy enough for us.

Yours faithfully,

Alex George [140 words]

#### ii Extended

Dear Sir/Madam,

I am writing to enquire after the healthy eating course which was advertised in my local supermarket. I believe this course could be useful for myself and my friends but I would like to know more about before we apply.

Firstly could you please tell me where the course actually takes place and when it will open, so this will affect our final decision. There is also the question of whether or not there is an age restriction for the course. My friends and I are all under the age of 15 and my mother is also interested in joining, so does that matter what age we are?

My friends and I are very keen on joining the course. We believe that it will also be a very enriching experience for us, and will open ourselves to a healthier lifestyle. We really want to come out of this experience knowing more about eating healthy meals and also learning to prepare them for ourselves. I hope you can get back to me soon.

Sincerely,

Alice Dourado [157 words]

# English for speakers of other languages Focus on listening: short extracts and multiple-choice questions

**NOTE on Assessment Objectives (AOs) for Listening**  
**Exercise 4 (multiple-choice questions):** Students listen to a discussion between two speakers and answer multiple-choice questions. The discussion is informed by two speakers, with a host introducing the discussion.

Students need to show understanding of the interaction between ideas, opinions and attitudes (L3) to understand what is implied, or to clearly state (L4), speaker's purpose, intent (L4) and feelings (L2).

## Learning objectives (LOs)

**Suggested activity:** Start the unit by focusing for a few minutes on the LOs, one, making sure that students understand what they are going to be doing. Using the first LO as an example, ask students to identify where in the unit they can find the activities for the other four LOs. Get students to say which of the activities appeal to them the most, and ask them for their reasons.

## A Watch, listen and talk

### 1 Whole class, then alone

I explain that your students are going to watch and listen to some IGCSE students talking about interviews. As your students watch and listen, they should make a note of (a) three different ways of preparing for a part-time job interview that the speakers think are effective, and (b) three part-time jobs that the speakers mention. Play the video a second time so that students can check or add to their notes.

#### Answers

- The best ways to prepare for a part-time job interview are: (a) three from: research everything about the position, research the company, be enthusiastic, practice interview.
- Three part-time jobs mentioned by the students: working in a charity shop, working in a coffee shop, finance, insurance.

### 2 Pairs or small groups

Depending on the size of your class, put students into pairs or small groups. They can discuss their notes and then talk to each other what they think are the best ways to prepare for an interview. Do not interfere too much, but make sure you get feedback from the class so that they know their efforts have been worthwhile. If time permits, you could write their ideas on the board and rank them according to your students' preferences.

## B Speaking and vocabulary

### 1 Whole class, then pairs

You could introduce this activity by asking if any students have (or who like to have) a part-time job. Then, get students to work together and look at the icebreaker. They need to speak about what they think might have happened both before and after the photo was taken. Obviously there are no right or wrong answers. Monitor the discussion, but do not interfere, and be ready to provide positive feedback.

### 2 Pairs

Get students in pairs discuss questions a and b.

### 3 Small groups

Check if students know what the abbreviation CV stands for (curriculum vitae). This is a Latin phrase meaning 'list of accomplishments' (literally 'life'). And it is used to give employers detailed information about a person's life to date. Students agree on what information on a CV should include and make a list of headings. Obviously 'Education' is an important part – other headings are mentioned in the next article.

### 4 Pairs

Students look at the list and compare it with the one they made in the previous activity. They should also think about the best order for the headings to appear in a CV.

## C Listening

### 1 Alone, then whole class

Prepare students for the listening activity. Ask them who Janine Mezum is (a career adviser) and what they think her job involves (giving advice to students about future careers and about study). Then students listen to the interview and check the order of the headings in Activity B4.

#### CD1, Track 17

**Pablo Selles:** We are very lucky to have in our studio today Janine Mezum, who works as a careers adviser at an international school in Madrid. Her main role is to advise students who have recently completed the IGCSEs, AS and A Levels on what

- They should do next. Part of this is giving them advice on writing their first CV. I've got that right, isn't it?
- Jeanine Mesumoc:** As a student, Pernilla, it's great deal of my time is spent helping students achieve the CV, which can be quite problematic when you haven't yet had any work experience.
- PS:** What sorts should first-time CV writers include?
- JM:** I think the key here is not to try to tick too much. Prospective employers need to be able to get a quick overview, rather than a detailed biography of someone's life – that can come at the interview. However, there needs to be enough information so that an employer can decide whether or not to call the applicant for an interview.
- PS:** ... and so what information would you say is essential?
- JM:** Start with personal details, name, address, contact details. You'd be surprised how many people forget to put their telephone number and email address on their CV! Then, education and qualifications. Some people recommend combining these two areas; so, for example, you might say 1998–2001, International School, Madrid, six GCSEs in Maths, English... and so on, rather than listing the qualifications in a separate section.
- PS:** That's an interesting idea – like that! What comes next?
- JM:** Well, this is where some students become rather worried, because usually the next section is work experience.
- PS:** But often students don't have any work experience!
- JM:** Exactly, a lot of CVs worry about leaving a blank. But as a school or college-leaver, nobody is going to expect you to have an employment history, so there's really no need to worry. However, it is worth mentioning weekend or after-school jobs, or any work for charities or voluntary work.
- PS:** OK, and after that? What about hobbies and interests?
- JM:** Yes, it is important to include some interests, but I'm afraid this is simply to list things, for example, reading, football, music.
- PS:** So what should our listeners do?
- JM:** Instead of simply giving a list, explain in what way these things interest you, or what skills you have developed through them. For example, if you're reading, give details about what you like to read... ... and if you list music, what types of music you like listening to.
- PS:** Exactly, but also, music might mean playing an instrument, so give that information as well. Or if you're the captain of a sports team, include that information as it demonstrates leadership skills.
- PS:** Any other sections that need to be included?
- JM:** Well, two really. The first should include any skills which have not been mentioned before, such as IT skills, trafficency in other languages (don't just put 'French'), and details of any organisations or clubs which you belong to. And finally, give the names, addresses and contact details for two references.
- PS:** Which is what?
- JM:** A referee is a person who would be willing to write about you in a positive way. Always check with the person before you put their name on your CV.
- PS:** Jeanine, we're coming to the end of our time. Thank you very much for a very informative chat. Many listeners would like more information on writing the CV, just go onto our website and you'll find everything you need.

### Answers

Persönliche Details, Bildung und Qualifikationen, Work Experience, Hobbies, Languages, Referenzen

- TP: 10  
1 Remind students to read all three options before they choose the best one.

### 2 Alone, then pairs

Students read through the multiple choice questions (a–d), and predict the answers (A, B or C) for each one. Encourage them to look for key words in the questions, but

they do not need to find out their answers yet. Allow some time for students to check over their answers.

### 3 Alone, then whole class

Play the audio again and get students to compare their predictions from C2 as they listen. Then gather class feedback, checking that everyone understands the reasons for the answers.

#### Answers

- |      |      |      |
|------|------|------|
| a B, | d C, | g C, |
| b B, | e A, | h A  |
| c A, | f C, |      |

### 4/5 Pairs

Students work in pairs to remember and write notes about some of the content of the interview. Students need to answer four of the interviewer's questions, refer them to the adviser at in Appendix 2 of the Coursebook.

## D Writing

### 1 Pairs

In this section, students will finally write their own CV. Before doing this, they look at the example in Activity D7 and identify the mistakes that the writer (Sophie Labane) has made in her own CV. She has omitted some important information (such as her phone number) and has put some information in the wrong place (e.g. references should appear at the end).

#### Possible answers

##### Curriculum Vitae

##### Personal details

Name: Sophie Labane

E-mail: [sophie.sophie@mail.com](mailto:sophie.sophie@mail.com)

Phone number: 54022513278

Address: PO Box 4321, Manzini, Swaziland

##### Education & qualifications

2011–today: Manzini High School, Swaziland

Studying for High School leaving certificate, as well as IGCSEs in five different subjects:

Maths, French, and Music.

I received grade B for IGCSE Eng. lit. as a second language in 2014.

Before GCSE: Manzini Primary School, Swaziland

##### Work experience

No work so far

##### Hobbies and interests

I love reading books and watching my favourite basketball team the Bosco Stars

##### Other skills

I speak Swazi and English, but Swazi is my first language, and I am competent in English in both languages.

I am a member of the Bosco Stars fan club.

##### Referees

MVA Faize, Head Teacher, Manzini High School, PO Box 1234, Manzini, Swaziland [mfaize@mhss.edu.sz](mailto:mfaize@mhss.edu.sz)

Doctor Maria Leomba, PO Box 6789, Mbabane, Swaziland [leomarus@swazimail.com.sz](mailto:leomarus@swazimail.com.sz)

### 2 Pairs

In pairs, students should discuss the information that could go into their own CV. They should also consider information that they could not include. Obviously 15–16-year-olds will probably feel that they do not have much to say about themselves, but they can definitely provide information for the Personal details, Education, Hobbies and interests, Other skills, and Referees sections.

### 3 Whole class, then alone, then pairs

Go through the template with the class, checking again that they understand what needs to be written in each section. If students genuinely feel they do not have enough to write, tell them that they can make up some of the details (e.g. for the section on Work experience). Then students can share their CVs and check the content.

#### Sample answer

##### Personal details

Name: Benedicto Damas

Address: 10, Community Adult Street, Manila, Philippines

Email: [benedictodamas@gmail.com](mailto:benedictodamas@gmail.com)

Telephone: 0062 79005634

##### Education and qualifications

Long Street Secondary School,  
IGCSE Mathematics, IGCSE Chemistry, IGCSE English  
Manila Primary School

**Work experience**

Cashier at 'Fashion Forward' department store

**Hobbies and interests**

I enjoy watching television, movies with my friends at a small cinema in my neighbourhood. Also, I play tennis twice a week and attend dance lessons.

**Other skills**

I am fluent in Spanish, French and have a good knowledge of English.

I am a member of the chess team.

**Referees**

Mary Johnson - English teacher, 0063 76278712

Ian Ocampo - Manager at 'Fashion Forward' department store, 0047 37240022

**E Listening****Employee 1A**

There are quite a few 'person' nouns in English with the suffix '-er/-er', with a change in word stress, but many are not relevant for your students. However, check if they can think of any big differences between (employee and Interviewee) - for example excuses, rewards. Refer students to the exercise in the Workbook.

**Job interview 1****1/2 Pairs, then whole class**

Refer students to the job advertisement before Activity 1B of the Workbook and explain they are going to listen to a student being interviewed for the job with 'Winning Sports'. In pairs, they should write down possible questions the interviewer might ask the interviewee (two examples are given). Teacher should then move on to think about the possible answers the interviewee might give. Each pair of students will have similar questions and answers, but they will not be exactly the same, so you could spend some time asking the class which questions and answers they think are the best.

**3 Alone, then pairs**

Students listen to the interview and make notes about the interviewee's attitude when answering the questions. She does not perform very well, using inappropriate language in many places (e.g. 'Nope ... I'm better than ...', 'D'you think', and she does not supply all the information the

interviewer asks. Give students some time to compare their notes with a partner.

**CD1, Track 18**

**Interviewer:** Good morning, Miss Gupta. Please take a seat.

**Abha Gupta:** Thank you.

**Interviewer:** Did you have any problems getting your

**AG:** hope. I found the address very easy. I checked it out yesterday.

**Interviewer:** See. Now, you've just started with your IGCSEs. Is that correct?

**AG:** Yeah.

**Interviewer:** And the subjects?

**AG:** Oh, right, let me think now... Science, English, Art and Music.

**Interviewer:** Thank you. Which of those were your favorite subject at school?

**AG:** I didn't really like any of them. The teachers were not very interesting, must've been really lucky to pass them.

**Interviewer:** And at high school, did you already?

**AG:** The new one, behind the park at the start of the main road.

**Interviewer:** Very nice. Tell me something about your interests, the things that you do in your free time.

**AG:** Well, not much really. I like riding my bike. That's why I think this job would be good for me.

**Interviewer:** Because you like riding a bike?

**AG:** Yeah, the job's cool with sports, isn't it?

**Interviewer:** Yes, Miss Gupta. It's... - ever you had any work experience yet - for example a weekend job?

**AG:** Well, yes, I had a job with my brother washing cars. We used to do it in our free time. We got loads of money to spend on clothes and DVDs, or for going to the cinema and other things.

**Interviewer:** What personal skills do you think you could offer us here at 'Winning Sports'?

**AG:** Well, I like to play sports, especially riding my bike, and every weekend I go to the match, if they're playing at home, of course. What else do you want to know?

**Interviewer:** I think that's all for the time being, Miss Gupta.

- AG: Is that it?  
 Inter: Yes, thank you very much, Miss Gupta. That's all.  
 Goodbye.  
 AG: Did you get the job?  
 Inter: I'll be in touch. Goodbye.

#### 4 Alone, then pairs

Students listen to four of the interviewer's questions, without any answers. First, the students need to answer the questions themselves, using their notes from Activity 12, then compare their own answers with their partner's responses.

CD1, Track 19

- Inter: Did you have any problems getting here?  
 Inter: Now, tell me something about your interests, the things that you do in your free time.  
 Inter: Have you had any work experience yet – for example, a weekend job?  
 Inter: What personal qualities do you think you could offer us here at 'Winning Sports'?

#### Job interview 2

##### 1/2 Alone, then pairs

Explain students to listen to the first part of another job interview. Refer them to the Teen Weekly advert to familiarise themselves with the job. As they listen, students need to write down three positive things about the interviewee's performance. Give enough time for the Coursebook to make students fully understand. After listening, students can compare their ideas with a partner.

CD1, Track 20

##### Part A

- Lan Huang: Hello, have a seat. My name's Lan Huang. And you are... Mr Heslenrothus Peacockfeather [hesitantly], is that correct?  
 Bamboo: Hello, pleased to meet you... Actually, the pronunciation is *alarmingly* Peacockfeather... Miss penname I'm Bamboo, for short. I'm Greek, on my father's side.  
 LH: Really? How interesting! So if you have any trouble finding our office, ummm...  
 Bamboo: Not at all, Ms. Lang. I came yesterday to make sure I knew exactly how to find you, and to check how much I would need. And today I used Google

- Baps on my smartphone, just in case. I arrived two hours early!  
 LH: That shows good initiative. Now, what is it about the job that interests you?  
 B: Well, first of all, I visited your website where I saw the advertisement, and discovered more about the format of *Teen Weekly*, and that's really interested me. I'd like why?

- B: Well, I... I... I love writing. Even now I was a child, I've been writing stories and trying to write poems too. I've also won three writing competitions.

- LH: Congratulations! Is there anything else that demonstrates your love for writing?  
 B: Well, I've been editor of our online school website for two years, and I also publish my own monthly blog.

- LH: Excellent! Now, obviously our readership is teenagers, young people who are still at school. What do you think are the main interest areas for your age group? I guess for many teenagers, myself included, the most interesting topic is celebrity gossip and stories about film stars and music bands, sports people, important people – where they are, what they're doing, and so on. But not just gossip. I think many teenagers are interested in their society and culture, as well as global issues like the environment.

- B: Good. Anything else?  
 LH: Well, for many teenagers, becoming an adult is a scary thought, and they often want to discuss their future education and careers.

- B: Thank you, Bamboo. Now, is there anything you would like to ask me?  
 LH: Well, yes, Ms. Huang, I have some questions. I made a note on my phone: can I check them?

- B: Please, go ahead...

##### Possible answers

Bamboo introduces himself politely, he gives some information about himself; he speaks clearly and accurately, his answers to questions fluently; he uses a

relaxed style, but it still requires formality and politeness, so here's a question prepared for the interviewer.

### 3 Pairs

Students work in pairs and predict the questions that Bamboos might ask the interviewer, as well as Liang Huang's possible answers. Go through the example in the Coursebook before they start.

### 4/5 Alone, then pairs

Students listen to the audio and compare their predictions with what Bamboos and Lan Huang actually say. They can work together and compare their answers, then refer to Appendix 1 of the Coursebook to make a final check.

#### CD1, Track 2.1

##### Part B

- Bamboos:** OK, firstly, what is the commitment in terms of time? I assume it's a part-time position, as I'm still at school?
- Lan Huang:** Yes, of course. It's very part-time, so only 20 hours per month.
- B:** Great. Secondly, would I be able to work from home?
- LH:** Absolutely! In fact, we prefer you to do that. We would probably need you here for a meeting once every ten months or so.
- B:** Perfect. Umm... thirdly, the advertisement mentions 'competitions'. What type of things do you ask your readers to do for these?
- LH:** Good question! To be honest, it's a new idea and something that we want the successful applicant for the job to consider.
- B:** Really? That's awesome! OK, finally, is the salary paid weekly or monthly?
- LH:** As it's a part-time job, based on monthly hours, the company pays at the end of each calendar month.
- B:** Thank you... that answers all my questions.
- LH:** Thank you, Bamboos! It was a pleasure meeting you.

### 6 Whole class

Ask the class whether they think Bamboos got the job. Make sure they give full reasons for their answers.

## F Listening and speaking

### 1/2/3 Alone, then pairs

In this speaking section, students are going to interview each other for the Youth Club job (see Activity 11 of the Coursebook). Firstly, they need to read through the advertisement and check they understand everything (e.g. who should apply, what the job involves, how they can apply). Then, students prepare for the interview.

Student A should use the CV they wrote earlier in the unit and their ideas on interview techniques in order to prepare themselves. Student B should draw up some questions to ask Student A – again using ideas from the unit and should refer to Student A's CV during the interview itself.

#### Differentiated activities

##### Support

For all the 'Support' boxes, all use Bs together during the preparation stage, so that they can help and support each other.

##### Challenge

Have two interviewers per candidate instead of one. One interviewer is in favour of the candidate, while the other is not. They need to prepare their questions together and think carefully how they will perform the interview.

When everyone is ready, students pair up (A + B) and carry out the interview. If you have an odd number of students, make one group of one A (interviewee) + two Bs (interviewer). You can video or audio record the interviews; this is an effective way for students to analyse their spoken language. At the bottom, students A and B can exchange roles.

### 4 Pairs

Now is the time for students to reflect on how they felt while they were being interviewed, comment on which questions were the most challenging, and which part of the interview was the most stressful. Encourage them to give reasons.

### 5 Pairs

Students give A students feedback on their performance, and inform them of whether or not they're getting the job.

**TOP TIP**

If you were able to video your students during the interview, this could be an ideal opportunity to point out examples of body language. Alternatively, you could replay some of the introductory videos from the units in the Coursebook.

**6 Whole class, then alone**

This is an exam-style practice question. Go through the instructions and the Top Tip, and check the students understand every stage, as well as the seven statements A–G. Then play the audio. If you feel your students need more support, you could stop after each speaker (1–6) and discuss the answers they have come up with.

**Answers**

1D, 2C, 3A, 4G, 5F, 6B

**TOP TIP**

These two words (fault, drawback) appear in the listening. Fault, in particular, can be used in different ways. Refer students to the exercises in the Workbook.

**CD1, TRACK 22****Speaker 1 – female adult**

I was terribly nervous before my first job interview, so it's not really surprising that I didn't get the job! It was a bit of a fail! I was very tired, and when I finally arrived, it was hot and bothered and I looked a complete mess, very unprofessional. Also, I had dropped my interview notes on the bus so I couldn't remember the questions that I wanted to ask. My advice, of course, is to be prepared, and don't copy my example, because that will only end in disaster!

**Speaker 2 – male adult**

If you go online you ... five pages and pages of ads or advice on how to prepare for a job interview, and, to be honest, you can waste lots of time trying to find the perfect strategy. But in my experience the drawback is that they all really give you the same advice, which is: 'improve it and be yourself'. Easier said than done I think. However, no matter how well you have prepared yourself, if on the day you appear nervous and try to pretend to be someone else, you are definitely not going toconvince me.

**Speaker 3 – female adult (older)**

I'm old, it's old now so I don't think I'll be attending any more job interviews! But during my life, I've been to a few, and in the latter part of my career, probably about three years ago, I was the one doing the interview. I must say I've never interviewed. It was something along the lines of asking all the questions, and watching the interviewee's reactions. In that sort of way I was the interviewer! Having said that, I think it was a good interview even because I always remember seeing my hair dry in the hot seat.

**Speaker 4 – male teenager**

I've only had one job interview so far, for a part-time job at a supermarket. Even though the job was only stacking shelves at weekends, I spent hours preparing for the interview, going online, trying to find the best strategies for doing well. I even got my parents and friends to do practice interviews with me. In the end, the interview only lasted about five minutes, and it was actually very disappo...nting, even though I got the job.

**Speaker 5 – female teenager**

I haven't had a full-time interview yet, but I did do an internet interview last year. It was for a part-time sales job. Basically, the job was to phone people and try to sell them a different product each week, like make-up, or some other cosmetics. The interview was too difficult. It was an internet call, and there was no video, so I'd never actually seen the people who called me, which is a bit strange. But I got the job and it's ok for now, but not something I want to do for the rest of my life.

**Speaker 6 – male adult (older)**

From a very early age I worked with my dad in his carpenter's workshop, along with one of my dad's brothers. When my dad and his brother retired, I took over running the place, and stayed there until I myself retired, five years ago now. So, you may not actually believe this, but I have never had a job interview in my whole life! Ones that make me very lucky or have I missed out on something special? I can't say it's something I've ever worried about actually.

**G Language focus: Imperative verb forms****1 Pairs**

The imperative (base form of the verb) is common in English, and can be used for various functions, as described in the Coursebook. Ask students to either

Students look at the function of each word.

#### Answers

- a advice, suggestion, recommendation,
- b offer,
- c advice, suggestion, recommendation

#### 2 Alone, then pairs

Students work alone to decide on the function of each phrase, and then share with their partner.

#### Answers

- a warning,
- b request,
- c advice, suggestion, recommendation,
- d offer,
- e order, command,
- f request,
- g instruction,
- h advice, suggestion, recommendation,
- i offer

#### 3 Alone, then pairs

Students read the audioscript interview in Appendix 3 of the Coursebook (between Pablo and Janine) and find more examples of the imperative form.

#### Answers

start with personal details, explain by any way, give details about, give that information, include that information, give the names, always check with, just go onto our website

#### 4 Alone, then pairs

Students are now practising producing the imperative form. They should work alone to think of the answers, and then discuss with a partner. There are many possible answers.

#### Possible answers

- a Please stop talking so loudly! / Can't you be quiet?
- b Take some aspirin. Go and lie down.
- c Have another slice / Try some more.
- d Help yourself to anything you want! / Have a seat / make yourself comfortable.
- e I think Google / Go online and find the map.
- f You ask yourself why it happened / Talk to someone at school.

## Reflection

Use the Reflection to remind students of what they have achieved in the unit. Students should set themselves a personal goal based on their scores for Unit 8.

## Exam focus

### Listening, Exercise 4, multiple choice questions

CD4, Track 23

**Joshua (teenage male):** Good morning, Mrs Karima. Thank you for finding time to speak to me today.

**Mrs Karima (adult female):** Hello, Joshua, it's good to see you outside the classroom!

**Jt:** Mrs Karima, can you give us some advice about what we need to do in order to find our first job?

**Mrs Ki:** Well, with no or little real-world work experience, you may be concerned that you won't qualify for many jobs, or that there aren't many jobs available. However, your grades, school and extra-

... memberships and voluntary activities can occur. These qualities that employers look for. A part-time job can help you develop networking skills.

**Jt:** The problem is that we don't have enough time to work during term time, especially when exams are getting closer.

**Mrs Ki:** I appreciate that, Joshua, and of course you are right - studying must come first. But when the holidays arrive, you really should try to work. You can take on more hours and take on more responsibilities. This will help you establish job experience.

**Jt:** Why getting a part-time summer job is so important?

**Mrs Ki:** Summer jobs often open doors for job searching other parts of the year. Be sure to keep in touch with previous employers, as that may help you get hired again. Part-time jobs for teenagers can also lead to full-time employment and even future careers. Some jobs for teens may even include on-the-job training that will help you get started in your new position, or even start to develop a career.

- J: How important is it to have a CV ready?
- Mrs K: Even if you've never worked before, you should start to develop a résumé or CV. You can highlight your achievements at school, or college, and memberships and social activities that demonstrate character skills beneficial to a future job. You'll definitely be one step ahead of most of your friends when you walk into an interview with a résumé which includes your current skills, etc.
- J: So, Mrs K, let's say I'm interested in a job I've seen advertised, what should I do to be ready?
- Mrs K: Most jobs will require you to go through at least a brief interview before you are hired. You should dress neatly, as well as clean and be prepared to tell me why you want the job. Most employers will understand that you're just trying to make some extra money. But if you can explain how getting this job will help you develop yourself, or even benefit others, then you'll be ahead of the game.
- J: That also makes a lot of sense. What other things should I tell the interviewer?
- Mrs K: Be ready to explain what skills you have that will allow you to perform this job successfully. For example, are you the one whose friends are always asking for computer help, or do you organise and run a club or committee at school, or are you just really good with people? I highlight your strengths and explain why you're the best choice for this job.
- J: But doesn't that make me sound like a big brat?
- Mrs K: Above all else, people in interviews who sell themselves as much as possible are offered a job. So nothing else to remember is that jobs for teens are primarily part-time, and may only allow you to work as many hours as you are legally allowed to. In some cases, you can only work up to 16 hours per week, or a maximum of 50 hours in any one month. If you are slightly older, a year-level student, it's 18 and 30 hours. Make sure you understand the requirements of the job and that the employer knows how much time you are willing and available to work.
- J: I hadn't thought of that. What's your final suggestion?
- Mrs K: It's worth remembering that employers like to hire teens with a good work history. A part-time summer job or holiday job may be temporary work, but it could lead to bigger and better things! So, always try to have an good terms with your employers, so that they can provide a good reference for you to use in your next job search.
- J: Mrs K, thank you for talking to me.
- Mrs K: You're welcome, Jessica.

## Answers

- |      |      |
|------|------|
| a D, | e C, |
| b C, | f C, |
| c A, | g B, |
| d E, | h A, |

# Focus on speaking: topic cards

**NOTE on Assessment Objectives (AOs):** In the Cambridge IGCSE speaking examination, students need to communicate ideas/opinions clearly, accurately and effectively (S1), develop responses and questions using a range of appropriate linking devices (S2), use a range of grammatical structures and vocabulary accurately and effectively (S3), show control of pronunciation and intonation patterns (S4) and engage in a conversation and contribute effectively to help move the conversation forward (S5).

## Learning objectives (LOs)

**Suggested activity:** Start the lesson by focusing for a few minutes on the 'Do box', making sure your students understand what they are going to be doing. Using the first LO as an example, ask students quickly where in the unit they can find the activities for the other four LOs. Get students to say which of the activities appeal to them the most, and ask them for their reasons.

## A Watch, listen and talk

### 1 Whole class, then alone

Explain that students are going to watch and listen to some IGCSE students talking about education. As your students watch and listen, they should make a note of at least three ways to study (i.e., as speakers mention, and (b); in what ways the speakers think exam studying is different from doing homework). Play the video a second time so that students can check or add to their notes.

#### Answers

- a The best ways to study, any three from using technology, using Google, printing out papers and mark schemes online, having a note to concentrate, studying with a partner.
- b i) What ways do the students think that studying for an important exam is different from doing homework? Homework is taking to know scope and applying it, studying for an exam involves doing past papers.

### 2 Pairs or small groups

Depending on the size of your class, put students into pairs or small groups. They can discuss their notes and then talk to each other about what they think are the best ways to study. Do not let them talk much, but make sure you get

feedback from the class so that they know their efforts have been worthwhile. If time permits, you could write their ideas on the board and rank them according to your students' preferences.

## B Speaking and vocabulary

### 1 Pairs

Students look at the five pictures which show students studying in different ways. Working in pairs, students name at least two things that they can see in each picture.

### 2 Pairs

Of course, everyone has their own preferences in terms of how they study, but picture 1 and 4 show a teenager at their desk sleeping is probably the least effective study method. Give students time to talk about each picture and to make their own conclusions.

### 3 Pairs

Students look at the seven study methods (a-g) and discuss which might help them to study more effectively. Obviously there are no right or wrong answers here so allow students to discuss freely.

## C Reading and speaking

The approach to reading in this section will generate multiple opportunities for students to speak to each other.

### 1 Whole class, then pairs

Tell students that the text they are going to read is called *Study Less, Study Smart*. Get students to tell you what they think this means are. If they like the idea of *Study Less, Study Smart*, then they should quickly at the text to do two things: (1) check which study methods in the previous section are mentioned (**ANSWERS: 1**); 2 a break down study time into smaller chunks; **4 b Q. 2 yourself**; **3 d Find a dedicated study zone**; **6 f teach others**; and (5) make a list of two further study methods mentioned in the Internet article (**ANSWERS: 5 Take good notes, 7 Read textbooks effectively**).

### 2 Alone, then pairs

Students need to work alone to read the text in more detail and decide if the information (a-e) is true or false.

then they can compare with their partner, making sure they give reasons for their answers.

### Answers

- |   |                                 |
|---|---------------------------------|
| a true,   | d false (not often);            |
| b true,   | e false (is an acquired skill); |
| c false (Don't study where you do anything else); |                                 |

### 3 Whole class, then pairs

Get students to read paragraph 7 **Read textbooks effectively** and ask them to tell you what they think the SQ3R method involves and how it works. Encourage them to talk specifically about the five steps: survey, question, read, recite, review, and what happens in each step. Do NOT let them read the paragraph in Activity C4 yet.

### 4 Alone

The paragraph introduces the SQ3R method in a little more detail, and gives an important piece of advice about reading. Give students a minute to read the paragraph and identify the specific advice.

#### Answer

'Get your mind to learn' while reading with SQ3R.

### 5 Whole class and then groups of four A, B, C and D

**Reciprocal teaching** is an approach where students become the teachers, usually in groups of four. The teacher first of all demonstrates clearly what the students need to do, and then supports them in group discussions where they use four different strategies: clarifying, question generating, summarising, and predicting. Students take turns to apply each of the four strategies to different parts of a text or texts.

This is a reciprocal reading activity, in which different students do different things with the same piece of text. If you do not have enough students to make groups of four, students could work in pairs and each student completes two tasks instead of one. Ensure your students understand that each person in the group (or pair) will be doing something slightly different, even though everyone will be looking at the same text. This approach to reading is useful if you want to differentiate, because the four reading strategies offer different levels of challenge to students.

Firstly, model the four strategies: clarifying, question generating, summarising, and predicting, using the

introductory paragraph, with the whole class. Get the A students to think of a clarifying question on the topic; for example, 'When does she word gain a confr? What recite means is say something again, and so on...'. Then the B students think of a comprehension question, for example 'What is the result of just reading it? Next, the C students summarise the information they have read, for example: SQ3R has five steps, etc. and help students to understand important information in a text and so on. Finally, the D students predict what they think they will read next, for example 'I believe we will read in more detail how the SQ3R method actually works and so on. When you are s...e students understand what they have to do, tell them that they are going to read more about SQ3R, using the reciprocal reading approach.

### 6 Pairs

Ask students to look at the six words and phrases in the box, and then match them to the six underlined words and phrases in the text. They do not need to read the text in detail at this point.

#### Answers

- concentrate = focus on;  
get ready = prepare;  
ignore / overlook;  
support = aid;  
unusual = comprehend;  
visualise = grasp (it)

### 7 Groups of four A, B, C and D

Either assign different strategies to students (as per the instructions in the Coursebook from Activity C5), or, if you feel students would be more confident using the same strategy they practised before (C3), allow them to pick the same letter (A, B, C or D). Then, using the text from C6, students work in groups of four (or pairs) and apply their strategy. Various answers are possible. The important thing to remember is that you are encouraging students to interact in different ways with the text, and this interaction will lead to better understanding. Remember to give students time to share their questions and answers.

### 8 Groups of four A, B, C and D

Working in the same groups of four, students are going to continue their reading, but now each student in the group is going to read a different short paragraph. Firstly, students should change letter one more time, and then find out where their text is at the back of the Coursebook.

**1** Appendix x 2. Each student will not be able to see the other students' texts.

**Student A:** paragraph 1 Appendix 2 of the Coursebook.

**Student B:** paragraph 2 Appendix 2 of the Coursebook

**Student C:** paragraph 3 Appendix 2 of the Coursebook

**Student D:** paragraph 4 Appendix 2 of the Coursebook

Explain to students that the time when they read, they need to make two–three written notes about the content of their paragraph. They do not need to apply the previous four strategies: clarifying, question generating, summarising, and predicting. If the students understand what they have to do, give them three–four minutes to find and read their text, and then write their notes. Tell students that they are going to use their notes to teach the others in their group.

## 9 Groups of four A, B, C and D

When students are ready, each person in the group tells the others what they have read, referring mainly to their notes.

They are not allowed to re-read nor refer to the text. When everyone in the group has had a chance to speak, students can read the other three texts that they have not yet seen, and compare the content to what their partners told them.

### LANGUAGE TIP

These two words (*engage*, *concentrate*) appear in paragraph A (Appendix 2) which students have just read. Refer students to the exercise in the Workbook.

## D Language focus: 'Alternative' conditional structures

### 1 Pairs

At this stage in the studying, students will no doubt have come across 'conditionals' on multiple occasions. This first activity gets students to decide what they already know by doing three things:

- writing example sentences which contain different conditional structures;
- analysing the form/structure of each one, and
- identifying the function of each one. Give students time to work in pairs to answer the three questions.

### Possible Answers

- 'if' conditional: If you hear car horns, 1st conditional: If you eat that, you could be sick, 2nd conditional: If he ran faster, he might get there more quickly

- 'if' present / present, 1st present / will, 2nd past / modal + infinitive, 3rd past perfect + modal – have + past participle

- 'if' always true, scientific facts, 1st high probability present/future time, 2nd low probability present/future time, 3rd impossibility past time

### 2 Pairs

Students use the information in the box to make rules about the following four conditional types, and to check their answers to Exercise D1b.

### Answers

0	Present	Present
1	Present	will / if finite
2	Past	Modal – infinitive
3	Past perfect	Modal – have + past participle

### 3 Alone, then pairs

Students compare the sentences they wrote earlier in D1a with the four sentences (a–d) from the text they read, to identify 'they use the same or similar structures or completely different ones. The four sentences (a–d) show that conditionals do not always follow expected patterns. For example, in (b), if you're learning new material at school you're completely overwhelmed. The verb in the first clause is present continuous, and in the result clause the verb is modal infinitive. In (c), the result verb is an imperative, and in (d) the if clause verb is present perfect followed by an imperative in the result clause.

### LANGUAGE TIP

The Language Tip reinforces the point that conditionals do not always follow the rules, and that different combinations of structures are often possible. Refer students to the exercise in the Workbook.

### 4 Pairs

This activity further reinforces the point that conditionals do not always follow the traditional, fixed structure because many students have probably been exposed to and learned, over the years. Students work in pairs and match the structure/combinations (a–d) to the four sentences in D3.

### Answers

- |        |        |
|--------|--------|
| a – b, | c – d, |
| b – c, | d – a  |

**5 Pairs**

Give students a few minutes to study and discuss the use of sentences and their level of understanding of the difference between using **When** and **If**. Use when to say that something will definitely happen, or is happening, and use if when there's uncertainty about something happening.

- When you're learning new material at school or college, it can be completely overwhelming.
  - If you're learning new material at school or college, it can be completely overwhelming.
- However, in some cases, there is very little difference in meaning:*
- When you hear new words.
  - If you hear new words.

**6 Alone, then pairs**

Students now go back to the texts in the unit and find more examples of conditionals. They should identify the structures that are used, and then see if their partner found the same examples.

**Answers**

When you use this technique, reward yourself during your break by checking your social media (**past tense + imperative**)

If you **can teach** the information to someone else, it means that you have a solid grasp of the material. (**modal verb + present**)

...you **may need** to do more with a memory device if you want to remember them easily. (**modal infinitive + present**)

If you **follow** the steps below, you **will learn** how to obtain as much information as possible from the test requirements for any class. (**present + modal infinitive**)

When you **try** actively **searching** for answers to questions, it becomes engaged in active learning. (**present continuous + present**)

But if you **can't** answer them, look back at the text again (as often as necessary) for help. (**modals, can/can't + imperative**, and **however, continue up to the next section**) If you **can't** provide the answers from the previous one, (**present + modals, can/can't + imperative**)

However, **continue up to the next section** If you **can't** provide the answers from the previous one. (**present + modals, can/can't + imperative**)

When you've finished reading the entire chapter using the preceding steps, **go back** over the questions you created in every heading. (**present perfect + imperative**)

If you **can't** look back at the chapter and refresh your memory, **check** what you **wrote down** and then **continue reading** to subsequent chapters. (**present perfect + imperative**)

**7 Alone, then pairs**

Students need to select six different conditions, structures and meanings that they have seen in the unit and use them to write their own sentences. If your students are already confident in using the more traditional conditional structures (0, 1st, 2nd, 3rd), encourage them to use the new ones they have learnt about. Give some time for students to share their sentences with each other.

**E Speaking****1/2 Small groups**

In Unit 5, students learnt about the introductory part of the Cambridge IGCSE speaking exam, and how they are going to focus on the rest of the exam. Put students into small groups to discuss and make notes about what they already know. Use the examples to get them started. After a couple of minutes, join the groups together to share their ideas and to find out what they can learn from each other.

**TOP TIP**

Students probably know that they will be given a top tip card to talk about. This Top Tip informs them about how much time they have to study it, and reminds them they are not allowed to make any written notes.

**3 Pairs**

This activity helps students to differentiate between general revision for a speaking exam (e.g. It's not a good idea to answer a question with just 'yes' or 'no') and exam-specific information. In pairs, students discuss whether their ideas from 2 and add them to a copy of the table. There are many possible answers.

**4 Whole class, then alone**

Prepare students for listening to Fatima and Abdullatif, who are discussing a forthcoming exam. Look at questions a and b, advising students that the first question tests their general understanding, while the second question is asking for a specific detail. Get students to predict the answers, then play the audio. Check the answers.

## CDE, Track 24

- Fatima: OK, Abdallah, let's do some practice for our speaking exam.
- Abdallah: Good idea, Fatima. You ask the questions your presentation about?
- F: Come on, Abdallah, you should know by now that we don't have to do a presentation or give a speech in the exam.
- A: Really? I thought that's what we have to do. So what is it then?
- F: We have a discussion with the examiner about a topic. It lasts about 2 to 15 minutes, think.
- A: Great! I'm going to take about 15 topics from my book and I guess you would choose animals or becoming a vet.
- F: Unfortunately, we don't get to choose our topic, Abdallah. The examiner has a set of topic cards and we have to talk about the one he or she chooses for us.
- A: But why? I don't know anything about the topic? I won't be able to say anything, Fatima. That's nuts!
- F: But it's not a test of knowledge about the topic. The topic is just to give us something to talk around. We are being tested on how well we can communicate in English.
- A: OK, fair enough. What I do when we see the topic card? Can we make written notes?
- F: No, but there are some ideas on the topic card which we can use and we have a couple of minutes to prepare. We should use that time properly, think and plan for the discussion.
- A: And then what happens? We start talking about the topic, right?
- F: Yes, that's right. The examiner will ask us some questions, too, about the topic.
- A: So, lose marks. If I got the answers wrong?
- F: No, Abdallah, there are no right or wrong answers – the examiner just wants to hear you speaking in English, try to use expressions like In my opinion... / I believe... / On the other hand... / In the first... and so on.
- A: Hmmmm, so answering with 'yes' or 'no' is probably not a good idea, right? We need to use 'here and there' as much as possible.

- F: Right. We need to explain ourselves with more ideas and reasons.
- A: What happens if I don't understand something? Maybe the examiner will think I'm not very good.
- F: Correct, Abdallah. You will be examined if you don't understand, or you could ask them to give you an example, or say something like: Do you mean...? or ask the examiner to repeat something.
- A: Like 'Sorry, could you say that again, please?' Exactly.
- A: OK, so I'll write down some of these topics, then, so we can practise.
- F: There are plenty in the back of our Coursebook, Abdallah.

## Answers

- a Fatima  
b in the back of the Coursebook

## 5/6 Alone, then pairs

Students listen again and add information and advice to their table individually. Then, when compared with a neighbour, and then read the transcript in Appendix 2 of the Coursebook to check they have noted all the important advice and information.

## Answers

Advice	Information
Use preparation time to think and plan for discussion.	Don't have to do presentation or make a speech.
Use expressions like In my opinion... / I believe... / On the other hand... and so on.	Discuss topic with examiner about 10 to 15 minutes.
Ask dynamic answers	Students can't choose topic.
Use because as much as possible to explain and give reasons	Not a test of the topic, test of communication skills in English.
Tell the examiner if something is not understood, or ask for clarification	Take notes to help write notes.
	Use topic notes to help prepare (about 10 minutes).
	No right/wrong answers.

## 7/8 Whole class, then small groups

Talk through the activity with the class, making sure they understand what they have to do. Also look at the topic card so students are familiar with it, and ask them to decide who in the group is going to prepare which of the five points.

Then, working alone, students prepare notes about the points on the topic card. Set a time limit for this and then each group member shares their ideas with the rest of the group. Group members should ask each other questions. Use the example in the Coursebook to guide students.

### Differentiated activities

#### Support

Ask students to pair up to discuss which to make notes. You may also want to provide students with a few words or phrases to go on from or put them in pairs so they can support each other.

#### Challenge

Try to allow at least two points from the topic card and ask students to write a short note for each.

## F Watch, listen and talk

### 1 Alone, then pairs

Explain that students are going to watch an IGCSE student talking about education, responding to the same topic and prompts that they have already seen in E7. As they watch, they need to check to what extent the student follows the advice from E3.

### 2 Alone, then pairs

They now watch a second interview, using the same prompts. Students need to decide if the second student perform better or worse than the first, giving reasons.

## G Listening

### 1 Small groups

This section gives students listening practice, specifically in making short extracts. Before they listen, students discuss questions (a–d) in their groups. As always, you may decide to set a short time limit for each question so that time is not wasted.

### 2 Small groups

Continuing in their groups, students look at the words and phrases in the box and predict which ones they think they will hear. Encourage them to supply reasons but there are no right or wrong answers.

## 3 Alone, then small groups

Ask students to listen for the following. They should check if the predictions from E3 are correct.

#### Answers in bold

40 degrees Celsius air conditioning assignments cosmopolitan desert camping digital age international qualification learn Arabic weather is awful

CD1, Track 2.3

#### Speaker 1

My home country, Nigeria, can be very hot at times, but nothing like the temperatures here in Dubai. I'm not sure we'll ever get used to it. The **goodness** tho, everyone here has air conditioning, but even that doesn't help in the **really** hot summer months, when it is almost impossible to be outside during the heat of the day. At least the heat forces me to stay indoors to study, and that's the real reason why I'm here – to study and get my degree. I just don't know if I chose the right place a little bit.

#### Speaker 2

Dubai is an **cosmopolitan** – it doesn't matter what you like or what you want to do, you can find it here somewhere. It's impossible not to be active during something every minute of every day because there is just so much to do with us... My biggest problem is **organizing** a life. When I've done enough studying, it's time to think about where shopping needs to meet my friends at, or where to go to for some much-needed relaxation. Now that's a challenge.

#### Speaker 3

My family told me never, in this **digital age**, I would never be apart from the **nowhere** I came from to study in Dubai. Yes, we chat online every day, and send each other instant messages constantly, and I'm forever download photos of my sister's new twin babies, but it's not true – I am alone, and I miss them so much. We made some friends, I've got, but at the weekends I don't go out much. I just think about my family and how much I miss them all.

#### Speaker 4

I thought studying here in Dubai would be much easier than back home in Sweden, but you know, sometimes I've never studied so much in all my life. We have so much to read and so many assignments to complete every morning, and there always seems to be yet another quiz or test to prepare for. I know it will all be worth while in the end, don't get me wrong, and I'm not afraid of hard work,

but I'm still young and I want to enjoy this experience as much as possible. There never seems to be enough time for anything apart from studying. And do you know something? I haven't even been to the top of the Burj Khalifa yet, and I've been in Dubai for nearly two years!

#### **Speaker 5**

My reason for choosing Dubai was a place to study English because of its location. I thought about a college in Europe, probably the UK, because obviously speak English, but I decided against it. Not only is it difficult and expensive to travel outside Europe from there, but also the weather is awful! I'm from York, remember? So, now that I'm here in Dubai, it's easy to travel either east or west. I've already been to Egypt, but that's not what I want to go next, maybe to the Maldives, or perhaps further. I'm not sure yet, but the sky is the limit!

#### **Speaker 6**

I left high school to start learning Arabic because I found the language and culture so incredibly interesting, but I found myself twice so difficult to find a good teacher and to meet up with other people trying to learn Arabic so that we could practise together. I almost gave up. But then my dad suggested that I could combine learning Arabic with studying abroad, and that's how I ended up here in Dubai. At first I didn't want to leave home and, unfortunately, being at an international university means that nobody here uses much Arabic. But at least there are plenty of good teachers available, and there are plenty of opportunities to practise. A year ago I started at 0% and now I have living and studying in Dubai, and my Arabic has really improved.

### **4 Whole class, then alone**

Go through the statements **Speakers 1–6** with the class, asking them in order, what they think the speakers will say. Then play the audio again and students check whether the statement is true or false.

#### **Answers**

- |          |       |          |      |
|----------|-------|----------|------|
| <b>1</b> | false | <b>4</b> | true |
| <b>2</b> | true  | <b>5</b> | true |
| <b>3</b> | true  | <b>6</b> | true |

### **5 Alone**

Finally, students listen again and do the exam-style questions.

#### **Answers**

- |          |           |          |    |
|----------|-----------|----------|----|
| <b>a</b> | 6.        | <b>e</b> | 5. |
| <b>b</b> | 1.        | <b>f</b> | 3. |
| <b>c</b> | not used. | <b>g</b> | 4  |
| <b>d</b> | 2.        |          |    |

### **6 Small groups**

To round off the section and the unit, give students a few minutes to discuss questions (a–c).

#### **Answers for b**

Austria, Sweden, UK, Brazil, Egypt, the Maldives

## **Reflection**

Use the **Reflection** to remind students of what they have achieved in the unit. Students should set themselves a personal goal based on their scores for Unit 10.

## **Exam focus**

### **Speaking, Part 2, topic cards**

**NOTE:** The exam focus area speaking part involves students in looking at a new topic card, and then taking on the roles of examiner and student, using the prompts on the card.

### **1/2 Pairs**

Students work together to look at the prompts, discussing how they might respond to each one. Whether necessary, students take on the roles of examiner and interviewee, using the topic of **Studying Abroad** and the prompts on the card. You job is to monitor and encourage where necessary, and pitch the language students are struggling with. However, this should be a opportunity for success to build their confidence and fluency.

# Focus on reading: multiple matching

**NOTE on Assessment Objectives (AOs) for Reading and Writing Exercise 2 (multiple matching):** Remember that in a multiple matching activity st. dents need to read a continuous text divided into sections, as in a number of shorter texts, and answer a series of questions testing more detailed comprehension. Candidates mark the correct answers to the question.

This type of activity requires more intensive reading, and students will need to understand things which are implied, but not directly stated (for example, girl's vocabulary, intentions and feelings) (R1). Students also need to identify and select relevant information (R2), understand ideas, opinions and attitudes (R3) and show an understanding of the connections between them (R5).

## Learning objectives (LOs)

**Suggested activity:** Start the unit by focusing for a few moments on the LOs box, making sure that students understand what they are going to be doing. Using the first LO as an example, ask students to identify where in the unit they can find the objectives for the other four LOs. Get students to say which of the activities appeal to them the most, and ask them for the reasons.

## A Watch, listen and talk

### 1 Whole class, then alone

Explain that students are going to watch and listen to some IGCSE students talking about achievements. As you students watch and listen, they should make a note of (a) what the speakers think are humans' three greatest achievements, and (b) what other achievements the speakers think will be made in the lifetime. Play the video a second time so that students can check or add to their notes.

#### Answers

- a Human kind's greatest achievement is, say **three** from: medicine, antibiotics, airplanes, cars.
- b Other achievements that the students think will be accomplished in their lifetime: better care for the environment; curing cancer; helping other people.

### 2 Pairs or small groups

Depending on the size of your class, put students into pairs or small groups. They can discuss the subjects and then talk

to each other about what they think are humans' three best achievements and what achievements will be made in their lifetime. Do not interfere too much, but make sure you get feedback from the class so that they know the efforts have been worthwhile. If maps help, you could write them on the board and ask them according to your students' preferences

## B Speaking and vocabulary

### 1 Whole class, then pairs

Many students will be familiar with Chinese World Records, so there are plenty of ways to lead in to this topic. With books closed, check their understanding of what record means, then, in pairs, get them to discuss any records they know about. If necessary, prompt them with some well-known examples (e.g. Usain Bolt's 100-metre world record speed).

### 2 Whole class

Tell students to open their books and focus on the three pictures in Activity 22. Ask them what records they think are being broken. Allow any answers in this stage – they will find out what the records are later in the unit.

### 3 Pairs, then whole class

Students work with their partner to discuss questions (a–d). Set a time limit for each question to keep students focused, and so that time is not wasted – but do class feedback so that students can hear each other's ideas.

### 4 Whole class, then pairs

Now I need to check carefully that students understand what they need to do in this activity, so go through the instructions and do a couple of examples. If students think a missing word in the first gap is always a superlative, so elicit some examples as a way of checking understanding. The word in the second gap is always a number, and students will need to look carefully at the context of each question to predict what the number might be. Then students work together to do the remaining questions. Do not give the key answers at this point.

### 5 Pairs

Students look at the words in the box and discuss which one completely matches record, and see if any are the same as the words they thought of in Q4. There are **three** extra suggestions which are not needed.

**Answers**

- |            |             |
|------------|-------------|
| a youngest | e highest,  |
| b largest  | f greatest, |
| c longest  | g heaviest, |
| d most     | h fastest   |

**6/7 Pairs**

For this activity students need to do two things. Firstly, they need to decide which set of numbers goes with each record, and, secondly, choose one number from each set to complete the second gap in each record. If you have internet access, students can go to <http://www.english-test.net/vocabulary/superlatives.htm> to check their answers. Incidentally, you can supply the information.

**Answers**

- |   |   |
|---|---|
| a 1 7 20 13   | f 1000 10000 100000 1000000   |
| b 14410 17410 20400 23420                             | g 1000000 10000000 100000000 1000000000   |
| c 37 67 57 61   | h 1000000000 10000000000 100000000000 1000000000000   |
| d 40 83 123 163                                       | i 1000000000000 10000000000000 100000000000000 1000000000000000   |
| e 35.7°C 48.7°C <b>56.7°C</b> 66.7°C                  | j 1000000000000000 10000000000000000 100000000000000000 1000000000000000000                                     |
| f 40000 30000 60000 <b>20000</b>                      | k 1000000000000000000 10000000000000000000 100000000000000000000 1000000000000000000000                         |
| g <b>62.71kg</b> 57.71kg 72.71kg 77.71kg              | l 1000000000000000000000 10000000000000000000000 100000000000000000000000 1000000000000000000000000             |
| h 3.78 seconds 4.78 seconds 5.78 seconds 6.78 seconds | m 1000000000000000000000000 10000000000000000000000000 100000000000000000000000000 1000000000000000000000000000 |

**8 Whole class**

Ask the whole class how many questions they got right, and which word record surprised them the most, and why. You could write a ranked list on the board, in order of surprise, popularity or another criterion.

**9 Whole class**

Continue the discussion with the whole class. If you prefer, split the class into small groups and monitor as they discuss the prompts.

**LANGUAGE TIP**

Students should be familiar with both the form and use of superlative adjectives. However, this Language tip reinforces how and when to use them. Refer students to the exercise in the Workbook.

and e, so they do not what they first appear to be. Get their ideas, but do not tell them yet if they are right or wrong.

**3 Alone, then pairs**

Put students into pairs and tell them to choose who is A and who is B. Give them time to check the meaning of the words in their list. If you prefer, you could put all the A students into one group to work together and all the B students into one group. This will save time and will offer support to students. When everyone is ready, pair them so that they can share their findings.

**4 Alone, then whole class**

Students skim the text and use the words from Activity C3 to fill in the gaps. In preparation for this, tell the students to first think about the type of word needed in each case – noun, adjective, verb, and so on.

**Answers**

- |                           |                       |
|---------------------------|-----------------------|
| a (adjective) least       | f (verb) is/are       |
| b (adjective) most/adding | g (noun) sobre        |
| c (verb) more/more        | h (adjective) biggest |
| d (adjective) most/most   | i (adjective) precise |
| e (adjective) big/biggest | j (adjective) premiss |

**Differentiated activities****Support**

- I Students complete just five gaps (the ones from their list in the previous activity). You also need to tell them which five gaps they do not need to complete.
- II Another way to support students is to tell them which part of speech (or each word) in each slot, as well as the type of word included in the five gaps.

**Challenge**

After students have completed the gaps, ask them to translate some or all of the sentences/phrases that contain a gap, using their own words. They can use their ideas from Activity C3 if they need to.

**Language tip**

This Language Tip reminds students that in English, adjectives have only one form; they do not change from female to masculine nor from singular to plural. Go through the information with the class and check their understanding. Refer them to the exercise in the Workbook.

**C Reading****1/2 Pairs, then whole class**

Students ask and answer questions in Activities C1 and C2. Make sure they look carefully at the five columns, on C1 only 2

**5 Pairs**

Students work in pairs to fill in a row of the table. Not all the gaps can be filled. They will need to look again at the text, this time in more detail, in order to find all the necessary information. You could put the answers on the board on a chart/poster for students to check.

**TOP TIP**

The Top Tip on page 106 to Activity 6 of the Coursebook reminds students that looking for key words in questions will help them to identify where (in a text) an answer is likely to be.

**Answers**

Sport	Olympic debut (where + when)	Final Olympic appearance	Equipment	Other information
Solo synchronised swimming	Los Angeles + 1984	1992	none	swimmer performs 'water ballet'
Live pigeon shooting	Paris - 1900	1900	gun	300 birds shot; 22 shoots by winner
Club swinging	USA + 1904	1932	club	only in two Olympics
Roller hockey	Barcelona - 1992	1992	rollerskates	only in one Olympic Games
Swimming obstacle course	Paris - 1900	1902	board, pole	held only once, using River Seine
Tam Tam	Sydney - 2000	On-going	trampoline	men and women compete
Lacrosse	1924	1924	cone	similar to fencing
Tug of war	1900	1920	rope	country could win multiple medals

**6 Alone, then pairs**

Students work alone to further check their understanding of the text by answering questions (a–j). There is one question for each sport, and the answer for each question is simply the name of the sport. When students have finished, they can check with their partner.

**Answers**

- |   |                                |   |                             |
|---|--------------------------------|---|-----------------------------|
| a | Tug-of-war,                    | f | Club swinging,              |
| b | Trampolining,                  | g | Race walking,               |
| c | Lacrosse,                      | h | Rope climbing,              |
| d | Solo synchronised<br>swimming, | i | Live pigeon shooting,       |
| e | Roller hockey,                 | j | Swimming obstacle<br>course |

**7 Alone, then pairs**

Students work alone to write six more questions based on the text they have read. The questions should be similar to the ones they have just answered in C, i.e. starting with the words 'Which game ...?'. Then, with a partner, students exchange their questions and answer them by saying which sport game it is or why not.

**D Reading and vocabulary****1 Whole class, then alone**

With eyes closed, ask students if they have heard of Robert Scott (an explorer, captain of the Antarctic) and if they know anything about him and what he did. You could show them a picture of Scott. Ask students to rearrange the words and phrases in D, in columns: explorer, captain, return journey, South Pole. Then students open the books and complete D.

**Answers**

- |   |                |
|---|----------------|
| a | South Pole,    |
| b | explorer,      |
| c | one month,     |
| d | perished,      |
| e | return journey |

**2 Alone, then pairs**

Students are going to read part of a biography about Robert Scott, which describes his team's deaths. To begin with, some of the vocabulary, ask students to match the words with the definitions, and then to check with their partner.

**Answers**

stumbled = walked unsteadily and almost fell

blizzard = severe snow storm

dissect = try to stop someone from doing something

amputation = the act of cutting off a person's arm or leg

litres = a fixed amount of liquid or water

depot = a place where food and other things are stored

legible = written clearly enough to be read

Not needed: full of liquid or gas; a situation where something cannot bear weight

**3 Alone, then pairs**

Tell students to quickly look through the text in order to find the words from Activity B2 and to make sure that they understand them in context.

Students only look at the text again and answer questions a and b, then check with their partner.

**Answers**

a six (Wilson, Scott, Bowers, Gatty, Evans and Amundsen).

b Scott.

**4 Alone, then pairs**

For this activity, students need to look at the text in more detail in order to complete a copy of the table. When students have finished, let them compare their table with a partner's.

**Answers**

Date	What happened
January 1912	Congress members remained
17 January	Reached the Pole, but Amundsen got there first.
16 or 17 March	Cates wanted to stay in his sleeping bag, but struggled on when others insisted
day after	Cates left tent and disappeared
20 March	raging blizzard, Scott's right foot a problem, blizzards stopped them continuing
29 March	Scott made last diary entry
12 November	search party found tent

**Differentiated activities****Support**

- Give students the key dates that they need to make notes about: 1 January 1912, 17 January, 10 or 17 March, day after, 20 March, 29 March, 12 November.
- Give students the events that happened in time order and get them to insert them with the correct dates.

**Challenge**

- Encourage students to find and make notes about more information in the second column.
- Tell students to read the text in detail, without making any notes, then to complete the table with their books closed.

**5 Alone in exercise**

Students should scan the text and note down brief answers to questions a–j.

**Answers**

- Wilson was too weak
- they lost track of the days
- there was a blizzard
- inseparability
- the blizzard
- he wouldn't kill himself
- went to his wife
- died in snow
- eight
- by eating raw meat frozen

**TOP TIP**

The Top Tip reminds students that they do not need to understand everything they read in a text and offers some suggestions for things to do (strategies) for working out what a word means.

**6 Alone**

This activity gives students an opportunity to use a specific strategy to help them understand a phrase which they may not know.

Answer c

**7 Small groups**

To finish off this section, put students into small groups to discuss the two questions, and then discuss feedback so that everyone can hear all the ideas.

**E Language focus: Past perfect simple****1 Whole class**

Go through the information about the past perfect simple tense and then check students' understanding by getting them to answer (i) and (ii).

**Answers**

- In the 1900 Olympics in Paris, Switzerland (i) climbed a pole, before which they may (ii) had crawled over boats ...
- On 17 January, they (i) reached the pole, only (ii) to find that a Norwegian competitor by Fjord Nilsen had (iii) beaten them there.

**2 Whole class**

Ask students to look at the two exam phrases again and to say how the past perfect simple is formed.

**Answer**

*had* + past participle

**3 Alone, then whole class**

Give students a few minutes to look back the two texts in the unit to find one example of the past perfect simple tense.

**Answers**

Olympics text – swimmers climbed a pole, before which they had crawled over boats, under water ... The rope was 8 metres long, but previously had been nearly double the length. Robert Scott text – A Norwegian boy was a record of the five who had been the first to reach the pole. Because his feet were in such a serious condition, Nansen had managed to put on his boots, and went outside in his socks. It appeared that both had died peacefully "from sleep". But Scott was lying half out of his bag with one arm stretched out – he had been sleeping like a log. Remarkably, Scott had been able to find the strength, despite being half-starved and three-quarters frozen, to write 12 complete, legible letters.

**4/5 Alone**

Students practise using the past perfect in a narrative style by combining pieces of information in the box. Encourage

newspaper articles. They need to write three sentences for each article, making a total of nine. Use the example for paragraph 1, asking students which actions happened first and second. You could use a timeline on the board to help highlight the sequence of events.

**Possible answers**

There are several possibilities and acceptable variations.

**TEXT 1**

- Jim is a member of our university basketball team and had won the local league three weeks previously.
- The opposing team had managed to break through Boston's defence, but Jim stopped them from scoring 16%.
- Before saving a penalty in the second half of the match, Jim had made four amazing saves in the first half.

**TEXT 2**

- Before arriving back in Brazil last year, Gabriele Rodriguez had worked for three years in India.
- Gabriele had qualified as a doctor before signing up as a volunteer.
- Gabriele's experience had been very positive and made her a better person.

**TEXT 3**

- Maha Fahmy opened the new supermarket yesterday in the same region of Cairo where she had grown up.
- Before Maha was recruited by a Dubai-based company, she had completed various degrees.
- Before returning to Egypt in 2005, Maha had been sent to four different continents for work.

**Group tip**  
Knowing the difference between these two words (climb, climb) is important as sometimes they can both refer to a very similar action, but climb has the sense of going something with more difficulty than climb. Refer students to the exercise in the Workbook.

**F Speaking, listening and writing****1 Whole class, then small groups**

Go through the questions (a–h) with the class, checking that they understand each one, and the type of answers that are required (a person's name; Jim, Gabriel or Maha).

Then put students into small groups, and give them a time limit for each question so that they stay focused. Allow time for class feedback so that they can share their ideas and encourage others to give reasons for their answers.

#### Answers

- a Gabriella, b Jim, c Maha, d Maha, e Gabriella, f Jim, g Gabriella, h Maha

## 2 Small groups

Students work in their groups to discuss questions a-d. If you wish, you could ask students to make written notes about their discussions, and then refer to these during class feedback. There are no right or wrong answers; the questions are designed to encourage students to give their own and ask for others' opinions about each statement and heroes/heroines and heroic acts.

## 3 Alone, then pairs

Students listen to two different opinions about Maha, and then share their opinion with their partner about what kind of hero Maha is. Students give reasons for their opinions. (possible

### C01, Track 26

**Male teenager:** I really do believe that Maha is a special type of hero. Just think about what she has done so far – she's 40, and how much she has sacrificed in order to provide for other people. All that time living abroad after she had studied for so many years in Alexandria. I think that's real sacrifice and dedication, which is why she is now so successful and well-recognised by so many people. Look at all the awards and titles she has won, and I'm sure that she will continue to win many more. For me, Maha is definitely a hero.

**Female teenager:** I absolutely don't agree with you. All Maha has done is to be a successful businesswoman, but you make it sound as if she is the only such person on the planet! Yes, she has done some amazing things, but I expect she has made a lot of mistakes as well. Not only does she not pay that doesn't make her a hero. I think it's crazy that she's providing things that people need, homes to live in and places to go to. Swimming and entertainment, but I don't believe she's done something heroic.

## 4 Alone, then pairs

Ask students to read the audioscript in Appendix 3 of the Coursebook and notice the way the two speakers give their general opinion about the question at the beginning ('I really do believe that Maha is a special type of hero') and 'absolutely don't agree with you' (it's better) preceded by give specific reasons. Students now need to find the different reasoning between speakers, to support their opinion, and to tell their partner

#### Answers

**Male:** ...make sacrifices in order to provide for other people / living abroad / worked for so many years / awards and titles / will continue to win many more.

**Female:** ...a successful businesswoman / not only such person on the planet / made a considerable amount of money too / hasn't done anything heroic

## 5/6 Alone

Students work on their own to plan and write a paragraph about someone whom they consider to be a hero/heroinne. Make sure students think of reasons before they start writing, and to use the audioscript in Appendix 3 as a model for their own writing.

## Reflection

Use the Reflection to remind students of what they have achieved in the unit. Students should set themselves a personal goal based on the exams for Unit 11.

## Exam focus

### Reading, Exercise 2, multiple matching

#### Answers

- |      |      |
|------|------|
| a B, | f C, |
| b B, | g D, |
| c A, | h A, |
| d E, | i D, |
| e A, | j C  |

# Focus on writing

**NOTE on Assessment Objectives (AOs) for Reading and Writing Exercise 6:** Students need to demonstrate that they can write a review, a review of an article in response to a short stimulus, which may take the form of pictures and/or short symbols. The exercise includes information on the purpose, format and audience, as well as the word count and how the marks are allocated.

Students also need to show that they can communicate fluently, clearly and effectively (W1), organise ideas into coherent paragraphs using a range of appropriate linking devices (W2), use a range of grammatical structures and vocabulary accurately and effectively (W3), show control of punctuation and spelling (W4) and use appropriate register and style/format for the given purpose and audience (W5).

## Learning objectives (LOs)

**Suggested activity:** Start the unit by focusing for a few minutes on the LOs box, making sure that students understand what they are going to be doing. Using the first LO as an example, ask students to identify where in the unit they can find the activities for the other four LOs. Get students to say which of the activities appeal to them the most, and ask them for the reasons.

## A Watch, listen and talk

### 1 Whole class, then alone

Explain that students are going to watch and listen to some IGCSE students talking about organisations. As you students watch and listen, they should make a note of (i) what the speakers think are the benefits of joining a youth organisation, and (ii) what three activities the speakers say youth organisations arrange for their members. Play the video a second time so that students can check or add to their notes.

#### Answers

- The benefit of joining a youth organisation, any three friends and new friends each year, talk to other students you haven't seen, closer school environment, helping other people.
- Activities the youth organisations arrange for their members: sports days, proms, charity days, visiting zoos, parks, water parks, learning

### 2 Pairs or small groups

Depending on the size of your class, put students into pairs or small groups. They can discuss their notes and then talk to each other about their experiences as members of a youth organisation. If they haven't been a member, they can discuss reasons why they aren't a member of one. Do not sit here too much, but make sure you get feedback from the class so that they know the reports have been worthwhile. If time permits, you could write their ideas on the board and rank them according to your students' preferences.

## B Speaking and vocabulary

### 1 Pairs

Get students to focus on the five pictures and discuss the questions. If necessary, provide them with any key vocabulary.

### 2 Pairs

The five icons are from an activity 'holiday webpage'. Students need to decide what the icons represent, then match them to the pictures. (Activity B).

#### Answers

(Icons from left to right represent pictures 1, 2, 4, 3, 5)

### 3 Pairs

#### Trip tip

There is sometimes confusion and disagreement over how many continents there are, but nowadays most people agree that there are seven: North America, South America, Antarctica, Europe, Asia, Africa and Australia. Some people consider the North and South American continents to be just one landmass, referred to as 'The Americas'. Europe and Asia are also sometimes combined and referred to as 'Eurasia'. Other classifications include the Middle East as a separate continent, while others combine Australia, New Zealand, the Islands of New Guinea, and neighbouring Islands in the Pacific Ocean, referred to as 'Australia'.

Students look at the icons, which represent seven continents, then answer the questions.

#### Answers

a left, b right; North America, South America, Africa, Australia; Europe, Antarctica; b either possible answers.

## C Reading

### 1 Whole class, then pairs

Go through the instructions for this activity carefully, checking that students fully understand what they need to do. Clarify that students have company brochures summer advertises, which describe holidays in four different locations around the world: Galapagos and Ecuador, Leeward Islands, British Virgin Islands, Australia. For each location, students need to find information about location, size, population, climate, geography, fauna and wildlife, etc. Students will need access to different information sources to find the information.

### 2 Whole class

If you have a classroom map or a projector, students can show you exactly where the four locations are. Alternatively, get them to point to the relevant places on the map in the Coursebook.

### 3 Alone, then pairs

Students read the four pieces of information and decide which of the four locations each piece of information matches. Even if they are not sure about which piece of information matches each location, this is an opportunity to find out more and to see new vocabulary in context. Encourage them to see if their partner came up with the same answers.

#### Answers

- a Galapagos and Ecuador
- b British Virgin Islands
- c Australia
- d Leeward Islands

### 4 Groups of four

Each person in the groups of four reads about one of the four locations discussed so far in this section. The four texts are on different pages in the Coursebook, positioned so that students can't only refer to one text. Students need to skim their text but not look at the other texts, then check which of the pieces of information from Activity C it includes.

### 5 Alone

Students read through questions (a–h) and decide which two refer to their text. Make sure they understand that there are two questions for each of the four texts, so there

are eight questions in total. When they have decided which two questions refer to their text, they find and then write the answers.

### 6 Groups of four

Students tell each other which destination they have read about, then ask each other the remaining six questions in Activity C to find the answers.

#### Answers

- a Great Barrier Reef (Australia)
- b Sir Francis Drake Channel (British Virgin Islands)
- c Coquígo Archipelago (Galapagos and Ecuador)
- d Australia (Great Barrier Reef)
- e Leeward Islands
- f Galapagos and Ecuador
- g British Virgin Islands
- h Leeward

### 7 Groups of four, then whole class

Students work together and discuss questions (a–c). Monitor but do not interfere, and make sure there is sufficient time for each group to report back to the whole class. Give positive feedback.

#### WORD TIP

It will be useful for students to know the difference in meaning between these two words, and to be able to use them correctly. Refer students to the exercise in the Coursebook.

## D Listening

### 1 Pairs

In pairs, students discuss what they know (or anything) about WAGGGS – the World Association of Girl Guides and Girl Scouts. If you think students may struggle with this, prepare some picture prompts to give them some ideas.

### 2/3 Pairs

Students work together to match the words with their definitions. There are two extra definitions that are not needed. All the words appear in the listening text. Allow students to use reference sources to help them do the matching.

**Answers**

**L**oan/paying = collect; **g**ymnoney, inspired = motivated;  
**i**nvolvement = activity/contributor; **issues** = subjects;  
**j**udge = evaluate; **t**hat needs = solutions and concerned;

**4 Pairs**

Phrases (a–e) all appear in the listening text. Students work together and use the words from D2 to complete the gaps.

**Answers**

- |               |               |
|---------------|---------------|
| a judge,      | d issues,     |
| b involvement | e fundraising |
| c inspired,   |               |

**5 Alone, then pairs**

Students listen and find out (from listening (a)) where the conversation takes place; (b) the number of people talking; (c) the topic of conversation, and then compare their answers with their partners. They should also check the answers to D4, if possible.

**Answers**

- loc. st. dic.
- two (Kigongo Odak and Namono Alupo)
- WAGGGS but specifically World Thinking Day (WTD)

**D1, Track 2**

**Kigongo Odak:** Hello, my name is Kigongo Odak. Welcome to another edition of Youth Voices. Today I am very happy to welcome our guest speaker Namono Alupo, who works for WAGGGS, the World Association of Girl Guides and Girl Scouts.

**Namono Alupo:** Thank you so much for inviting me, Kigongo!

**KO:** Namono, I've heard about something called World Thinking Day, which takes place every year – February 23rd right?

**NA:** Yes, on February 22nd, to be exact.

**KO:** To be honest, I know absolutely nothing about it! What's it all about? What actually happens on World Thinking Day?

**NA:** Well, the whole idea is to get our members thinking about important international issues and to connect with the worldwide network of girl guides and girl scouts. In recent years, we have held record “days” of our members celebrating WTD in 90 countries. We also produce an activity book, and last year

more than 53 000 young women did in four different languages: English, French, Spanish and Arabic.

**KO:** Wow, that's an incredible achievement, but who exactly are your members?

**NA:** All age groups, from young children to adults, including adolescents ...

**KO:** And an adolescent is ... ?

**NA:** Good question! Neither children nor adults are adolescents; they are young people in their years when everything about themselves is changing very quickly.

**KO:** Definitely a difficult transition period. And how do you judge the success of WTC, apart from what you have already told me?

**NA:** Hmm, let me think... Well, we also sell 100 000 badges, but, to be honest, nowadays it's all about social media, and we know that 14.3% of our members uploaded profile pics during their WTC involvement.

**KO:** So on a typical WTD, what do your members actually do, apart from putting on ties?

**NA:** We want people to be inspired by the history and impact of our global movement, and to take action to express our views on the issues we most care about.

**KO:** For example?

**NA:** We want to make a global difference by fundraising for projects around the world. The activity pack gives our members ideas on how to do this, and invites them to explore and celebrate the meaningful connections we can make our lives better. Sometimes neither is part of our set out, whether it's our job to help young people do these things, and this is where WAGGGS can get involved.

**KO:** And who exactly do you want your members to connect with?

**NA:** There's a good question, and an important one. Connections could be with the people closest to us, to a place we live, or with a Girl Guide or Girl Scout friend, or the others across the world.

**KO:** And how do they do this?

**NA:** Well, the activity pack, which you already mentioned, contains various activities which our members are encouraged to participate in. Each activity has a different objective, for example, connecting with a community and helping to bring about change, or learning about the WAGGGS Camping World Centre in Mexico or the Sangam World Centre in India.

- KO: So is there any sort of challenge involved?
- NA: Yes. The activity pack encourages members to make four special connections, and by doing so they collect four puzzle pieces. Then they put together their puzzle, and solve their connection with the world.
- KO: And I guess the connections you've made you described earlier? With the people closest to us, at home and to a place we care about, and...?
- NA: ... or a Girl Guide or Girl Scout friend on the other side of the world.
- KO: Now it all makes sense! How can our listeners find out more information?
- NA: They can find out more by visiting our website, which is [www.waggs.org](http://www.waggs.org), and follow the links for World Thinking Day 2017, where you can download the activity pack to your PC or tablet, and there's a special printer-friendly version to save paper and ink. You can also check where your local WAGGGS group meets and easily connect with them.
- KO: Excellent! Thanks very much for talking to us today, and good luck with the next WTC.

## 6 Whole class, then alone

During the second listening, students need to complete the notes about WTC 1. Before they listen, go through the notes and ask students to say what type of word is needed in each gap, and what the guess our answers might be. Do not worry if they are unable to supply too many.

### Answers

WTC happens annually on February 22nd

WTC aims to encourage members to consider important international issues and connect with worldwide network of NGOs

WTC celebrated in 90 countries

Number of activity leaders ever selected = 53 000, available in four languages: English, French, Spanish, Arabic

Best indication of success is use of social media

WAGGGS wants members to take action and speak out on issues

Also want members to connect with family, places, other Girl Guide members internationally

Activity pack contains different activities with different objectives

One song is to complete a puzzle and share on our own

More information from website [www.waggs.org](http://www.waggs.org)

Special printer-friendly version of activity pack available

## 7 Alone

Students look at the questions in Appendix 3 to check their answers.

## E Reading

### 1 Pairs

Students are now going to read a text about a famous youth organisation. Before they read, students look at the five pictures (A-E) and match them with the five interest areas (a-e).

### Answers

depends on age

### 2 Pairs, then whole class

There are two words or phrases in the box for each of the five interest areas. Students work together and decide how often they would expect to read the words and phrases, and give reasons. Do not supply any additional information as students will find out when they read the text. However, do class feedback to check that there are no mistakes by going over the words and phrases.

### 3 Alone, then pairs

Give students a few minutes to quickly read the text and check their answers. Do not allow too much time or students will try to read the text in detail, which is not necessary at this stage.

### 4 Alone, then pairs

Now students need to look at the first paragraph in more detail, and make some notes about the sentence (a-c). When they have finished, they can check with their partner.

### Answers

- to be independent, democratic and modern, to offer knowledge and new ideas to young people in Cyprus, to reinforce sense of global citizenship, to respect and protect the environment;
- divided into four age groups, more than 150 members in two groups, each group has a leader and 2-3 assistants;
- experience in working with young people, university or college graduates, high ideas and want to give something back to society.

## 5 Groups of five

If you are unable to work with groups of five, you can adjust the activity to suit your particular class. Each student in the group selects one of the five interviewees and re-writes their paragraph. After reading, they should write at least one question, one question for the other group members to answer. Use the example clarificative questions in the *Co-operative checklist* to check students understand what they need to do. When everyone is ready, the five questions should be shared between the group members, and then everyone in the group reads the four paragraphs they did not read, and tries to answer the questions.

## F Language focus: Non-defining relative clauses

### LANGUAGE FOCUS

Non-defining relative clauses provide extra information about the subject, but they can be removed from the sentence without having an impact on the overall meaning. Furthermore, their removal will not affect the grammatical accuracy of the sentence. Non-defining relative clauses are composed of a relative pronoun, a verb, and optional other elements such as the subject or object of the verb. Commas are always used to separate a non-defining relative clause from the rest of the sentence.

## 1 Pairs

Write your own example sentence on the board and ask students to identify the non-defining relative clause, as well as other important elements, such as the subject of the main sentence, the relative pronoun, etc. Then students work in pairs and decide if the information (a–f) is true or false. Do not supply any answers yet – they find the answers in the next activity.

## 2 Alone, then pairs

Select three or seven examples (A–F) from the text and use them to check the answers to Activity F1.

### Answers

- a true;
- b true;
- c true;
- d false (a relative pronoun is always needed);

- e true;
- f false (it can appear in the middle or at the end of a sentence)

## 3 Alone

Review – probably need to do at least one example to check that students understand what they must do. In the example here, the non-defining relative clause is underlined:

**Example:** a Victor de Leon, who is a solo trampolinist, set the record for youngest player in New York, USA.

Possible answers (non-defining clauses underlined), but variations acceptable:

- b super-active adjectives, which often end in -est, such as most or least, e.g. the fastest swimmer;
- c Both men and women compete in trampolining, which debuted as an Olympic sport in 2000;
- d On 17 January, when they reached the pole, they found that a Norwegian party led by Arnold Amundsen had beaten them there;
- e Robert Scott successfully reached the South Pole, where he found that Roald Amundsen had got there before him;
- f the blaze at the home in Abootisbury, which in Dorset, began around 3.30 p.m. on Sunday night;
- g Footballers give up and live, and devote themselves entirely to perfecting their bodies, which means they can excel on the football pitch.

## G Writing

### 1 Pairs

Give students time to think about the words that have been removed from the example column, explain, describe, suggest, then ask them to decide which information (a–c) the word(s) each key word.

### Answers

- a suggest;
- b explain;
- c describe

### 2 Pairs

Students discuss and decide if they could use the phrases (a–c) to explain, describe or suggest.

## Suggested Answers

Explain	Describe	Suggest
b If we do this ...	e My action is limited	a I think we should ...
c My school is owned	f the way	b If we do this ...
d Our school would benefit by ...	can in the early 1940s	c Our school would benefit by ...
g secondary's planning...	the building is more than 90 years old	d ...
h The Head teacher has said that	i ...	e ...
j The organisation was established	... ... ... ...	f ... g ... h ... i ...
k There is no solution to this situation ...	... ... ... ...	l ... m ... n ... o ...
l There is no answer to this question ...	... ... ... ...	... ... ... ...

## 3 Pairs

Students put the three verbs *explain*, *describe* or *suggest* into the gaps. Then they need to think carefully about what the question is asking them to do.

### Answers

- a explain
- b explain
- c suggest

### TOP TIP

The top tip focuses on the importance of reading questions carefully, to make sure that all parts of the question are addressed in the answer.

## 4/5 Pairs, then whole class

Students work together and read one sample answer to the exam-style question. It is not a perfect answer and

there are things that need to be addressed. Students should identify anything they think is wrong. Remind them not to just focus on grammar and spelling, but to look at the content, too, to decide whether or not the writer has answered the question. Go through the five points in *Go with your words*, checking that they can identify at least one example for each point.

**TOP TIP**  
Many questions of this type give the student prompts in the form of comments about the topic, or even pictures.

**6/7** Students now write their own answers to the exam-style question, using the notes to help them, but including their own ideas if they can. When they have finished, they can exchange them writing and using the checklist in Activity 65, give each other some feedback.

Here are two sample answers written by (i) an IGCSE Core student and (j) an IGCSE Extended student.

### i Core

Dear readers,

I have just spent a day with a girl, Kayla Salanga, involved in the WAGGGS project. Kayla comes from Botswana and is 17 years old. She is tall and she has three brothers and two sisters. Both of Kayla's parents both work as farmers.

During the day I spent with her, I saw that she is a member of WAGGGS and how this organisation deals with girls' participation in the community. It was organized five years ago and connects with a networking guide and boy scouts to raise money to run outside projects.

If any of you are interested in writing about your work, you could connect with WAGGGS you can visit [www.wagggs.org](http://www.wagggs.org) and download the application pack, go to our website, or check if there is a local WAGGGS group in your area!

Hope you enjoyed reading.

Zinzi - 16 [146 words]

### ii Extended

Only 5 days ago, I came back from a trip to Botswana where I was staying with Kayla Salanga, who is a member

of WAGGGS, an association where they learn about important international issues.

Mary is a 17-year-old girl who lives in a small village in Botswana. Her parents are both farmers and she has three brothers and two sisters. During my time with her, we could see that she had started taking part in the WTC project five years ago and has been taking part in three WTCs. She told me that being a part of this has helped her connect with different girls, scouts and guides.

Hannah is a 16-year-old girl who raises money for projects around the world and she means to do this by using an activity pack which gives her lots of ideas for fundraising. She has set a challenge to make four social global connections and also told me that our school can download the same activity pack and find out more from their website, [www.waggs.org](http://www.waggs.org). This way we can find out more our

local WAGGGS group meet, and we can take part. [289 words]

### Differentiated activities

#### Support

- Allocate two or three periods from the notes in Activity 36 to different groups. Each of these approaches reduces the amount of text students need to write. They can then join their pieces of writing together to make one complete answer.
- Allocate different parts of the exam-style question to different students. Each of these approaches reduces the amount of text students need to write. They can then join their pieces of writing together to make one complete answer.

#### Challenge

Students will write the answer without using the notes given in Activity 36, and then use the notes to check that they have included all the necessary information.

## Reflection

Use the Reflection to remind students of what they have achieved in the unit. Students should set themselves a personal goal based on their scores to Unit 12.

## Exam focus

### Writing, Exercise 6

1 Here are two sample answers written by (i) an IGCSE Core student and (ii) an IGCSE Extended student.

#### i Core

Dear Madam,

I am a member of our town's local youth group which focuses on finding ways for children and teenagers to become more involved in the community.

At the moment we are attempting to raise funds for Doggy charity "Paws and Tails", which tries to find permanent homes for stray dogs and cats. As a group we have a few ideas and so we are doing whatever we can to raise money for the worthy charity.

We have organised dog walks, car washes, a small fair in the town hall and we have even taken it into our own hands

to advertise some of these events on social media. We think this is a very worthy cause, and we hope you do too.

Yours faithfully,

Jorge Var [220 words]

#### ii Extended

Dear Madam,

I am currently writing to you for a youth group "Survive" which helps young teenagers get back into society after suffering from any sort of long-term illness or debilitating injury. It was created three years ago after my friend had had a terrible accident while riding his bicycle. Unfortunately, after the accident, my friend was left paralysed from the waist down; he was so positive though, reporting that he was determined to continue and help others at the same time.

...set when a young boy called Tom suffered a jet accident after playing ice-hockey at the local sports centre. The accident has not stopped him playing, but in order to continue playing as a professional player he needs to buy a brand new wheel chair. We need your help!

We are a group of fifteen of us who are planning on running the London marathon in two months to raise as much money as we can, in order to help buy the wheel chair. We are looking for

sponsors, people who wish to give advice and anyone who is willing to donate any amount of money they can afford in order to help young people.

Yours faithfully,

Rosie Green. [100 words]

- 2** Here are two sample answers written by (i) an IGCSE Core student and (ii) an IGCSE Extended student.

**i Core**

In this week's edition we are discussing taking *10 days* right here at home instead of going abroad. I have always loved going abroad for my holidays but this year I have chosen to *travel only right here in England*.

The country *is* really beautiful; we have so many wonderful beaches and amazing landscapes. Instead of giving my money away to foreign industries, I will rather choose to spend them in the local economy, helping create more jobs and supporting the people who live in the areas I will be visiting.

I realised that I do not know my own country at all! I know it is better than less foreign and I feel that is a shame. So this summer holiday I am staying here and I shall hope for much of the time. [104 words]

**ii Extended**

Very recently, one of our own tourist organisations has been promoting the idea of remaining in our own country for our holidays. Although I believe it is a nice idea, I do not think it is very realistic for various reasons.

Most people enjoy spending their holidays in new and exciting places where you can see different cultures and try exotic cuisines in different countries. Furthermore, spending more time abroad means that you are broadening your horizons and becoming more open-minded about places and people that you have not used to. I also believe that when you travel, you learn to appreciate life and the beautiful world we live in far more than if we stayed at home.

I can't deny that our own country has some beautiful places to visit and stay in. Moreover, by staying here for our holidays, we are helping people find jobs and helping the local economy through the money we spent. So although it's great visiting other countries, we mustn't forget that our own has plenty to offer as well, and we should take advantage of this as much as possible. [100 words]

# Focus on writing

**NOTE on Assessment Objectives (AOs) for Reading and Writing Exercise B:** Students write approx. neatly 100–150 (AO1) or 150–200 (Extended) words about famous people, in response to a short stimulus which may take the form of pictures and/or short prompts printed on the paper. The question includes information on the purpose, form and audience, as well as the word count and how the marks are allocated.

Specifically, students need to show that they can communicate information/ideas/opinions etc. clearly, accurately and effectively (W1), organise ideas into coherent paragraphs using a range of appropriate linking devices (W2), use a range of grammatical structures, use vocabulary accurately and effectively (W3), show control of sentence structure and spelling (W4), and use appropriate language and style/format for the given purpose and audience (W5).

## Learning objectives (LOs)

**Suggested activity:** Start the unit by focusing for a few minutes on the LOs box, making sure that students understand what they are going to be doing. Using the first LO as an example, ask students to identify where in the unit they can find the activities for the other four LOs. Get students to say which of the activities appeal to them the most, and ask them for their reasons.

## A Watch, listen and talk

### 1 Whole class, then alone

Explain that students are going to watch and listen to some IGCSE students talking about famous people. As your students watch and listen, they should make a note of (i) what the speakers think people need in order to be one successful or famous, and (ii) how important the speaker thinks it is. Play the video a second time so that students can check or add to their notes.

#### Answers

- Things that students think people need to become successful, or famous. Only three from a good resolution, present talent, hard work.
- How important is ambition? Do they all agree? The students say that you can't possibly do something shocking or weird to become famous, or you need to work hard. The students do not all agree.

### 2 Pairs or small groups

Depending on the size of your class, put students into pairs or small groups. They can discuss their notes and then talk to each other orally (or either about what people need to do to become famous and what famous person they admire). Do not interfere too much, but make sure you get feedback from the class so that they know their efforts have been worthwhile. If time permits, you could write their ideas on the board and rank them according to your students' preferences.

## B Speaking and vocabulary

### 1 Pairs

Get students to focus on the five pictures and discuss the questions. If students are unsure about who the people are, move straight on to B2, which gives the names and some facts about each person.

### 2 Pairs

If students are still unsure, the pictures provide some clues to which pieces of information might each person. Of course, to begin with, most students are likely to match correctly – the important thing is that they complete the task, and discuss things amongst them.

#### Answers

Sherin Al-Afifi, competitor in 2012 Olympics, Saudi Arabia

Zaha Hadid, Iraqi-British architect, studied at American University Beirut

Mark Zuckerberg, co-founder of Facebook, born 1984

Bruce Lee, film actor; died 1973

### 3 Whole class, pairs

Firstly, check that students understand the meaning of each word in the box. For anything they are unsure of, either provide the meaning or give students time to find out for themselves. Then students discuss which words are connected with being successful and famous. There are no right or wrong answers, but you might probably argue that all of the words have some connection.

### 4 Pairs

Students should be better able now to talk about the qualities of the four famous people. Once again, there are

no 13! (or wrong answers), but you might say that Seppi Atbar needed skill, determination and strength to be a successful one-ear athlete, whereas Mark Mücke-Burg needed other qualities, such as confidence and tenaciousness. Allow students time to discuss freely.

### 5 Alone, then pairs

Students sit in pairs and answer how to describe them, using the words from B3 as well as anything else that is appropriate. Then they tell their partner about the famous person.

## C Reading and writing: Making notes

### 1 Whole class, then pairs

Make sure students know when Iusufiye was. Perhaps show them a video clip from YouTube or focus on the picture in the Coursebook (but do not let them look the text yet). Then get them to work in pairs to check the meaning of the words and phrases in the box.

### 2 Alone, then pairs

Students read phrasess a-g on their own and decide if they think they will see them in the text. Then, with their partners, they give reasons for their decisions. Do not supply any answers at this stage as students will find out for themselves when they read the text in C3.

### 3 Alone

Skim the whole text and check the answers to Activities C1 and C2. They do not need to write anything yet.

#### Answers to C2

- |        |        |        |
|--------|--------|--------|
| a yes, | d yes, | g no,  |
| b no,  | e yes, | h yes, |
| c no,  | f yes, | i yes  |

### 4 Whole class, then alone, then pairs

Go through questions a-g, making sure students understand everything, including the vocabulary. Get students to tell you the key words in each question and remind them that this will help them to find the answers in the Iusufiye text. They should also think about the type of answers required (e.g. 4c = reason). When they are ready, students write the answers in the notes boxes, then check with a partner.

#### Answers

- a Portuguese
- b Mozambique and Angola were both Portuguese territories
- c because of his physical and mental strengths

- d 1986 World Cup
- e European Golden Boot
- f speed, technique, athleticism, accurate right-footed shot
- g his fair play and humility

### 5 Alone, then pairs

Making effective notes or a good summary requires a clear understanding of the content of the text. In this activity, students need to decide (on their own) which three of the five headings given would help them to write their notes. They should be prepared to give reasons to a partner. The three best headings are *Nationality and family*, *Physical skills and Achievements in football*, because most of the content of the text is about these three areas of Iusufiye's life. There is very little information about his home and education, or about his hobbies and interests.

#### TOP TIP

Students' vocabulary and grammar is not usually assessed in note-writing exercises, but the content of the notes is. Only brief notes are required, but students must provide all the necessary information.

#### TOP TIP

Make sure students appreciate that notes may often contain more information than is required to answer the question. They should know that if there are three bullet points for a particular heading, then there are three marks available even if only three pieces of information are issued (even if there are four or five pieces of information in the text).

### 6 Alone, then pairs

Students work alone first, to write three notes under each of the three headings *Nationality and family*, *Physical skills and Achievements in football*. Before doing so, they should read the text in more detail, underlining the important information for each heading. Then they need to rewrite that information in note form. If students paraphrase rather than copy the text, our assessors will identify the relevant information and write it under the correct heading; they would receive the marks anyway. When they have finished, allow students to check with a partner.

#### Answers

- Nationality and family**
- 1 Both ^ Mozambique,
- 2 Angola ^ father,
- 3 Portuguese nationality

**Physical skills**

- 1 speed (100 metres in 11 seconds),
- 2 footballer,
- 3 accurate free-kick shot,
- 4 great free-kick taker,
- 5 prolific goal scorer (733 goals in 745 matches)

**Achievements in football**

- 1 top goal-scorer 1962 World Cup,
- 2 Bronze award,
- 3 winner of BBC Young Player of the Year,
- 4 played for Benfica for 15 years,
- 5 658 goals in 624 matches for club

**Differentiated activities****Support**

- i Reduce the number of readings under which students have to make notes.
- ii Provide the answers jumbled up, so the students have to decide which note goes with which heading.
- iii Direct students to the relevant paragraphs in the text.

**Challenge**

- i Ask students to find more information about each area, rather than the three pieces of information required.
- ii Students use their notes to write a short paragraph under each heading.

**D Reading and vocabulary****1/2 Pairs**

With a partner, students look at the words and phrases listed in Activity D1 and predict what type of person they may be going to read about. There are no right or wrong answers, so encourage students to speak freely and to give reasons for their choices. As soon as they are ready, they can look at the possible job types in Activity D3 and select which ones they think they will NOT read about. Try not to let students look at the text until they are doing these two activities.

**3 Alone, then pairs**

Ask students to skim the text to check their predictions and ideas from Activities D1 and D2. They should not worry about the gaps at the moment.

**Answers**

The text is about Helen Keller, an American author and campaigner for disabled and blind charities who became

deaf and blind as a young child and had to struggle to overcome her physical inability.

**4 Whole class, then pairs**

Check that there are no comprehensions or problem-solving phrases a–l, seven of which have been removed from the text (so there are two extra phrases that students will not need to use). Then let students work with a partner to look at the text again and decide where to put the missing phrases. Students need support, tell them which two phrases are not needed (a and f).

**Answers**

- |     |                           |
|-----|---------------------------|
| 1 d | Helen Keller (1880–1968), |
| 2 b | Born 12/08/1880,          |
| 3 c | In 1896,                  |
| 4 f | In the beginning,         |
| 5 i | Keller's mother,          |
| 6 g | Keller's name,            |
| 7 e | From 1918                 |
- Note: even at the turn of the century, Helen Keller never

**5 Pairs**

For this activity, which is divided into four vocabulary-based questions (a–d), students work with a partner. They should not be allowed to use different reference sources to help them find the answers.

**Answers**

- |   |   |
|---|---|
| a   | i campaigner (n) = someone who organizes events in order to achieve something, for example, to collect funds, or to raise awareness |
| ii influential (l) = having the power to affect how someone thinks, or how something develops |   |
| iii de-stigmatise (f) = to reduce the negative or unfair treatment of people or something     |   |
| iv rudimentary (g) = very basic   |   |
| b   | i someone with a lot of knowledge and skills in a particular subject (l) = specialist   |
| ii in the present time (2) = currently  |   |
| iii ought to do (3) = intended  |   |
| iv started doing something (5) = embarked   |   |
| v continued (7) = maintained  |   |
| vi enjoyed a lot / being eager to do something (8) = motivated                                |   |
| vii learned (9) = picked up   |   |

5

Adjective	Noun	Adverb	Verb
race	rapid	rapidly	x
quick	x	quickly	x
proficient	proficiency	proficiently	x
disabled	disability	disabled	x
previous	x	previous	x
persuasive	persuasion	persuasively	persuade
difficult	difficulty	x	x
fundamental	fundamental	x	underline

\*rapids = part of a river where the water moves very fast

#### LANGUAGE TIP

The Language Tip focuses on adverbs ending in -ly, which are very common in English. However, students also need to know that some words ending in -ly are non-adverbs. Refer students to the exercise in the Workbook.

- d i Paragraph [2] completes y, only, properly, badly, [3] currently, visually, [4] fully, [5] quickly, previously, [6] extremely, [7] hardly, easily

II

Adverb	Adjective	Noun
completely	complete, completed	completion
only	only	x
properly	proper	x
badly	bad	x
currently	current	current
visually	visual	sight, visionary
fully	ful	x
quickly	quick	x
previously	previous	x
extremely	extreme	extremity
hardly	hard	x
easily	easy	success

#### Challenge

- Explain how much students have to do by getting them to produce their own sentences using one of the words from Activity 5c.
- Get students to complete as much as they can in 5c without looking back at the text.

#### 6 Small groups

Students work in small groups and discuss questions (a–c).

- If a group has an unknown word, perhaps someone in another group can share their experience. If, during that, you ask a briefly tell students about something that you might know. For b, do an example with a normal noun in a language that the students do not know. It does not matter if you yourself are not familiar with the language – you just need to know what the word means and how to spell it. Choose something which you can see, yet can bring into the classroom. Then follow the same process, as in 5c. For c, tell the whole class students to close their eyes, or use a cloth, and then rub the object you have chosen (e.g. a piece of paper, a sponge, a pen), and allow them to guess what the object is. If you have internet access at school, show students 3–10 minutes to find the images. Alternatively, this could be set as a homework task.

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#### WORD TIP

These two words are not often confused, but students are probably not as familiar with the word obstacle. It is a useful addition to their vocabulary. Refer students to the exercise in the Workbook.

## E Language focus: Discourse markers showing contrast

### 1 Pairs

There are many discourse markers in English, with different functions. They are extremely important in order to provide clues about what we want to say or write. This section focuses on discourse markers for showing contrast. Students work in pairs and study the nine phrases, and agree on which three show contrast.

#### Answers

Even though, In spite of, On the other hand

#### Differentiated activities

##### Support

- Allocate just one or two questions from a, b, c or d for students to work on.
- Review the first four words students need to find.

**2 Alone, then pairs**

Students think of more contrast discourse markers and then compare their ideas with their partner's.

**Possible answers**

however, in fact, in contrast, nevertheless, though, on the contrary, though, although, yet, otherwise

**3 Alone, then pairs**

Students now re-read the text and identify seven examples of discourse markers showing contrast and check if they appeared in E1 or E2.

**Answers**

despite, however, nevertheless, in spite of, even though, even though, although

**4/5 Alone, then pairs**

Students work alone and then check their answers with their partner's. Make sure students understand the structures used with the various discourse markers by completing the boxes in E5.

**Answers**

Despite	her problems, having problems,
(a) In spite of	..... she became famous.
(b) even though	she had problems, she became famous.
(c) Although / Though	.....
Some problems	(d) However, .....
	(e) Nevertheless, .....
	(f) Nonetheless, .....

- a Despite / In spite of + noun/noun phrase – verb phrase
- b Although / Even though + verb phrase – verb phrase
- c However / Nonetheless / Nevertheless + verb phrase

**6 Alone, then whole class**

In this activity students practise using discourse markers with phrases taken from the Keller text. Let them work alone and then do class feedback and allow everyone if possible to contribute some answers.

**Possible answers**

- a She had to struggle to overcome many obstacles however. In spite of this, she obtained a university degree.
- b Although she could only communicate using signs, her young friend helped her to be more successful. She could only communicate using signs. Nevertheless, her young friend helped her to be more successful.
- c Even though Sullivan was also visually impaired, she taught Keller how to communicate. In spite of her being visually impaired, Sullivan taught her how to communicate.

Many Possible Answers, these are suggestions:

- d Keller was frustrated at her lack of progress. However, Sullivan helped her to start understanding.
- e Keller then progressed very quickly, even though she had to overcome a great many obstacles.

**F Listening****1/2 Whole class, then pairs**

Focus on the map and the picture. Explain what students are going to hear about Nelson Sunish Kumar and what he did (rec'd his motorbike on the world's highest motorcycle road). Ask students to predict what may involve and then in pairs they can work through questions a–g and Activity G. Make sure you provide cues for each of the questions but remember that students have not yet come up with anything, so accept all their ideas and suggestions.

**Answers**

a–c and e–g: there are no right or wrong answers.

d depends on w/w

**3 Alone**

Students listen and check their ideas from the previous activities G1 and G1g only.

**Answers**

1f (Participant controls 1g the world's highest bicycle ride)

**4 Whole class, then alone**

During the second listening, students need to write a review to questions a–h. Go through the questions with the class, asking them to remember/say their answers, but do not say if anything is right or wrong at this stage. Then students listen, and after they can check with a partner, refer to the descriptions in Appendix A, or you can supply feedback.

**Answers**

- |                         |                        |
|-------------------------|------------------------|
| a Inc. a                | f wide, hilly, rugged, |
| b 31 days.              | battlefield, villages, |
| c during the solo ride  | meadows, rivers, water |
| d open book about       | crossings, highways,   |
| e glaciers, valleys,    | narrow roads           |
| mountains, passes, snow | g powdered snow for    |
| plains, mud, sand,      | other sports           |
| snow, deserts, lakes    | h double-humped        |

**G Writing – Optional****TOP TIP**

Use this Top Tip to clarify what a blog is, as in some writing questions students may be asked to write one (rather than a report, story, email, and so on). However, point out that even though they may be asked to write a blog, they must still answer the question and must still organise the writing in an effective, accurate way.

**4 Pairs**

To continue with the planning, get students to specify the information which should normally appear in an introduction and conclusion for this type of writing.

**Suggested answers**

**Introduction:** reason – reasons for choosing this person, bio, looks, date, etc; **Conclusion:** 10/10 reasons for choosing this person, feelings, achievements/two sides

**1 Alone**

This activity helps students to understand how a descriptive text is organised. Give them a couple of minutes to quickly review the two texts about Fua'Ahia and Keller, and decide which one follows the plan.

**Answer**

Keller

**2 Pairs**

Students work together and analyse how the Keller text is organised.

**Possible answer**

- general and personal information
- early childhood and illness
- medical treatment
- learning to communicate
- education
- charity work and death

**3 Alone**

Students are now going to spend time planning for a piece of descriptive writing about a person they admire, or someone famous. The important thing is that they choose someone whom they know about, and whom they can write about. Then, using the ideas in the Coursebook, students make a list of things they could include in the writing.

**5 Alone**

Focus on the example notes and then get students to write their own notes, using their own headings. Encourage students to think about what they are going to expand their notes into an email in the next activity, so they should make sure they have enough notes to work from.

**Sample answer**

**Famous actress: Audrey Hepburn**

**Introduction:** Audrey Hepburn, born Brussels, Belgium in 1929. Her father was of English descent and her mother was Dutch.

**Background Information:** After the Second World War she moved to England to study ballet and took on small roles in theatres and films.

**Work and achievements:** Hepburn started in many famous films, winning many awards including an Academy Award and a BAFTA. In later life, she became a Goodwill Ambassador for UNICEF and did lots of charity work.

**Reasons for choosing this person:** Not only was she talented and beautiful actress, she cared about making the world a better place.

**Conclusion:** – as gone down in history as one of the most beloved and iconic – really cool stars – story

**6 Alone**

Students now write their email, using the notes from activity 5G, but also trying to include relevant and appropriate descriptive markers and vocabulary from the unit.

**Sample answer:**

The Hollywood actress Audrey Hepburn was born in Brussels in 1929 to a father of English descent and a Dutch mother.

After the end of the Second World War in 1945, he moved to England where she studied ballet and also began to take on small roles in theatre plays and films. She soon began to star in musicals and romantic comedies in Hollywood. For her achievements in film, she won many

awards, including a BAFTA and an Academy Award. As well as acting, she was also a Goodwill Ambassador for UNICEF and did plenty of charity work.

I chose Audrey Hepburn as my role model, because not only was she a talented and beautiful actress, she cared more than anything about making the world a better place. She has gone down in history as one of the most iconic Hollywood stars. 142 words.

## Reflection

Use the **Reflection** to remind students of what they have learnt in the unit. Students should set themselves a **personal goal** based on their survey for Unit 13.

## Exam focus

### Reading and Writing, Exercise 3, note-making

#### Answers

##### Where Garrett was educated

- aged 10 went to Holland every weekend to study
- aged 11 went to Lübeck Conservatoire
- joined orchestra at 11

At 19, after 17, studied at Royal College of Music, London; 1993 attended Juilliard School in New York.

##### Garrett's skills as a musician

- practises like a classical musician
- plays with confidence
- extended range: music takes on different shapes and feels in his hands

##### Challenges in Garrett's life

- 340 days away from home
  - has to eat hotel room soup or food
  - lives outside a suitcase
  - (extended) only four hours daily practice
- All this: no relaxation until after daily practice

[Total: 7 Core, 9 Extended]

### Writing, Exercise 5

Here are two sample answers written by IGCSE Core student and (ii) an IGCSE Extended student.

#### i Core

Last night I was lucky to go to a performance by the famous jazz band, Jazz it Up. Every year, my town hosts a jazz festival and this year it was in the courtyard of the old castle right next to the river.

It was a beautiful summer night and the jazz band was in the centre and the audience sat on chairs in a circle around them. The performances lasted for an hour with a fifteen minute break in the middle and it was the best thing I've seen in a long time.

It was a beautiful experience, the musicians were excellent and if you are lucky enough to be in town this weekend I really advise you to buy a ticket and go to see the jazz band.

Amaya Al-Jamal (136 words)

#### ii Extended

I close my daily blog reader once again!

Last week my favourite singer Norah Jones came for a charity concert in Hyde Park, London. She sang with some other singers and musicians were all appearing at the performance in order to raise money for charity.

My friends and I arrived at Hyde Park two hours before the start of the concert! Although there were lots of people standing in line, we arrived at the large stage and sat on the grass until the music started. The whole park was soon completely full. There was a great atmosphere, people were laughing and singing and calling out to the performers. The concert started and we thought we were really enjoying myself. I was desperate for Norah Jones to come on with the stage.

Finally, Norah stepped on the stage, but just as she did it started to rain. Everyone was worried that the performance would be cancelled, but she started singing despite the pouring rain. Throughout most of the show I was cold and wet, but because of the atmosphere, I only little was annoyed by Norah Jones's singing and I can't wait to see her live again. (99 words)

# Medical careers Focus on listening: multiple-choice questions and completing notes

## NOTE on Assessment Objectives (AOs) for Listening

**Exercise 5 (Extended ONLY):** Students listen to a talk and complete short notes. Then they listen to a short video or record of this talk, and complete another set using no more than three words. Students need to demonstrate that they can listen to a talk and complete eight short notes based on what they hear. Specifically students need to identify and select relevant information (1), understand ideas, opinions and attitudes (2), show understanding of the connections between ideas, opinions and attitudes (3) and understand what is implied but not directly stated, e.g., just, specific purpose, intention and tone (4).

## Learning objectives (LOs)

**Suggested activity:** Start the unit by focusing to a few minutes on the LOs box, making sure the students understand what they are going to be doing. Using the first LO as an example, ask students to identify where in the text they can find the activities for the other four LOs. Get students to say which of the activities appeal to them the most, and ask them for their reasons.

## A Watch, listen and talk

### 1 Whole class, then alone

Explain that students are going to watch and listen to some IGCSE students talking about medical care. As your students watch and listen, they should make a note of (a) what the speakers think the work of a nurse involves, and (b) if the speakers would consider nursing as a job for themselves. Play the video a second time so that students can check or add to their notes.

#### Answers

- The work of a nurse involves caring for sick people, healing patients, emotionally supporting the patient.
- Most students consider doing a nursing job. Their reasons: Yes, but the student would prefer to be a doctor or no, because the job is not as scientific as some other jobs in medicine.

### 2 Pairs or small groups

Depending on the size of your class, put students into pairs or small groups. They can discuss their notes and then talk to each other about other medical care jobs they know about. Do not interfere too much; i.e., make sure you get feedback from the class so that they know their efforts have been noticed. At the same time, if you would like, write their ideas on the board and rank them according to your students' preferences.

## B Speaking and vocabulary

### 1 Pairs

Students look at the three pictures and, after checking that they understand what each picture shows, they make a list of as many words and phrases as possible connected with the subject (e.g., healthcare). There are two examples to get them started. You could set a short time limit for this activity and turn it into a competition to see which pair can write the longest (correct) list in the shortest time. Carry out class feedback to compare ideas.

### 2/3 Pairs

Students work together to check the meaning of the verbs in A. Allow them to use different reference sources for this before they match the verbs with the nouns in A.

#### Answers

care/aid/suffering, diagnose and treat illnesses, perform surgery, prescribe and dispense medications, prevent diseases/suffering, promote health, provide care/medications to restore health

### 4 Alone

Students read the short paragraph and find the phrases from Activity B/3, checking that they have understood them correctly.

### 5 Whole class

Focus on the word paramedic and check that students understand its meaning. Make sure they know how a paramedic's work differs from that of a nurse.

**6 Pairs**

These nine words should neither be challenging for students, but ensure that they understand the meanings. They can use other reference resources for help.

**7/8 Alone, then pairs**

Prepare students for the listening activity. Before they listen, get them to practice writing the words from Activity 18. You could complete the gaps (a–g) in the notes. Then play the audio so students can confirm the corrections. They can read the audioscript in Appendix 3 if necessary.

**Answers**

- |             |                  |
|-------------|------------------|
| a emergency | e minor injuries |
| b patient   | f accidents      |
| c treatment | g incidents      |
| d care      |                  |

**C02, Track 2**

Paramedics provide an immediate response to emergency medical calls. They are usually the first senior healthcare professional on the scene, and they are responsible for assessing the condition of a patient and providing treatment and care prior to hospital admission. A paramedic will attend emergencies, including minor injuries, sudden illness and casualties resulting from road and rail accidents, crime, violence, fires and other incidents. They are usually in a two-person ambulance crew, with the other crew member being an ambulance technician or emergency care assistant who helps them. Some will work alone, however, using an emergency response car, motorbike and cycle to get to a patient.

(adapted from [www.prospects.ac.uk](http://www.prospects.ac.uk))

**9 Pairs**

Pairs discuss in pairs to talk to each other about the differences between a nurse and a paramedic job. Encourage them to use the words and phrases from the previous activities.

**C Listening****1 Whole class, then pairs**

Check that students know who Florence Nightingale was. If they are unfamiliar with her work, use some pictures (including the one in this section) as prompts.

**2 Pairs**

In pairs, students look at the information in *A–F* on *C02* and decide if it is true or false, giving reasons where possible. You do not

need to tell them if they are right or wrong at this stage, as they will find out the answers during the listening activity.

**3 Pairs**

Make sure students understand who they are going to hear. John is a nursing student and Dr Mary Winterson is a nursing specialist, and what they do. Listen to an interview with questions about Florence Nightingale. Students listen for the first time and check their answers to C2, correcting any false information.

**Answers**

- Florence Nightingale was born in Florence, Italy. TRUE
- Her parents refused to let her become a nurse. TRUE
- She completed a three-year nurse training course in England. FALSE
- The British government asked her to work in British military hospitals in Turkey. TRUE
- Florence Nightingale received several medals for her work. FALSE – she received one medal.
- When she died, Florence had been blind for 15 years. TRUE

**C02, Track 3**

John: Dr Mary, what can you tell us about Florence Nightingale as early years?

Dr Mary Winterson: Well, Florence Nightingale was born in Italy on 12 May 1820 and was named Florence after her birthplace. Her parents, Fanny and William, were wealthy and spent a considerable amount of time touring Europe.

J: How did she do at school? Did she get good grades?

MW: Not, she did. As a school child, Florence was academic and rarely had problems with her studies. She was a free spirit and the expectation was that she would marry and start a family.

J: But that didn't happen, did it?

MW: No, it didn't. Florence had different ideas. As a teenager she became involved in the social questions of the day, making visits to homes for sick people in local villages, and she began to investigate hospitals and nursing.

J: How did her parents react to this?

MW: Not very well, I'm afraid! Her parents refused to allow her to become a nurse as, in the mid-19th century, it was not considered a suitable profession for a well-educated woman, because of the conflict which arose between Florence and her parents.

- J: it was decided to send her to Europe with some family friends, Charles and Selina Bracebridge.
- J: Not such a bad punishment! Where exactly did they go?
- MW: The three of them travelled to Italy, Greece and Egypt, returning to England through Germany. In July 1850, while in Germany, they visited a hospital near Dusseldorf, where Florence remained in the following year undergoing a three-month nurse training course. This enabled her to take a post at a clinic in London in 1853.
- J: Wasn't Britain at war around this time? With Russia?
- MW: Yes, you're absolutely right. In March 1854, Britain was at war with Russia. While the Russians were defeated in the autumn of that year, British newspapers criticised the medical facilities for the soldiers wounded during the fighting. In response to the criticism, the government appointed Florence Nightingale to oversee the introduction of female nurses into all British army hospitals in Turkey and, on 4th November 1854, she arrived in Scutari with a group of 38 nurses.
- J: What an amazing story. What happened when they got to Scutari?
- MW: Well, initially, the doctors did not want the nurses there because they felt they landed out. Within ten days, many more casualties arrived and all the nurses were needed to cope with the sudden influx of wounded soldiers.
- J: So the doctors were forced to accept the female nurses? Were the nurses successful?
- MW: Yes, the introduction of female nurses in military hospitals was an outstanding success, and the nation showed its gratitude to Florence Nightingale by honouring her with a medal in 2007. Throughout her life, she committed herself to a campaign for better conditions in hospitals and to improved health standards.
- J: When did she die?
- MW: She died on 13th August 1910, having been a complete invalid herself and totally blind for 15 years. She was a national heroine. Her far-sighted reforms have influenced the nature of modern health care, and her writings continue to be a resource for nurses, health managers and politicians.
- J: Yes, she was certainly an inspiring woman.

**TOP TIP**

Before working on Activity B1, go through the Top Tip with the class, as it contains useful information about multiple choice questions.

**4/5 Pairs, then alone**

Prepare students for the second listening activity. Before they listen, students should read questions a-h and the possible answers (A, B, C) and consider which of the three options might be correct. Encourage them to give reasons if they can.

**Answers**

a	B,	d	B,	g	C;
b	A,	e	A,	h	C;
c	C,	f	A,		

**6/7 Whole class, then pairs**

Go through the notes about Florence Nightingale, checking with students that they understand what type of information is required to fill each gap. Then in pairs, they complete the notes, using a single word or a short phrase in each gap. Play the audio again for students to check their answers, or ask them read the audio script in Appendix 3.

**Answers**

a	scared of no problems,	f	Egypt,
b	especially nursing,	g	1853;
c	considered suitable for educated women,	h	British,
d	Germany,	i	number of soldiers,
e	Greece,	j	medal,
		k	blind

**Vocabulary**

These two words are easily confused. Point out that *injury* is also a verb, whereas *injury* changes to *injure*. Refer students to the exercise in the Workbook.

## D Language focus: Future in the past

## 1 Whole class

In English, this is the use of *would* or *were/were going to* refer to the future from the perspective of some point in the past. Use the example in the *Courseworks* for students to tell you which part of the phrase is about past events (the expectation which will) and which part moves forward in time (like *would* every end start of family). Use a time line on the board to help students to see this easily, if necessary.

### 2 Alone then gains

Students use the words in the box to complete the gaps in the conversation above their interview.

BIBLIOGRAPHY

- a will; d correct,  
b past; e past continuous  
c future.

### 3 Whole class, then alone

Do this activity orally with the class, and then students write their answers. Point out that in order to use the past continuous tense, they will need to use an auxiliary verb, for example, *was*, *were*, *had*.

## Answers

When doctors heard that Horace was going to / would / was planning/intending/expecting to work with them, they left the room.

#### 4 Whole class, then alone

This activity provides further written practice, but go through the cues (lines 1-6) orally first, allowing different students to provide different possible answers.

### Possible answers

- a My parents were planning to move to Australia but they decided to stay in Bahrain; b My sister was thinking of becoming a doctor but she changed her mind; c I thought we would /were going to eat out tonight; d I thought we were eating out tonight; e ... but I knew he would / was going to pass all his exams; f ... knew you wouldn't / were going to help him with his homework, f All said - I knew would / was going to come / was coming with him but he came alone; g She promised she would test her parents as

soon as he arrived; he already had 8 am when he arrived.  
He was so late, he had to go to the cinema.

E Reading

### 1/2 Alone, then pairs

Working on their own, students recall the information about  
parameters, matching the sentence headers. Then they review  
their answers in pairs and put them complete sentences  
in the same order as in Activity 3b. Refer students to the  
audioscript in Appendix 3 to double-check their decisions.

ANSWERS

3+e 5+e 1+e 2+e 4+e

### 3 Whole class, then alone

Make sure students understand what they are going to receive: an internet article about the qualifications needed to become a paramedic. On their own, students think about what they would like to find on the job. They require a project and write three questions. I focus on the questions given first.

4 Alone

Students quickly read the text, and check if any of their questions from the previous activity are answered. They do not need to read the text very carefully at this stage.

## 5 Alone, then pairs

Remind students to identify the keyword/s in each question and think about the type of answer each question requires. Then they write their answers to the questions. Once everyone has finished, they can check with a partner.

Документ

- a secure a student paramedic position with an ambulance service trust, or a trust, an approved full-time college or paramedic science at a university
  - b work their way up with experience and additional training
  - c English and maths
  - d full manual driving licence
  - e successfully complete an HCPC-approved programme in paramedic science
  - f from two to five years
  - g students on full-time courses in paramedic science

**LANGUAGE TIP**

This Language Tip highlights the importance for students in recognizing noun suffixes, which may help them in their understanding of new words. Refer students to the exercise in the Workbook.

## F Speaking and listening: Completing notes

### 1/2 Whole class, then pairs

Most students will be familiar with the ICRC (the International Committee of the Red Cross/Crescent), but if this is not the case, use some pictures – including the ones in the Coursebook – as prompts. Give them a few minutes to come up with ideas in response to Activity F2.

### 3 Pairs

Students work together to check the meaning of the words and phrases given. Some of this is quite demanding so be prepared to provide assistance if necessary.

### 4 Pairs

Students look at the three questions a–c and predict what the answers might be. If time is an issue, or if you think so, students may struggle with the questions, allocate different questions to different students and then do class feedback.

### 5/6/7 Alone, then pairs

Students listen and check their predictions in Activity F4. Then they listen to the audio a second time and fill in the gaps, writing one or two words for each gap. Finally, students can check with a partner or refer to the transcript in Appendix 3.

### Answers

- |   |                      |
|---|----------------------|
| a female,                                 | i medical care,      |
| b drought and other<br>natural disasters, | m beliefs,           |
| c economic crisis,                        | n sites;             |
| d political instability,                  | o scars,             |
| e ethnic,                                 | p tools,             |
| f political,                              | q children,          |
| g economic,                               | r typhoid,           |
| h food,                                   | s construction,      |
| i water,                                  | t engineering,       |
| j essential goods,                        | u humanitarian work, |
| k hygiene,                                | v shovels/pensun;    |

### C02, Track 4

**Marianna Miltinovic:** Today we welcome Alvaro

Solomon, one of the ICRC relief workers with the Red Cross, the ICRC, who is going to talk to us about the ICRC's approach to giving assistance. Welcome to the programme, Alvaro.

**Alvaro Solomon:** Hello, Marianna, and thank you for inviting me.

**MM:** Alvaro, can you tell us about how the ICRC assists victims of famine, drought and other natural disasters?

**AS:** Well, we should remember that, all too often, natural disasters happen in circumstances where there is already some other sort of problem, such as an economic crisis, or a period of political instability. Put the two together and the people involved become even more desperate.

**MM:** I guess that different contexts also create extra problems, don't they?

**AS:** Yes, geographic contexts, as well as ethnic, political and economic, all translate into different needs and, therefore, the response the ICRC makes must be adapted to suit the context.

**MM:** How is that done?

**AS:** We use what is called the Assistance Pyramid. This establishes what preference must be given in any relief situation to the four layers of the pyramid – in other words, to food, water and essential goods – before anything else is done.

**MM:** What about healthcare? Isn't that a priority?

**AS:** Hygiene and medical care take second and third places in the pyramid. Obviously, if a person is starving and thirsty, it does not matter how good the healthcare is.

**MM:** Does the ICRC only assist when there is a crisis?

**AS:** No, not at all. In fact, in recent years, it has been the policy to provide help in developing countries once a crisis has passed, or even before one has occurred.

**MM:** How is that actually done?

**AS:** Well, for example, the ICRC assistance programmes have been extended, so they now include food and tool distribution, and the provision of veterinary care. That is, the medical facilities in a region, in order to provide the best possible assistance.

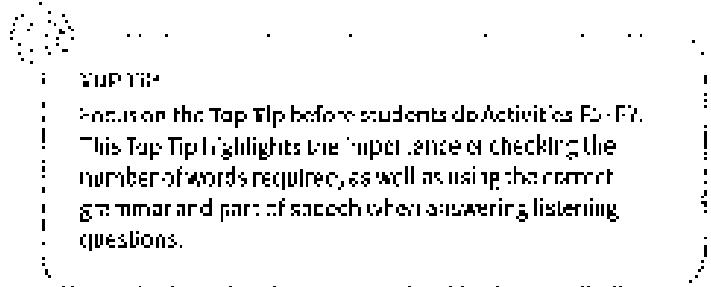
**MM:** Going back to the issue of water for a moment, isn't it true that millions of people across the world now struggle gaining access to water? What do the ICRC do about this?

AS: Oh yes, that's absolutely true and of course, in many places the water that's available is actually extremely unhealthy and may carry waterborne diseases, such as cholera and typhoid. The ICRC has a programme of assistance, which includes construction, engineering and providing access to water, along with hygiene and environmental protection, thus ensuring that water is clean and safe to use.

MM: Is it dangerous working for the ICRC?

AS: Well, in any situation there are dangers, but we're all strongly motivated by humanitarian work, and hopefully we can all cope with the stress and the pressures which are bound to exist.

MM: Alvin, thank you for giving us such an interesting insight into the work of the ICRC.



#### TOP TIP

Focus on the Top Tip before students do Activities E5–E7. This Top Tip highlights the importance of checking the number of words required, as well as using the correct grammar and part of speech when answering listening questions.

## G Speaking

### 1/2 Whole class, then pairs or small groups

If you prefer, students could work together in small groups to work through the discussion questions in this section. You should quickly go over the questions first, checking that students understand what they need to do.

#### Differentiated activities

##### Support

- Give students some time to look back through the unit and at their notes in order to prepare for the discussion.
- Reduce the number of questions that students need to talk about.

##### Challenge

Tell students that they will need to make a written summary of the discussions after they have finished.

## Reflection

Use the Reflection to remind students of what they have achieved in the unit. Students should set themselves a personal goal based on their scores for Unit 14.

## Exam focus

### Listening, Exercise 5, completing notes (Extended only)

#### Part A

##### CD2, Track 5

However, transport crisis has reached such catastrophic proportions that road-traffic accidents now kill more people every year than malaria. Indeed, if that by 2030, 2.5 million people will be killed on the roads in developing countries each year and 60 million will be injured. Even today, 2,000 are killed and 20,000 seriously injured on the world's roads every day.

These are really frightening statistics, but, of course, it isn't only road traffic accidents which concern me. Air

pollution from traffic claims 400,000 lives each year, mostly in developing countries, and some 1.5 billion people are exposed every day to levels of pollution well in excess of World Health Organization recommended levels.

We need to be aware of this because the damage being caused to people now, and especially youngsters, will follow them through childhood, and directly affect not only their health, but also their economic potential, and the health budgets of already stretched national administrations.

Research shows us that the problems of the world's poor are multiplied by the car. It's a simple basic fact. Deaths and injuries take place mainly in developing countries and mainly to pedestrians, cyclists, bus users and children. The poor suffer disproportionately. They experience the worst air pollution and are deprived of education, health, water and sanitation programmes because the needs of the car now soak up so much national income. Advances in vehicle, engine and fuel technology are increasingly irrelevant in Asia and Africa cities, where the growth of car and lorry numbers is dramatic and where highly polluting diesel is widespread.

Fortunately, I can report that in certain places, such as parts of South America, something is being done. Transport budgets have often been allocated to improve the quality of life of poorer citizens and the results have been staggering. Bicycle- and pedestrian-only routes were planned, and cars were banned from certain areas. Parks were built on derelict land, and car-free days implemented. This policy was a success and has improved the quality of life for the poor. This needs to be repeated all over the world.

#### Answers

##### The cause

road traffic accidents are just one problem; the other is air pollution from traffic.

The problem is greatest in developing countries.

1.5 billion people suffer from excess levels of pollution daily.

##### The damage

Young people's health and socio-economic potential affected.

Cars increase problems for such people as deaths and injuries occur mainly to pedestrians, cyclists, bus users and children.

Their levels of education, health, water and sanitation as cars take priority over people.

##### The solution

Reallocation of transport budgets in South America has improved lives of poorer people.

Solution should be repeated all over the world.

#### Part B

**Male teenager:** Did you hear that great speaker give an interesting talk about his problems yesterday? It will really help us with that school project we have to do this term.

**Female teenager:** Yes, she was very interesting and she gave me some good ideas for our project too. We already done some research.

**MT:** Since yesterday morning? Wow, that was quick!

**FT:** Well, I found it from my study, which is a police captain, that in the UK, the number of people killed in road accidents has fallen dramatically since 2000.

**MT:** Like by how much? Maybe we can use the data?

**FT:** Well, in 2000, 3,400 people died, including pedestrians, cyclists, motorcyclists and all other road users, but last year that has dropped to less than 1,800.

**MT:** That's incredible! That's nearly a 50% drop. I read somewhere that the *staggering* death rate from road accidents in the UK is about five per 100,000.

**FT:** So for every 100,000 people, five die. That doesn't seem very high, even though, of course, it should be lower. I know that in some countries in Africa, it's more than 40 per 100,000.

**MT:** I think we could design a graph for our project – a line graph – showing how the death rate from road traffic accidents has changed over the past ten or 15 years.

**FT:** And we need to make it clear that nearly half of people killed are pedestrians, cyclists or motorcyclists – my aunty told me they are called 'vulnerable users'.

**MT:** So they're vulnerable because a car or a lorry gives you no protection. And we know that in South America even more vulnerable road users are killed ...

**FT:** ... Yes, I spoke to the speaker yesterday and she told me the figure is nearer to 70%.

**MT:** I think we could put some focus on the effects: voices of bicycle and scooter, car, only vehicles, and what happens when cars and other vehicles are banned from certain roads.

**FT:** Good idea. I know that locally more and more people are using their bikes to get to and from school and work, using the new cycle paths.

**MT:** ... and the new regulations only stop drivers from parking near the entrance, so it has recently increased the number of shoppers. Banning cars has to be the way forward.

**FT:** Agreed. Well, I think we have enough to be going on with. Let's Skypelater and discuss how to proceed. Bye!

**MT:** Great, talk later ...

#### Answers

##### Information about problems with traffic

In the UK, death from road accidents has fallen by nearly 50% since 2000.

Deaths involve pedestrians, cyclists and motorcyclists.

These are the *vulnerable road users* who are more at risk.

More emphasis on bikes or bicycles and people-only paths and roads.

In many places, banning cars has resulted in more people going shopping.

# Focus on speaking: topic cards

**NOTE on Assessment Objectives (AOs) for Speaking:** In the Cambridge IGCSE speaking examination, students need to communicate clearly/opinions clearly, accurately and effectively (S1), develop responses and link ideas using a range of appropriate linking devices (S2), use a range of grammatical structures and vocabulary accurately and effectively (S3), show control of pronunciation and intonation patterns (S4) and engage in a conversation and contribute effectively to help move the conversation forward (S5).

## Learning objectives (LOs)

**Suggested activity:** Start the unit by focusing for 2–3 minutes on the LOs box, making sure that students understand what they are going to be doing. Using the first LO as an example, ask students to identify where in the unit they can find the activities for the other four LOs. Get students to say which of the activities appeal to them the most, and ask them for their reasons.

## A Watch, listen and talk

### 1 Whole class, then alone

Explain that students are going to watch and listen to some IGCSE students talking about healthy living. As your students watch and listen, they should make a note of (a) what the speakers say are the reasons for taking care of our health, and (b) what the speakers do to have a healthy lifestyle, and (c) they could improve it. Play the video a second time so that students can check or add to their notes.

#### Answers

- The reasons for taking care of our health: to stop us from getting sick; to live longer; show a good example to younger people.
- Things that the students do to have a healthy lifestyle: exercise; eat a balanced diet; get enough sleep.
- How the students could improve their lifestyle: by eating healthier food; sports; walk to school if provided by their school.

### 2 Pairs or small groups

Depending on the size of your class, put students into pairs or small groups. They can discuss their notes and then talk to each other about how the lifestyles of other

people influence their own. Do not interfere too much, but make sure you get feedback from the class so that they know their efforts have been worthwhile. If time permits, you could write their ideas on the board and rank them according to your students' preferences.

## B Speaking and vocabulary

### 1 Pairs

There are 7 pictures (1–7) of people doing things. Students work together and discuss what they can see in each one.

### 2 Alone, then pairs

Four of the seven phrases can be matched with one of the pictures in B1. Students need to discuss the phrases and match them, and then add one further piece of information of their own to each picture.

#### Answers

- |   |  |
|---|--|
| 6 | couch potatoes                         |
| 7 | eat what you grow                      |
| 2 | high in fat and calories               |
| 3 | longer demand for energy               |
| 4 | no pain no gain                        |
| 1 | reduces stress and high blood pressure |

### 3/4 Small groups, then whole class

Students work in small groups to discuss the questions. There are no right or wrong answers, so encourage students to speak freely. Don't perform a 'fix' if necessary, and save any language correction until students have finished. Once the groups have done in-class feedback, collecting students' ideas together and perhaps writing the most popular ones on the board for further discussion.

## C Reading and speaking

### 1 Pairs

Later in this section students are going to read about ginger and honey – two of nature's most amazing and healthiest foods. Firstly, students need to discuss the questions (a–d), before getting them to focus on and to think about the two foods. There are no right or wrong answers. You may wish to set a short time limit for each question to keep students focused and to avoid long waiting.

**2 Pairs, then whole class**

The information (a–j) is taken from the two texts students are going to read. They have to read each piece of information and decide to which food, ginger or honey, they think the information relates, and give a reason. Do not supply any answers at this stage as students will find out for themselves when they read the texts.

**3 Alone, then A/B pairs**

- Firstly, put students in A/B pairs. Then ask them to find the text **Ginger – part of nature's pharmacy and a...!** and **Honey – nature's oldest food in Appendix 2**.
- Then students read the text and check their answers to Exams 12–15. They should not speak to their partner nor look at the other text yet.

**Answers to B6**

SINC: (a, b, c, f, i), HONEY: (c, d, g, j)

- c Students need to read the text again, this time in more detail, to answer questions (i–v).

**Answers**

	GINGER	HONEY
i	Was widely used in Ancient China, dating back to 6 <sup>th</sup> century BCE, introduced to Mediterranean before 1 <sup>st</sup> century CE, became a major ginger root or dried spice grown in new World	Cave paintings show bookkeeping in Spain ~7000 BCE, honey bee fossils ~150 million years old, earliest record of keeping bees ~2400 BCE near Cairo, Egypt
ii	Asia, China, Japan, India, South America, Africa, Mediterranean region, Middle East, New World, Europe	Spain, Cairo, Egypt, Greece, Sicily, Roman Empire, Europe
iii	Ginger plant, white and pink buds, yellow flowers, rhizome gut-herbal and powdered and mashed to stop growth, perennial plant	Mucous using nectar of flower (eg passion flower) volatile botanical
iv	juice from roots used as spice, root pickled in vinegar, boiled in boiling water to make tea, dry ginger root, used in cooking bread, sweet cakes also used in medicine and healthy living	Natural sweetener mixed with cream to make chocolate e.g. 8% ingredient in cooking, natural source of carbohydrates, endurance performance and endurance, provides muscle fuel/glycogen

v Various answers possible

Various answers possible

**4 Pairs**

Students now work with their partner and discuss the information they found out about the previous activities.

**5 Pairs, then whole class**

The final activity in this section gives students an opportunity to further discuss ginger and honey, not only what they have read in the texts but also their own ideas. Give the time for each question (a–d) so that students stay on task.

**D Language focus: Quantifying phrases****1 Whole class**

Quantifying phrases are expressions that we use before a noun to give information about quantity, and they are very common in both spoken and written language. Look at the example in the Coursebook with your students, and ask for their ideas in response to questions 1a and 1b.

**Possible answers**

- it is plenty (fossils).
- Agrees with the subject (four, a date)

**2 Alone, then pairs**

Students work alone to find the nouns in the texts and identify the quantifying phrases which describe them. Then they check with their partner.

**Answers**

- a number of chemicals,
- a variety of (different) flavours,
- a range of (different) uses
- The majority of studies,
- A range of treatments and cures,
- a variety of areas,
- The amounts of vitamins and minerals

**3 Pairs**

Students work together to think of other nouns which are commonly quantified by a pair of

**Possible answers**

a pair of sunglasses, trousers, socks, gloves, shorts, tights, stockings, pyjamas, papers

**4 Whole class**

You could turn this into a competition, with students working in small groups or pairs to think of as many quantifying adjectives as possible.

**Possible answers**

A bottle of beer; a slice of apple pie; a bar of chocolate; soap; a jar of marmalade; a scoop of ice-cream; a slice of potatoe; a litre of milk; a can of juice; etc.

**5 Alone, then pairs**

Students work alone to complete the gaps in the text using the quantifying adjectives in the box. Then they check with their partner to see if there are any variations.

**Answer****High intensity exercise: Can less really be more?**

Could just a few minutes of exercise a week be good for your health? According to a recent study, a large number of studies (as well as a large number of fitness fanatics who can't stop talking about it), short and intense high intensity training (HIT) workouts are the way to go. Of course, not every exercise is perfect, and one of the drawbacks of HIT is that it participants increase the level of intensity of each workout too quickly, they run the risk of injuring an injury.

**E Listening and speaking****1 Pairs**

In Unit 3 students discussed effective strategies for responding to questions in the speaking examination, and looked at role play cards on the topics of Education and Studying Abroad. For this activity, students look at the role play cards about Healthy Living, and remind themselves of what they need to do.

**Suggested answers**

Carefully read the topic, respond to all five prompts in the order given, no written notes allowed! Try to develop the conversation, and introduce own related ideas, too.

**2 Alone, then pairs**

Students work alone and carefully read the five prompts, deciding which ones they think is the least and most challenging. They should then discuss with their partner and give reasons for their choices. Generally speaking, the last couple of questions tend to be more challenging than

the earlier ones, but it may also be the case that some give students more to talk about.

**3 Alone, then pairs**

Students are going to listen to six different people responding to the five prompts on the top card they have. Between listening, as they listen, students decide which person matches each of the five prompts. There is one extra person speaking, who does not match any of the prompts. After listening, students work in pairs to compare their answers.

**Answers**

**Adam** 5<sup>th</sup> prompt: no suggestion that the people who profit from the health and fitness industry are not motivated by the right reasons.

**Hana** 3<sup>rd</sup> prompt: the advantages and disadvantages of a healthy lifestyle.

**Mustafa** X

**Sara** 2<sup>nd</sup> prompt: some people you know who try to have a healthy lifestyle and the reasons for this.

**Miska** 4<sup>th</sup> prompt: the stresses and dangers of being obsessed with health and fitness.

**Layla** 1<sup>st</sup> prompt: what you do to have a healthy lifestyle.

**CD2, Track 6**

**Adam:** I believe that health and fitness is a business like any other, and people have to profit from it.

**Hana:** Obviously a healthy lifestyle makes you feel better. But in my opinion a healthy lifestyle can also be expensive.

**Mustafa:** Healthy living is only for young people in my country, as far as I'm concerned.

**Sara:** Some of my school friends have a healthy lifestyle. They are very keen on sports and play in different schools' teams.

**Miska:** It seems to me like, if you are really interested and involved in something I think, I can't become stressed. I feel dangerous if

**Layla:** To be honest, I don't think I have a particularly healthy lifestyle nowadays. I guess that I'm too busy at school... doing homework, and helping out at home.

**4 Pairs**

Students now think about how the five vocabulary introductory phrases could be expanded. There are six

phrases for students to look at and match to the five speakers (Marta has a ready-to-go expletive! in ES). Students do the matching, decide which phrase does not fit, and then listen to check their answers.

#### Answers

- |          |          |        |
|----------|----------|--------|
| a Layla, | c Anna,  | e Adam |
| b Sara,  | d Miska, |        |

#### CD2, TRACK 6

**Adam:** I believe that health and fitness is a business like any other, and people have to profit from it.

**Hana:** Obviously a healthy lifestyle makes you feel better, but in my opinion a healthy lifestyle can also be expensive.

**Sara:** Some of my school friends have a healthy lifestyle. They are very keen on sports and play in different school teams.

**Miska:** It seems to me that if you are really into sport and involved in something like that can become stressful and dangerous.

**Layla:** To be honest, I don't think I have a particularly healthy lifestyle nowadays. I guess that I'm too busy at school, doing homework, and helping out at home.

#### 5 Alone

Students are going to listen to the five speakers again, this time responding to the prompts in the correct order, and adding some extra information to the responses. During listening, students need to match the speakers to the information (a–e).

#### Answers

- |          |          |
|----------|----------|
| a Hana,  | d Layla, |
| b Miska, | e Sara   |
| c Adam,  |          |

#### CD2, Track 7

a Layla: To be honest, I don't think I have a particularly healthy lifestyle nowadays. I guess that that's because I'm too busy at school, doing homework, and helping out at home. But I know that I should do more. The longer you wait, the more difficult it gets to change. In addition, the doctor said that, I think my diet is really bad, so I play sports at school and walk everywhere. It could be dangerous.

b Sara: Some of my school friends have a healthy lifestyle. They are very keen on sports and play

in different school teams. They always say how much they enjoy it, and they never seem to be bored with nothing to do. I think you are lucky, it's often ask me to join in, but I sigh there won't be an opportunity for me to feel myself.

- c Hana: Obviously a healthy lifestyle makes you feel better. But in my opinion a healthy lifestyle can also be expensive. I think the key is moderation. If you do the right amount, it is good, very beneficial, but too much could cause an injury. So it's possible, not a good idea to programme your healthy lifestyle, especially including both physical and mental activity, and especially avoiding a balanced diet.
- d Miska: It seems to me that if you are really interested and involved in something, think it can become successful and dangerous. This type of lifestyle can take over everything you do, and I think that can be risky and cause you to worry. It's worth it if I can't think so. There is no need to an extreme lifestyle, a healthy one. I'm young, want to enjoy myself.
- e Adam: I believe that health and fitness is a business like any other, and people have to profit from it. I think that when you say for me nothing, it's up to you to make sure you are getting good value for money. here are clubs and groups with a way to make more and more everywhere, and the health and fitness scene is good. From I'm afraid there's nothing you can do about it.

#### 6 Pairs

Students work together to check their answers and confirm by reading the audio script in Appendix 3.

*... and I think my diet is really bad, so I play sports at school and walk everywhere. It could be dangerous.*

#### CONTINUATION

Using fillers (or fixed phrases) makes spoken language sound more fluent and natural, so it's a good idea to highlight this importance to students and encourage them to use them where appropriate. Get them to re-read the audio script in Appendix 3 to find more examples.

#### Suggested answers

- 2 Furthermore,
- 3 In my opinion: Sc.
- 4 I see to me that, I think that, it's worth it; I don't think so,
- 5 I see to you, it's up to you, I'm afraid there's

## 7 Whole class, then pairs

For the final activity in this section, students can role-play the examiner and candidate in a speaking exam, using the five follow-up questions (b–e). Go through the questions orally first, getting some possible answers from the class, then students perform the role-play. If time permits, they can exchange roles.

## F Speaking

**TIPS**

Students often worry about their lack of knowledge about the topic. Reassure them that this is not a history exam in which they are assessed on facts. They need to demonstrate that they can communicate effectively in English, and the topic is just a starting point for the communication. Encourage students to deal with students who may not feel comfortable talking about a particular topic.

### 1 Pairs

Students discuss what criteria they think are used to assess spoken language, for example vocabulary. Students will probably also think of grammar and pronunciation.

### 2 Alone, then pairs

Do a couple of examples and then ask students to do, do which criteria, Structure, Vocabulary, or Development and Fluency, the descriptions relate to.

#### Answers

Structure: a, b, h; Vocabulary: e, g, i; Development and Fluency: c, d, f

## G Watch, listen and talk

### 1 Alone, then pairs

Prepare students to watch a video of a student practising exercises or with a teacher about Healthy Living. The student is responding to the same prompts that they have already seen in Section D. Students need to decide which, if any, of the criteria from Activity F could apply to the student, and give their reasons.

### 2 Alone, then pairs

Students now role-play a student responding to the same prompts and decide if they performed better or worse

than the first student, giving the reasons. They also need to discuss again which, if any, of the criteria from Activity E2 could apply to the student, and give their reasons.

## H Reading and writing

### 1 Whole class

With books closed, ask students question 1a. Do not supply an answer yet. Then move on to question 1b, which will give students the answer to the first question. Encourage students to think carefully about the question and to supply reasons why gardening is good exercise.

Then move on to question 1c and again get specific ideas from students.

### 2 Pairs

Students open their books and do the matching activity.

#### Answers

- a3: Besides the exertion involved, gardening has other pluses that makes it a good form of exercise and calorie-burning.
- b5: Gardening definitely has many health and therapeutic benefits.
- c2: Gardening for 30 to 45 minutes a day can burn 150 to 300 calories.
- d4: Gardening is usually enough exercise to replace your daily walk or swim.
- e6: It takes at least 30 minutes of exercise several days a week to really receive any health benefits from gardening.
- f1: Lifting bags, pushing wheelbarrows and shovelling soil provide resistance training similar to weight lifting.

### 3 Alone, then pairs

Encourage students of the three paragraphs readings a – Is gardening good exercise? b – What makes gardening good exercise? and c – How can I get the most exercise out of gardening? Then they need to match each of the questions from the previous activity to the correct paragraph heading.

#### Answers

- a – B1 and C2.
- b – A3 and F1.
- c – F3 and G2.

## 4 Alone, then pairs

Students now read the text and complete the gaps (a-f) using the six sentences from Activity 1.

### Answers

- |       |       |       |
|-------|-------|-------|
| a b6, | c a3, | e c6, |
| b c2, | d f,  | f d4  |



### WORD TIP

Sometimes students are familiar with using the adjective form of a word, but are less confident about using the noun form. This Word Tip highlights two words which are probably more familiar to students as adjectives: *impressive* and *strong*. Refer students to the exercise in the Workbook.

## 5 Alone, then pairs

Students now read the text and identify one piece of information in each paragraph that particularly surprises or interests them. They should tell their partner and decide if they agree and agree with each other's choices, giving their reasons.

## 6 Whole class, then pairs

Go through the notes with the class and get them to give possible answers. Remind students that in these types of exercises there may be more answers than are actually required; e.g. while there may be three bulletts, the text may contain four or five pieces of information. If this is the case, students must not try to include more than the required amount of information. After going through the notes, students can then look at the text again and write their notes.

**Sample answer from an IGCSE Core student:**

### Is gardening good exercise?

- It's many health and therapeutic benefits
- Just as effective as other moderate to strenuous forms of exercise, like walking and cycling
- Gardening for 30 to 45 minutes a day can burn 150 to 300 calories

### What makes gardening good exercise?

- Working a full range of major muscle groups: legs, buttocks, arms, shoulders, back, torso and abdomen
- Great deal of stretching involved in gardening
- Using bags, pushing wheelbarrows and shovelling a provides resistance training (similar to weightlifting, unlike loads typical in houses and offices)

## How can I get the most out of gardening?

- It takes at least 30 minutes of exercise several days a week to really receive any health benefit from gardening
- Break that 30 minutes up into shorter active periods throughout the day
- Incorporate a bit of stretching before and after gardening and take things slowly if you're new.

## 7 Alone

Now students use their notes from the previous exercise to write a summary of the health benefits of gardening.

### Sample answer

Gardening has many health and therapeutic benefits. It can be just as effective as other moderate to strenuous forms of exercise, because gardening for 30 to 45 minutes a day can burn from 150 to 300 calories. While gardening you are using a large number of different muscle groups and you are simultaneously stretching your body. Furthermore, all the lifting and pulling helps develop better posture and strength in order to receive health benefits. You need to garden several times a week for at least 30 minutes. It is a good idea to break up 30 minutes of gardening throughout the day and also make sure that you stretch before you go garden and not to overdo it in higher temperatures (119 words).

### Differentiated activities

#### Support

Ask the working group of three, with each student using their notes to write out any one of the three paragraphs. Then they discuss each other's paragraphs and combine the three to make one summary.

#### Challenge

Students write their summary without using their notes, but only referring back to the text. They can look at their notes after they have finished writing to make sure they have included all the necessary information in their summary.

## 8 Small groups, then whole class

Finish off the final section by putting students into small groups to discuss the questions. Encourage students to give reasons for their comments, reminding them that this is one thing that examiners stand for in speaking examinations.

## Reflection

Use the **Reflection** to remind students of what they have achieved in the unit. Students should set themselves a personal goal based on the outcomes in Unit 15.

## Exam focus

### Speaking, Part 2, topic cards

**NOTE:** The exam focus is on speaking, and involves students in looking at a new topic card, and then taking on the roles of examiner and student, using the prompts on the card.

### 1/2 Pairs

Students work together and look at the prompts, discussing how they might respond to each one. When they are ready, students take on the roles of examiner and interviewee, using the topic of lifestyle changes and the prompts on the card. Your job is to monitor and encourage where necessary, and provide any language students are struggling with. However, this should be an opportunity for students to build their confidence and fluency.

# Unit 2 C: Social media Focus on reading: skimming and scanning and multiple matching

## NOTE on Assessment Objectives (AOs) for Reading and Writing Exercise 2 (multiple matching):

Remember that in a multiple matching activity students need to read a continuous text or video in two sections, or a number of shorter texts, and answer a series of questions testing more detailed comprehension. Candidates match the correct answer to the question. This type of activity requires more intensive reading, and students will need to understand things which are implied, but not directly stated (for example, gist, speaker's purpose, intentions and feelings) (R4). Students also need to identify and select relevant information (R1), understand ideas, emotions and attitudes (R2), and show understanding of the connections between them (R3).

## Learning objectives (LOs)

**Suggested activity:** Start the unit by focusing for a few minutes on the LOs here, making sure the students understand what they are going to be doing. Using the first LO as an example, ask students to identify where in the unit they can find the activities for the other four LOs. Get students to say which of the activities appeal to them the most, and ask them for their reasons.

## A Watch, listen and talk

### 1 Whole class, then alone

Explain that students are going to watch and listen to some IGCSE students talking about social media. As your students watch and listen, they should make a note of (a) what the speakers understand by the term 'social media', and the examples they give, and (b) what social media the speakers use most and with whom, and the reasons they give. Play the video a second time so that students can check or add to their notes.

### Answers

- a **a** What I understand by the term 'social media' is sharing opinions/discussions with a lot of other people, interacting with people using the Internet. Examples of social media they give, any three from Instagram, Twitter, Snapchat, Facebook, WhatsApp.
- b Social media they use the most: Instagram, Twitter, Snapchat.

What are their reasons to communicate with friends and family, get opinions from other people?

### 2 Pairs or small groups

Divide the class into pairs or small groups. They can discuss the choices and then talk to each other about the social media they use and why they choose not to use others. Do not interfere too much, but make sure you get feedback from the class so that they know their efforts have been worthwhile. If time permits, you could write the answers on the board and rank them according to your students' preferences.

## B Speaking and vocabulary

### 1 Pairs

Students are going to look at some graphic information about the global digital age, but before doing so they need to understand some key phrases. Elicit meanings from your students, prompting them to say if they think the words (for example, cross-checking, asking for or providing opposites etc.)

### 2 Pairs

The five icons appear in one of the graphics; students will be looking at, but first they need to say what they think each icon represents by matching each one with an appropriate heading.

### 3 Pairs, whole class

Now students look at the two graphics and think about the general information that each one shows. There is no need for students to talk about specific details at this point, but they should match the two headings (i and ii) with graphics A and B.

### Answers

All: ii

### 4 Pairs

Allocate A/B to students in pairs. Student A looks at graphic A and student B looks at graphic B. Give students a minute to tell each other a few sentences about their graphic or news, without including any specific details. There is a suggestion in the Coursebook to help students begin their sentence.

## 5/6 Alone, then pairs

Students now work alone to find the answers to three of the six questions (a–f), so firstly they need to decide which questions refer to which graphic. When they have answered the questions, they can share with their partner.

### Differentiated activities

#### Support

- Allow students to work in pairs to give each other some support.
- Tell students which three of the six questions (a–f) refer to the graphic.
- Provide one answer to the three questions for students to match.

#### Challenge

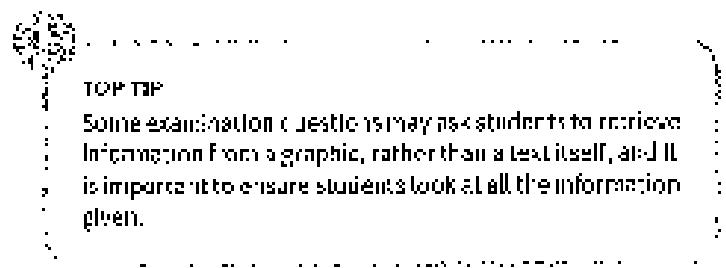
- Ask students to prepare two–three more questions for another student to answer.
- Give students the answers to all six questions, and tell them not to look at the questions. They have to write the questions themselves and then check in the Coursebook.

#### Answers

- a 382 m.
- b 1385h.
- c total number of active social users.
- d increase in the number of active social media users
- e number of active mobile social users,
- f 21%

## 7 Alone, then whole class

The purpose of this activity is for students to represent the information in their graphic using a different format, such as a chart, a table or a graph. Encourage students will find this challenging, provide them with an example of your own first. Obviously there are many variations possible, but make sure students include all the necessary information and details in their representation.



#### TOP TIP

Some examination questions may ask students to retrieve information from a graphic, rather than a text itself, and it is important to ensure students look at all the information given.

## C Reading

### 1 Pairs or small groups

Questions (a–d) provide an introduction to the web article students are going to read in C2. Set a time limit for students to respond to each question. If there is an issue, you could divide up the questions between pairs or groups to discuss and then give whole class feedback. As students will be referring back to these discussions in C4, tell them to make summary notes.

### 2 Pairs

Students work together to check the meaning of the seven words and one phrase, which have been taken from the text.

#### Suggested answers

a. *not take part in something, avoid, very keen, particularly people who can do more than one thing at a time, compulsively doing something a lot because you cannot control yourself*; b. *unimaginable, self-esteem = confidence in yourself*; c. *suppressed, controlled or stopped, traits = characteristics*; d. *tweens = young people aged about 10–14 years*.

### 3 Alone, then pairs

Students read the text and fill the gaps using the words from C2. If you want to give some support, you could do this paragraph by paragraph, checking answers before students continue.

#### Answers

- |                     |                 |
|---------------------|-----------------|
| a mind-boggling     | e traits,       |
| b tweens,           | f absent-minded |
| cavid-multiplexers, | g self-esteem,  |
| d compulsively,     | h suppressed    |

## 4 Alone, then pairs

Students look at the text in more detail to check if their ideas and anything they discussed in 3C were confirmed or not. They should have made notes during their reading discussions, so they can refer to those as they need.

### WORD TIP

The word while is commonly seen and used to mean during, but it's seen less frequently when comparing two different facts. Point this out to students, and then refer them to the exercise in the Workbook.

## 5 Alone

For this activity students focus on the numbers in the first three paragraphs and identify what each one refers to. When they are ready, they can share their answers with a partner.

### Answers

- 6–5 hours and 1–5 hours – daily time spent by teens and tweens on screens based on data for enjoyment purposes
- 60% – of young people say they text while doing homework, and 73% – of young people say they listen to music while doing homework
- 50% – of young people believed that using technology made a difference to the quality of their homework
- 400 teens – number of teens in a study
- 62% – the amount of new information written down by students who obtained from texts during a lecture

### LANGUAGE TIP

This Language Tip highlights that social media is plural, not singular. There are some other words which have the plural ending -s, but most of these are not commonly used in this way. For example: the plural of curriculum is curricula, but curriculum is also acceptable.

## 6 Alone, then pairs

Students look at the text one more time and write the answers to the questions (a–f).

### Answers

- tiny hours
- tools used at school or for homework
- and
- they perform worse at tests
- (i) problems sleeping

(ii) lower academic performance

- (iii) to respond to messages
- (iv) monitor what is happening
- light
- regulates your body cycle
- is the type of light most common outdoors during daytime

## D Listening

### 1 Alone, then pairs

Students are going to listen to part of a radio talk on the subject of social media. Before they listen, students look at the vocabulary from the listening in column A and match them to the meaning occurring in column B. Then check with a partner.

### Answers

A	B
sedentary	inactive
detriments	harmful
entitled	using carrying tubes
professor	extremely significant
group	assess
precursors	indications
disc	strong material between bones

### 2 Pairs

In this activity, students need to look at both columns of information to get a general idea of the content before trying to match the phrases. They will need to use common sense and logical knowledge of grammar to make complete sentences, but it does not matter if they do a few things wrong as long as they guess. Do not supply any answers as they will find out for themselves when they listen to the talk.

### 3 Alone

Students listen and check their answers.

### Answers

- a 6, b 3, c 4, d 2, e 5, f 1

### CD2, Track 8

The other unnumbered risk here has to do with the fact that media usage is often a **sedentary** activity. Children

spend more than 60 percent of the waking day sitting down, and by some estimates children sit for an average of 8.5 hours a day. Furthermore, activity levels are thought to decline steeply after the age of eight, especially among girls. Research has decided to study a small group of pre-teen girls (aged seven to 12 years) to determine if sitting was detrimental to their health as it appears to be to adults. At the start of the study, all of the girls had healthy functioning arteries. However, after sitting for three hours, playing on tablets or watching movies, there was a profound negative change in functioning arteries by up to 33 percent in the girls. This is alarming since a 1 per cent decline is known to increase heart disease risk by 22 percent in adults.

Fortunately, there were also some more encouraging findings. The girls' artery function had returned to normal a few days later when they returned to the laboratory for tests. And when the sitting time was interrupted by a gentle 10-minute cycling session, no decline was recorded. Still, no one knows what effect sitting for hours, day after day, has on kids' health, so it is best to encourage kids to stay active. Not surprisingly, researchers have found that higher cell phone use was linked to lower physical activity and fitness. According to the authors, cell phone use may be able to gauge a person's risk for a multitude of health issues related to an inactive lifestyle.

Depending on the research you read, back problems are also a possibility. In a UK study involving ten-year-olds, up to 10 percent may already be precursors to bad backs, and 4 percent of the kids showed worsening back/disk problems with a lumbar disk. Researchers connected this to carrying heavy school books, watching TV, and playing video games, but texting may also play a significant role.

#### 4 Alone, then pairs

Before students listen again, go through the multiple choice questions (a–d); when them, offering a chance for them to answer from memory, or from knowing. Then play the recording again for students to answer.

#### Answers

- a A
- b B
- c B
- d C



#### LANGUAGE TIP

These two useful phrases According to... and Depending on... from the listening text can have different meanings, depending on how they are used. Go through the information with your students, and then refer them to the exercise in the Workbook.

## E Language focus: -ing forms

### 1 Whole class

*-ing* forms are very common and can be used in many different ways. Go through the examples with your students, pointing out that it is not necessary for them to learn and remember all the different uses. However, it is important that they are confident in using them. For each example (a–g), ask students to replace the phrase containing the underlined *-ing* word with an alternative, for example: *Before running outside, switch off your mobile phone.* Speaking during an examination is not allowed.

### 2 Alone, then pairs

If students are confident about the structures (i.e. the position of the *-ing* word in the phrasal verb), they should be able to correctly match the examples below. Do *c* first one as an example and then students work alone before sharing with their partner.

#### Answers

- a What is **shocking**, however, is just how much time they are actually spending doing this (g, c)
- b ... such as lying about the amount of time they spend **texting**, difficulty in **stopping** the behaviour, and **losing** sleep to texts (a, b, e)
- c students who **abstained** from **texting** during a lecture (j)
- d students who **texted** or **used** Facebook while **doing** science work (j)
- e teens are **staying** up late to respond to messages and monitoring what is **happening** (e, g)

### 3 Alone, then pairs

Students read the dialogue in *Activity 3* and find examples of words ending in *-ing*, and say what they do. Then they can compare with the other examples.

**Answers**

Students spend more than 60 percent of their working day sitting down (g, d).

To determine if sitting is as detrimental to our health as it appears to be to adults (c).

A, the start of the study, all of the girls had healthy functioning arteries (g).

However, after sitting for three hours, just 45 minutes of watching movies, there was a 'profound' negative change in functioning arteries by up to 35 percent in the girls (a, c, e, g).

This is alarming since a 1 percent decrease in arteries increases heart disease risk by 13 percent in adults (g).

Speculate which person said each comment, and then discuss in their groups and give reasons for their choices. There is no right or wrong answers to students will find out when they read.

**4 Pairs, then whole class**

Students pair up as A/B, each one reading about two of the people, and checking their answers to F2. Then everyone states their answers to the rest of the class.

**Answers**

- |      |      |      |
|------|------|------|
| a E, | d C, | g A, |
| b D, | e B, | h C, |
| c A, | f C, |      |

**5 Alone, then pairs**

Students now do the multiple matching task by reading all four paragraphs and choosing from the people A–D for questions (a–j).

**Answers**

- |      |      |      |
|------|------|------|
| a C, | c A, | i B, |
| b A, | f D, | j D  |
| c C, | g D, |      |
| d C, | h B, |      |

**6 Alone**

This is a writing activity to finish off the unit. Using the previous text as a model, students choose their own social media and write about 150 words explaining why it is the best choice.

**F Reading: multiple matching****1 Small groups**

Students should be familiar with these (and other) social media. Working in groups they tell each other which ones they use (any) and what the advantages and disadvantages of each one are.

**2 Small groups**

Students look at the information about four people who use different social media and predict what they think each one might say about how, why and when they use their chosen social medium. There are no right or wrong answers. You could ask each group to take a copy of four, with each student thinking about one person, and then sharing their ideas with the other group members.

**3 Alone, then small groups**

All the information (a–h) comes from the magazine article students are going to read in F4. Students work alone and

**Reflection**

Use the Reflection to remind students of what they have achieved in the unit. Students should set themselves a personal goal based on their scores for Unit 16.

**Exam focus****Reading, Exercise 2, Multiple matching****Answers**

- a A, b C, c D, d B, e C,  
f C, g B, h A, i D, j J

# Focus on reading and writing: note-making and summary writing

**NOTE on Assessment Objectives (AOs) for Reading and Writing Exercise 3 (note-making):** Students need to demonstrate that they can make notes from applied readings relating to an article/text (for example from a newspaper or magazine) printed on the question paper. Specifically, students need to identify and select relevant information (RQ), understand ideas, opinions and attitudes (R2) and show understanding of the connections between ideas, opinions and attitudes (R3).

**NOTE on Assessment Objectives (AOs) for Reading and Writing Exercise 4 (summary writing):** Students need to write a 90-word or 100 (-stroke) word summary about an aspect or aspects of a text printed on the question paper. To do this well, students need to identify and select relevant information (RQ), understand ideas, opinions and attitudes (R2) and show understanding of the connections between ideas, opinions and attitudes (R3).

... furthermore, students need to communicate information clearly, coherently, accurately and effectively (W1), organise ideas into coherent paragraphs using a range of appropriate linking devices (W2), use a range of grammatical structures and vocabulary accurately and effectively (W3) and show control of punctuation and spelling (W4).

## Learning objectives (LOs)

**Suggested activity:** Start the unit by focusing for a few minutes on the LOs box, making sure that students understand what they are going to be doing. Using the first LOs as an example, ask students to identify where in the LO they can find the activities for the other four LOs. Get students to say which of the activities appeal to them the most, and ask them for their reasons.

## A Watch, listen and talk

### 1 Whole class, then alone

Explain that students are going to watch and listen to some ESOE students talking about the environment and pollution. As your students watch and listen, they should make a note of (a) what the speakers think are the main causes of pollution, and (b) what the speakers say about the measures being taken in their own country to reduce or control pollution and protect the environment, and how successful these are. Play the video a second time so that students can check or add to their notes.

### Answers

- What students think are the main causes of pollution, any three (e.g. fossil fuels, burning rubbish, lack of government funding, emissions from factories)
- The measures being taken in their own countries to reduce pollution and protect the environment (e.g. government tasks factories to stop emissions for periods of time, note it's not a priority for the government).

### 2 Pairs or small groups

Depending on the size of your class, put students into pairs or small groups. They can discuss their notes and then talk to each other about pollution in their country, what is being done to reduce or control it and how successful these measures are. During this time, but make sure you get feedback from the class so that they know their efforts have been worthwhile. If time permits, you could write their ideas on the board and rank them according to popularity and/or preferences.

## B Speaking and vocabulary

### 1 Pairs, then whole class

In pairs, students look at the five pictures and work through questions 1a–e). There are no right or wrong answers so allow students to discuss freely without too much interference. You may decide on the time spent on each question so that students remain focused. During class feedback, students can compare their ideas.

#### ANSWER TIP

The Language Tip focuses on commonly confused phrases which we use when describing someone, something or somewhere. Students will need to use these phrases for Activity B1 and other activities in the unit. Go through the information with your students and refer them to the exercise in the Workbook.

Students now choose the five pictures in more detail, but this time making sure that they use the phrases from the Language Tip, as well as their words from Activity B1. Make sure you allow time for students to share their ideas, and check for accuracy when using the introductory phrases.

**2 Pairs**

- a Students work with a partner and decide if the phrases in the box refer to a continent, a country or region, or something else.

**Answers:**

the Arctic = region; the Atlantic Ocean and the Pacific Ocean = areas of water; Europe = continent; Canada = country; Russia = country; Asia = continent; North America = continent

- b Use the map in the Coursebook for students to identify where the eight places are located. If you have a projector and a screen, you could use this and select students to come to the screen and point to or stick labels on the various places.  
 c-f Students discuss these questions in their pairs and then share their ideas with the whole class.

**C Reading and writing****1 Whole class, then pairs**

In this newspaper activity students are going to read about a system used in Indonesia to recycle waste. Before anything else, check that students know what recycling is (you could ask them to show you on the map in the Coursebook), and ask them what type of waste they might be recycled there. Then in pairs students check the meaning of the words and phrases from the article. If time is short, you could supply two simple definitions for students to match.

**Suggested answers**

shape the industry = develop or change someone's opinion, encourage / Clark = encourage someone = able to decay naturally, consensus = agreement, a cooperative = company owned by the people who work in it, discarded = thrown away, drosses = pieces of jewellery usually pinned to ; jewelry, fertilizer and compost = substances used to help plants grow well, gather = collect, inorganic = without living material, a quip of = a quick joke about something

**2 Alone, then pairs**

Based on the words and phrases, students consider what they are likely to read about in the text and make a list of two or three things. They then share their ideas and see if they agree.

**3 Pairs**

- a Students look at the five possible headlines for the newspaper article, checking that they understand what they might be. Then they quickly look through the text and

select the most appropriate heading. (It is not necessary to worry about gaps [a-k] and the words in boxes.)

**Answer:**

The original article was called Earning from Waste, so for (b) Earning Money from Waste is the best answer. However, if students can make a good case for one of the other heads, too, you should accept them.

**4 Alone, then pairs**

Students should complete, again, completing the gaps [a-k] with the words and phrases from C1. Give them some time to check with a partner before you do feedback.

**Answers:**

- |                           |               |                        |
|---------------------------|---------------|------------------------|
| a virgin                  | impose on     | g consensus            |
| b a cooperative           | h beverage    | i discarded            |
| c inorganic               | j bracelets   | k a positive mindset   |
| d gather                  | k handicrafts | l tern (s) and compact |
| e bangles                 | l mindset     | m recycling            |
| f terracotta and ceramics | m recycling   | n sustainable          |

**5 Pairs**

Working in pairs, students look at the exam-style question and discuss what they have to do. They do not need to write anything yet.

**6 Pairs**

This activity will give students a clearer understanding of the content of each of the five paragraphs in the newspaper article. There are six possible layouts, which students need to match to the five paragraphs (there is one extra box which they do not need).

**Answers:**

- a Change + activities (Paragraph 5).
- b Home-made products (3).
- c How the BSM operates (1).
- d Paying bills (8).
- e Sorting, collection and delivery of waste (2).
- f Selling products online (4).

**7 Alone, then pairs**

Students work alone to review the text they have read and write ten-thirty notes about each topic. Go through the example in the Coursebook first. When students have

finished to discuss they can compare with their partners. Do class feedback to check if everyone agrees.

### Possible answers

- 1 How the BSM classifies trash packed into bags and sorts, taken in. No activity. BSM cooperative is centre for trash collection and management.
- 2 Sorting, collection and delivery of waste; organic and inorganic rubbish separated, organic recycled as fertiliser and compost, inorganic reuse, biological, separated trash is weighed and then more sorting and packing, information sent to trash bank for payment.
- 3 Handcraft products: umbrellas, handbags, hats, tissue holders, purses etc.
- 4 Selling products. No info. BSM provides advice on selling goods.
- 5 Changing attitudes; people attitudes about waste changing, more people aware of others dumping of waste.

### 8 Pairs

Students decide which of their notes from C they could use to answer the exam-style question in C5.

**Notes**

While it may seem obvious, the number of bullet points tells students how many notes they need to write. There are marks available for each note they write, so trying to write more information will not result in students' obtaining any extra marks!

### 9 Pairs

Students look at a sample answer in which a student has mixed up their notes under the wrong headings. Working together, students decide under which heading each note should appear, and give their reasons.

### Answers

#### What happens after trash collection?

- trash taken for sorting and packing
- trash weighed
- information sent to trash bank

#### Products made from recycled trash

- plastic sheets for making handcrafts
- everyday products such as umbrellas and bags
- swaying brooches

### How BSM helps its members

- payments made
- assistance in setting up
- gives training
- advice on how to sell products

**Notes**

Remind students that notes should always be brief and must relate to the text they have read; in other words, they cannot include their own ideas or information that does not appear in the text.

### 10 Alone, then pairs

In some examinations, the note-taking and summary writing questions might be linked, although this is no longer the case in the Cambridge IGCSE exam. This means that students use the notes they made to write the summary, without having to read and understand a second text. You can use this approach for students who need more scaffolding in order to write a successful summary. Students read the exam-style question carefully and identify at least three important things that the question asks them to do.

### Suggested answers

- i use notes,
- ii write a summary,
- iii 100 words,
- iv own words,
- v 6+6 marks available

### 11 Alone

Students write their summary using the notes they made in C8.

### Possible Answer

The BSM team has a initiative, encourages local people to collect all their rubbish, and then take it for sorting and packing. The collected trash is then weighed and the information is sent to BSM so that it can make financial payment. Recycled trash is turned into plastic sheets, and is then used to make everyday products such as umbrellas and bags, but also for making jewellery items, for example bracelets. The BSM trash bank not only gives local people training in and shows them how to sell their recycled

productivity, but also helps them with the savings after they have received payments for their trash. [one word]

## D Language focus: Referring words

### 1 Whole class

Go through the information together with your students, pointing out the key phrases in red and green show how connections are made within a text using referring words and phrases.

### 2 Pairs

Students go back to the text and look at the boxed words in paragraphs 2–5. For each boxed word or name, students need to say which word or words it is referring back to. If you are short of time, you could allocate the four paragraphs to different pairs or groups of students to work on, and then allow some time for them to share their answers.

### Answers

- [2] The members of the BSM cooperative work in community units and school groups, as well as individuals; **we** (c) \_\_\_ and **they** (d) \_\_\_ buy homes and workplaces, separating organic and inorganic trash. **The farmer's** (e) \_\_\_ and can be produced in the presence of oxygen, and can be recycled as (f) \_\_\_ atom on, while **the** (g) \_\_\_ is any waste of non-natural origin, of industrial origin or some other non-natural process, for example plastics and synthetic fabrics. Groups then send to **the** (h) \_\_\_ separated trash for weighing to a local leader, who is individual member sends (i) \_\_\_ trash directly to the central BSM location. Trash is weighed every time it is passed on a (j) \_\_\_ for groups, and once a month for individuals. The trash is collected by dump trucks and taken for further sorting, packing and weighing by warehouse workers, and information is then sent to the trash bank where calculations are made about its value, and payments are made to individuals' or groups' bank accounts. Members who strictly sort (l) \_\_\_ trash according to the 70 categories for inorganic trash can earn a lot from money, and information is freely available for them on how to do this.
- [3] Used pairs of (m) \_\_\_ bottles are correctly processed first, waste such as paper bags removed from the (n) \_\_\_ labels and caps and grouped by colour. (o) \_\_\_ plastic bags, paper, iron and metal are packed and sent to factories in Malang and S. Babat, where some of what was once seen as trash will return to the centre. BSM sell the form of plastic sheets for

making handicrafts. Plastic packaging for food, soap, detergent, shampoo and coffee, among others, is also recycled into various everyday products, including items such as picnic bags, hats, tissue holders and jewellery such as (p) \_\_\_.

- [4] As a BSM member, each person needs to learn and learn skills in how to make handicrafts using recycled materials. **They** are also advised about how to sell their products online. Not all of the money earned through the trash bank can be distributed fairly, especially for group members, as some of the earnings are spent on environmental development, such as a park construction or tree planting. Additionally, BSM assists members with their savings which can be exchanged for basic necessities, electricity bill payments and health insurance.
- [5] So far, only inorganic waste is handled by the BSM, leaving wet garbage to the Super Long Landfill as the trash bank's land area is too small for a worm-breeding and compost-making site. However, BSM feels it has provided a solution for the problem of inorganic waste, and believes that its efforts will gradually (k) \_\_\_ of locals so that (l) \_\_\_ avoid carelessly and unnecessarily dumping waste.

## E Speaking and vocabulary

### 1 Pairs

Students work together and, after reading the last three phrases, they should decide what they think the text will be about. Give them freedom to speculate – they will find out when they read the text.

### 2 Pairs, then whole class

Based on their ideas from Activity E1, students make a list of words and phrases that they think might appear in the text. Allow time for the whole class to share and compare their lists.

### 3 Small groups

The words and phrases in the box all appear in the text. Students can use different reference sources to check the meanings if they cannot agree.

## F Reading and writing

### 1 Alone

Students work alone and skim read the text, checking if their predictions in Activities E1 and E2 were correct. Encourage them not to worry about the gaps in the text at this stage.

**2 Alone, then pairs**

Students individually read the text in more detail, and complete the gaps (a–e) with the correct word from the list. If the Coursebook text for P1 has the heading 'Report', please download a revised version from [education.cambridge.org/9781318336830](https://www.cambridge.org/9781318336830). If the heading reads 'Climate Report' you have the correct text. When they have finished they should check with their partner.

**Answers**

- |           |            |            |
|-----------|------------|------------|
| a    it,  | c    many, | e    they, |
| b    its, | d    their |            |

 **Top Tip** Encourage students to underline key words in the text before they begin reading.

**wrong TIP**

These two words, effect and affect, are commonly misused, misspelled and even mispronounced. Go through the Information and then refer students to the exercise in the Workbook.

**3 Alone, then pairs**

Students work alone and look at gaps (f–j) in the text. For each gap, they need to say a suitable referring word. When they are ready, they should check their answers together.

**Answers**

- |             |            |          |
|-------------|------------|----------|
| f    their, | h    this, | j    we, |
| g    its,   | i    our,  |          |

**4 Alone, then pairs**

Students write the answers to the questions. Before they begin, remind them to find the key words in each question and to think about the type of answer each question requires. After they have finished, students can give their answers to a partner for checking.

**Answers**

- a    they are already suffering from the impact of climate change
- b    affects our daily lives
- c    (Students' own answers)
- d    mild winters stop them migrating to warmer countries
- e    because they are low-lying
- f    significant snow loss, greater chance of avalanches
- g    the area would be affected by flooding, so existing settlements
- h    due to combination of geographical and economic factors
- i    EU will adopt ambitious targets for reducing carbon emissions

j    carrying technologies, the environment, future prosperity

**5 Pairs**

Students read the exam-style question carefully and do this exactly what they have to do. Make sure they are aware that the summary is about the impacts of climate change in Europe. Also, check the number of words required (100) and point out that students should use their own words as far as possible, as marks are awarded for language (up to 10) as well as content (10 to 5).

**6 Alone, then pairs**

Students now re-read the text and locate the relevant information. There is some in paragraphs 1 and 6, but the main information students need to use can be found in paragraphs 2, 3, 4 and 5.

**Answers**

Their brief notes should include the following:

- countries in Europe being affected by climate change, environments and economies at risk
- Lithuania – low-lying, because not migrating due to mild winters/warm weather
- low-lying areas, Nordic Europe at risk of flooding
- North Sea countries also at risk of flooding
- 80% of Danes worried about safety of their homes
- ski resort industry in French Alps and Pyrenees depressed, snow loss and more possibility of avalanches
- some ski resorts may shutdown

**7 Alone, then pairs**

Students should now be well prepared to write their summary. They should use the notes they have just written and can refer back to the text if necessary. Remind students that they need to check the accuracy of the language, as well as the content. When they have finished, students exchange their summaries and check each other's answers.

**TOP TIP**

The Top Tip reminds students that summary questions usually direct students to a specific part or parts of a text to summarise.

## G Speaking

### 1 Small groups, then whole class

This activity asks students to discuss the topic of water in some detail, and questions a-f are designed to support them through the discussion. Briefly run through the questions, helping with any difficult vocabulary and making sure students know what they have to do at each

stage. When they have finished their group discussions (allow plenty of time for this), open up the discussion to the whole class, making sure each group gets a chance to contribute. Your role is to monitor and help if necessary, unless students specifically ask for your help. Be ready to offer positive feedback, as well as to comment on any language areas that you feel need attention.

## Reflection

Use the Reflection to remind students of what they have achieved in the unit. Students should set themselves a personal goal based on their scores for Unit 17.

## Exam focus

### Reading and Writing, Exercise 3, note-making and Exercise 4, summary writing

#### 1 Sample answer

##### i Core

###### Results of hyponatraemia

- death and disability
- dizziness and mental confusion
- goes into coma and die

###### Advice about drinking water

- cut back how much water you drink
- prolonged drinking without resting or eating
- drinking excessive water without resting

###### People at risk

- People who exercise for prolonged times
- very young or very old
- heat and humidity increase's susceptibility

#### 2 Look at two sample summary writing answers from (i) an IGCSE Core student and (ii) an IGCSE Extended student. Both answers would probably score in the top band for both content and language.

##### i Core

The results say how extreme weather occurs right now across Europe. The report has a region-by-region analysis, showing how it affects each country. It explains how the developing world still remains in the most vulnerable to climate change. Europe must play a part in this discussion as the impact of it is already here. The EU released its targets for climate change for 2030 which recommends a reduction by 40%. Lastly, the results say how important it is for Europe to meet targets so the damage to the planet is going to go down if no measures are taken. [95 words]

##### ii Extended

A study carried out by the Climate Action Network campaign group reveals the effects that climate change is already having on Europe. An analysis of each major in different countries of Europe showed the impact that the warmer weather is having across the continent. Also, not only are climates affected by many geographical and economic factors as well. Mendel Tito, director of CAN Europe believes that the European Union can create targets in order to reduce the effects of emissions. Furthermore, he thinks we need to focus on helping the climate both within Europe. Europe can set the example and take on more targets for the reductions of greenhouse gas emissions by 2020. [117 words]

# Focus on writing

**NOTE on Assessment Objectives (AOs) for Reading and Writing Exercise 6:** Students need to demonstrate that they can write a report, review or article in response to a short stimulus. This may take the form of pictures and/or short documents. The question includes information on the purpose, form, tone and style, as well as the word count and how the marks are allocated. Specifically, students need to show that they can communicate information/description clearly, accurately and effectively (W1), organise ideas into coherent paragraphs using a range of appropriate linking devices (W2), use a range of grammatical structures and vocabulary accurately and effectively (W3), show control of punctuation and spelling (W4) and use appropriate register and style/format for the given purpose and audience (W5).

## Learning objectives (LOs)

**Suggested activity:** Start the unit by focusing groups of students on the LOs box, making sure that students understand what they are going to be doing. Using the first LO as an example, ask students to identify where in the unit you can find the activities for the other four LOs. Ask students to say which of the activities appeal to them the most, and ask them for their reasons.

## A Watch, listen and talk

### 1 Whole class, then alone

Explain that students are going to watch and listen to some IGCSE students talking about hunger. As you students watch and listen, they should make a note of (a) what the speakers think are the main causes of global hunger, and (b) what opinions the students have about global hunger. Play the video a second time so the students can check or add to their notes.

#### Answers

- The main causes of global hunger are three: (a) funding from developed countries to poorer ones; the country does not have enough natural resources to feed its population; (b) corruption; the government is not helping.
- What do we do? They have a serious problem, it's important we should help people that are in need; governments should get more involved.

### 2 Pairs or small groups

Depending on the size of your class, put students into pairs or small groups. They can discuss their notes and then talk to each other about whether they agree with what the students say. Do not interfere too much, but make sure you get feedback from the class so that they know their efforts have been noticed. If time permits, you could write their ideas on the board and rank them according to your students' preferences.

## B Speaking and vocabulary

### 1 Small groups, then whole class

Quickly check that students know some chewing gum-related words and phrases, for example chew, stick, piece, stick/break a piece of gum, make bubbles, blow bubbles, then put them in small groups to discuss questions e.g., Set a timer for each question to keep students focused and to avoid a time-wasting. Students can compare their ideas during class feedback.

### 2 Small groups

There is some challenging vocabulary in some of these statements, so make sure students understand everything before doing the task.

#### Differentiated activities

##### Support

- Provide definitions for some of the more challenging vocabulary, such as consumption, ingredients.
- Divide the information between students so that areas of information they need to work with are reduced.

##### Challenge

- Remove the dates and numbers from a, b, c, d and e. Then give students the dates and numbers and encourage them to deduce which one corresponds to the information.
- When you allow students to group, challenge one student by asking them to teach the others.

### 3 Small groups, then whole class

Students continue in their groups and discuss questions (a-d). Give them the freedom to express themselves – let them put up or not interfere. Make sure

you give positive class feedback when the group discussions are over.

#### 4 Whole class

Ask students if they think chewing gum can be classified as a food, and get their reasons. They may for example say that it is not a food because it does not contain anything healthy, but accept all the reasons without criticism.

#### 5 Whole class, then small groups – Optional

The graph shows the daily percentage of teenagers who chew gum. Draw on the graph first and check students understand the information it is showing. Students refer to the graph and discuss the points in the task.

#### 6/7 Alone, then pairs

Students use the information from the previous section to write a fact file about chewing gum. They do not need to include all the information, only facts that they feel are important or particularly interesting. Make sure they do not exceed the 100-word limit (annotate). If students may want to write more, then they have finished, students exchange their writing and see if they included the same or different information as others in their class.

### C Listening

#### 1 Pairs

Provide students with the listening activity by checking that they understand who (dental expert, Dr Bealing, and Thomas), and what (an interview about chewing gum) they are going to listen to. Before students listen they work in pairs and decide on the meaning of six words and phrases.

#### Answers

bark = the hard outer covering of a tree; mastic - another name for chewing nicotine = poisonous alkaloid in tobacco; spit = salivating saliva - liquid produced in the mouth to keep it wet; stave off = stop something from happening; hunger - the feeling when you need to eat; weight gain = increase; be a much someone weighs regardless = connected with thinking; function = the purpose of something

#### 2 Alone, then pairs

Students listen and answer questions a and b then check with their partner.

#### CD2, Track 9

**Thomas Sampson:** Welcome to our weekly programme on health issues for young people. Today I have with

me in the studio Dr Maria Bealing, a dental expert, and Dr Bealing.

**Dr Bealing:** Hello, Thomas, and thank you for inviting me.

**TS:** Dr Bealing, people have been chewing gum since the ancient Greeks used the bark from mastic trees as a sweetener. And today, gum is chewed for many more reasons, such as when we feel hungry, or to get a cognitive edge if you're trying to give a presentation. Is chewing a stick of gum actually harmful to the body?

**DB:** Well, the moment a person unwraps a piece of gum and chews it, up to the moment the brain is alerted and the digestive process is about to begin, the heart beats start ringing up a bit! During what's called the cephalic stage,

**TS:** Sorry, one what?

**DB:** The cephalic stage... it's a bit like... this is when the body anticipates the arrival of food and...

**TS:** Sorry, I'm interrupting again but how does the brain know that food is on its way?

**DB:** Through the senses, we'll notice the food in a supermarket fridge or smell it in a restaurant, or hear someone chewing it in the kitchen, or taste a gum wrapper being opened, and so on.

**TS:** OK, so... and then...

**DB:** And then the brain releases saliva to help us chew whatever is coming.

**TS:** That's why we use our expression 'mouth-watering'? It means that our saliva, the juices in our mouth, are ready to receive food?

**DB:** Exactly. And this gets our stomach juices excited too. But, because no real substance is now delivered, some people argue that gum chewing tricks the brain, which误读了 the stomach.

**TS:** I've heard that people can lose weight through gum chewing. Is that correct?

**DB:** Scientific studies hasn't succeed. It proves that chewing gum helps to lose weight and aid in weight loss. Chewing gum stimulates the digestive process and so, I may, in fact, increase hunger, so it's maybe it can lead to weight gain.

**TS:** So are there any benefits in gum chewing?

**DB:** Well, researchers have found a benefit. Some studies have shown that chewing gum during a task can increase cognitive function. In other words, chewing while doing can be a some people to concentrate.

**TS:** Must admit that I'm a bit of a gum chewer, so should stop, or can I carry on?

**DB:** My advice, Tyro, if you really want to chew, is to try sugarless gum, but only after a meal. This is because it helps to produce saliva which can clean your teeth and then it only has a fruity flavour or taste. It will also help to freshen your breath and possibly satisfy a sweet tooth.

**TS:** Thank you Doctor, that sounds very sensible to me!

### Answer (b)

If you really want to chew, try sugarless gum, but only after a meal.

### 3/4 Alone, then pairs

Go through the roles with your students, checking that they understand everything and remind them that they can only write one or two words in each gap. Students may be able to remember some information from the first listening. Students listen and complete the gaps, then work with a partner to check their answers. They can refer to the word bank in Appendix 3.

### Answers

- Ancient Greeks chewed bark as breath freshener
- Someone trying to give up smoking may need a nicotine hit
- Chewing gum starts the oral pre-taste gestural process by starting
- Ingestion of digestive juices begins to arrival of food
- Brain is stimulated to see, smell or hear food
- Saliva released to prepare mouth for chewing and stomach juices also prepare to receive food
- No proof that gum-chewing helps to lose weight
- One benefit chewing can increase cognitive function, the ability to concentrate when carrying out a task

### 5 Whole class

Ask students to refer back to question B: Is chewing gum good for you? Why/why not? Ask students to change partners in a new way, and why?

## D Reading

### 1 Pairs, then whole class

In this interesting text, students hear Dr Bealings say that scientific studies haven't successfully proven that gum can stave off hunger. Now students talk about what they do when they feel hungry. Give them a couple of minutes to discuss and then do whole class feedback to find out what everyone does.

### 2 Pairs

Students look at the introductory paragraph and match the underlined words with the correct definition (a-g).

### Answers

discomfort a / dry b / negative c / drop d / revising e / invent f / starvation g

### 3 Alone, then pairs

Students work alone to complete the gaps in the table and then share their answers.

### Answers

Noun	Verb	Adjective
discomfort	relieve	Annoying/billeviting
invention/innovator	invent	innovative
invention/inventor	invent	inventive
starvation	starve	starving

### 4 Whole class, then pairs

Check that students understand the underlying idea in the conversation, i.e. that it might be possible to invent something (a machine) which could produce enough food so that starvation would no longer be a problem. Then invite students to discuss this and give the reasons in feedback.

### 5 Pairs

Students look at the eight ideas and discuss which six they think will appear in the text. When they are ready, give them the answers because in the next exercise they need to complete the gaps in the text using the six correct ideas.

### Answers

c, d, e, f, g do not appear in the text.

### 6 Alone, then pairs

Students quickly read the text and complete the gaps in each paragraph using the ideas from D5.

### Answers

Paragraph 1: 2, 3, 5, 6, 7, 8  
Paragraph 2: 1, 3, 4, 5, 6, 7, 8

### 7 Pairs or groups of three

Now students need to read the text in more detail to answer the questions about the content of each of the six paragraphs. Put students into pairs or groups of three and分配 one set/two sets of questions to each student.

to answer. When they have found their answers, they can discuss and share them with each other.

### Answers

#### Paragraph [1]

- i **get**-**satisfy**,
- ii **product** **pro-**duc-tion****,
- iii **ecological**,
- iv **world-****glo-bal**.

#### Paragraph [2]

Noun	Verb	Adjective
popula-tion	pop-u-late	pop-u-lar
revolu-tion	revol- u-tion	revolu-tion-ary
intro-duc-tion	intro-duc-tion	intro-duc-tory
migra-tion	migra-te	migra-tive
eli-geance	x	x

#### Paragraph [3]

- i ass-**umed**-thought,
- ii con-quered, br-a-ve,
- iii aid, help,
- iv spe-**ke**-peak

#### Paragraph [4]

Various possible answers

#### Paragraph [5]

Various possible answers

#### Paragraph [6]

- i im-por-ta-ble pro-duce vast quantities of bio-**tech** seeds in thirty countries during the past twenty years
- ii 1 less fuel needed, 2 level of soil pollution

## E Writing

### TOP TIP

The Top Tip refers to writing questions and shows students that they will usually be given some prompts – either as pictures or a list of cues – as a way of helping them.

### 1 Pairs, then whole class

Students read the exam-style question carefully and discuss exactly what they have to do. Make sure they are aware that they do not have to use the ideas given, and they should include some of their own ideas (as long as they stick to the word). When students have discussed clues or started, do class feedback to check that everyone understands how to approach this type of writing question.

### 2 Pairs

Students look at the choices given for introductory sentences, then decide which they think are the most and least effective, and why.

### Suggested answer

b → probably the most effective introduction as it restates information from the question

### 3 Whole class, then alone

Students now think of at least two ideas to follow on from the introductory sentence. They visit to the biotechnology laboratory provided us with an enormous amount of information about growing food production. Do this orally first with the whole class to relate them gradually some ideas, and encourage them to use their notes and ideas from previous activities. Then students do their writing – there are many possible answers.

### Possible answer

The visit to the biotechnology laboratory provided us with an enormous amount of information about scientific food production. Before the visit I did not like the idea of genetic producing food for us to eat, but now we learned so much and understand that science is the only solution to produce more food. [41 words]

### TOP TIP

The Top Tip reminds students that an introduction should be brief and to the point, but at the same time capturing the reader's attention.

### 4 Pairs

Students to look at the choices given for concluding sentences, then decide which they think are the most and least effective, and why.

**Suggested answer**

- a is probably the most effective conclusion as it uses your own writer's opinion.

**5 Whole class, then alone**

Students now think of at least two ideas to follow on from the concluding sentence. In conclusion, and taking into consideration all the different arguments, my final belief is that we should ban science. Do this orally first with the whole class to help them generate some ideas, and encourage them to use the 'notes and ideas' from previous activities. Then students do the writing – there are many possible answers.

**Possible answer**

In conclusion, projecting into consideration all the different arguments, my final belief is that we should ban science. Without it, the problem of starvation would be much bigger than it currently is, and we would not be in a position to solve the problem. [25 words]

**10b tip**

Remind students that it is an effective technique to restate their opinion in the conclusion.

**6 Pairs**

Working in pairs, students read their partner's two paragraphs and give each other feedback.

**LANGUAGE TIP**

Remind students to use sentence/discourse markers in their writing, as this will make it feel more natural and fluent.

**8 Whole class**

Classmates need as many as possible of their friends' articles, as they can learn a lot from each other. Do not focus on the 'best' piece of writing, as this can demotivate students who need more support in writing.

**F Reading and speaking****1 Pairs, then whole class**

Students work together to discuss questions (a–d). You can ask them to write notes and discuss their ideas with others at the end of the class feedback.

**2 Whole class, then pairs**

Quickly go through the fast food types, checking that students understand what each one is. Then, with a partner, students answer questions a and b. You can check their answers during class feedback.

**3 Whole class, then pairs**

There are six phrases from the text which students need to match with three of the food types in Activity 12 (two phrases for each food type). Lead through each phrase, checking for understanding, and then students in pairs discuss which phrase goes with which food type, giving reasons. Do not give students any answers as they will find out in the next activity.

**4 Alone, then whole class**

Students work on their own and read the text in order to complete the gaps using the phrases from Activity 13. They will also be able to check their answers to the previous Activity when students are ready, or, then work with a partner to check their answers.

**Answers**

**FB** a and c = sugar, dairy; f = fast food, b and

e = rice

**FA** i, a; ii, a; iii, c; iv, e; v, g; vi, e

**5 Groups of three**

Each student in a group chooses one of the four food types they have just read, reading about sugar, fast food and rice. They should research their chosen food type, using different reference sources. In the final part of the activity, they report back to the group and when all three group members have reported back, the group decides who found out the most interesting facts. You could then extend this to the whole class, if time permits.

**6 Whole class**

Round off the section with a whole class discussion, prompting students with the questions in 16.

## G Language focus: Word building

### 1 Pairs

Students to produce a table, similar to the ones they have already seen in this unit, giving one different part of speech for the ten words. Then they share with their partner to check each other's answers.

### Answers

Noun	Verb	Adjective
exploitation (thing)	exploit	exploited
exploiter (person)		
resistor	resist	X
creation (thing)	create	creative
creator (person)		

### 2a Alone, then pairs

Students work alone to complete 2, and then check with their partner.

### Possible answers

growth = noun, grow = verb / requirement = noun, require = verb, required = adjective / ill = adjective, illness = noun / obligation = noun, obliged = verb, negative = adjective / negatively = adverb / plentiful = adjective, plenty = adjective / wasteful = adjective, wastefully = adverb, waste = verb / entirety = noun, entire = adjective, entirely = adverb

### 2b Alone

For task 2b, students complete the gaps in sentences (i–viii) using words from the previous activity. Encourage that the required part of speech is given in brackets at the end of each line.

### Answers

- |              |            |
|--------------|------------|
| a grow       | e waste,   |
| b plentiful, | f illness, |
| c excess,    | g entire,  |
| d negative.  | h requires |

### Differentiated activities

#### Support

- i Instead of students doing 2a, supply them with the answers and they can use these in order to complete 2b;
- ii Inform students which word to use in each gap (i–viii), and then try to change it to the correct part of speech.

### Challenge

- i Remove the part of speech information at the end of each line;
- ii When students have written their answers for 2(i), ask them to choose four of their words from 2(ii) and write sentences which include the words.

### 3 Alone, then pairs

Students work alone to write their own sentences, using the words given (a–e). For each word they should write two sentences, with the second sentence using a different form (part of speech) of the word. To support students, decide the number of sentences they need to write.

## H Writing

### 1/2 Alone, then pairs

Give students some time to read the exam-style question carefully and to think about the important instructions that they must follow, for example word length, report style, try to include own ideas. This question asks students to write a report, whereas the previous one asked for an article.

### 3 Whole class

Talk through the information with your students, making them aware that there is not one particular type of report style that students have to learn and use. However, as it says in the Coursebook, there are some general sections that should be included in all reports.

Ask students to think about the general sections with you. Encourage them to add anything else.

### Possible answers

- i A suitable title might be How food production affects the environment.
- ii The purpose of the report is to show how food production impacts on the environment.
- iii Probably three, for each of the prompts in the question.
- iv Reasons for carrying out the research, The most interesting information, further areas.

### 4/5/6 Alone

Now students work alone and follow the guidance for writing their answer to the question. They should use the ideas they discussed with you in the previous activity as much as possible.

## 7 Alone

Advise students to count how many words they have written so far, and to calculate how many more they need to write. Remind them that the word limit is Core 100–150 and Extended 150–200.

## 8 Whole class, then alone

Give students some useful words and phrases to use in a conclusion, in conclusion, for example reasons, as a

result of, to sum up, overall, ultimately, consequently. Encourage them to work alone to write their concluding paragraph, basing it on the content of what they have written in their other paragraphs.

### TOP TIP

The top tip stresses the importance of good planning as the basis for an effective answer to a writing question.

## Reflection

Use the Reflection to remind students of what they have achieved in the unit. Students should set themselves a personal goal based on the scores for Unit 2a.

## Exam focus

### Writing, Exercise 6

#### i Core

Scientific research now plays an important role in making sure that humanity has enough food to eat, and that many of the crops that we now grow worldwide are resistant to many diseases, creating more productive and cheaper crops.

However, some people feel that this is a great idea, but many scientists still debate about whether or not food that has been genetically modified and genetically modified is safe to eat.

I personally understand the importance of scientific research and how science can help many people worldwide, but I don't feel safe consuming such produce as I believe science should not meddle with nature. I do not think that science has yet reached a level where it can compete with nature.

**Scientific research helps humanity with its research into disease and makes our world better by staying away from food that humans consume. [146 words]**

#### ii Extended

We live in a world of excess, where everything has to be bigger, more attractive and exist in large quantities. In developed countries, food is one of the main things that we have in excess, and scientific research is one of the main causes for this. Due to this, I believe that scientific research needs to take a step back from the food industry.

It has come to the point, that we have so much food, a huge percentage of it goes to waste and is thrown away. Moreover, the excessiveness in food has led to people being able to buy food whenever and from wherever they want, something that in recent years has led to obesity rates. Furthermore, as the food industry tries to keep up with the high demand for produce, they are finding new and unusual ways to make fruits, vegetables, grains, etc. grow faster. Companies are injecting traits in produce to make it bigger and more attractive.

For the above reasons, I believe we must control scientific research in the food industry and reduce the amount of food that is produced, in order to avoid further problems. [193 words]

# Focus on listening: Questions 1–8

**NOTE on Assessment Objectives (AOs) for Listening:** Students need to demonstrate that they can identify and select relevant information (L1), understand ideas, opinions and attitudes (L2), show more learning of the connections between ideas, opinions and attitudes (L3) and understand what is implied but not directly stated, e.g. at, speaker's purpose, intention and feelings (L4).

## Learning objectives (LOs)

**Suggested activity:** Start the unit by focusing on the LOs on the LOs box, making sure that students understand what they are going to be doing. As for the first LO at the example, ask students to identify where in the unit they can find the answer for the other four LOs. Get students to say which of the activities appeal to them the most, and ask them for their reasons.

## A Watch, listen and talk

### 1 Whole class, then alone

Explain that students are going to watch and listen to some SESP students talking about **fashions**. As your students watch and listen, they should make a note of (a) what the speakers think fashion means, and (b) if the speakers believe that fashion affects them in a positive or negative way, and their examples and reasons. Play the video a second time so that students can check or add to their notes.

### Answers

- a) What does 'fashion' mean? Trends, following celebrities. It's individual to a person.
- b) How fashion affect the students. In a positive or negative way. It doesn't, because it's not just about shoes. What examples and reasons do they give? One suggests have their own style that they're comfortable with, as long as you like [what you wear]. It doesn't matter what other people think or what it costs.

### 2 Pairs or small groups

Depending on the size of your class, put students into pairs or small groups. They can discuss their notes and then talk to each other about what fashion means to them and who they consider fashionable. Do not interfere too

much, but make sure you get feedback from the class so that they know their effort has been worthwhile. If the pair talk, you could write their ideas on the board and rank them according to your students' preferences.

## B Speaking and vocabulary

### 1/2 Pairs, then small groups

Activities A1 and A2 provide prompts for students to discuss various aspects of fashion. As this is the penultimate unit in the Course book, students should be in a strong position for their speaking assessment, with the language skills and vocabulary to carry out this discussion with confidence.

In the first activity, students work in pairs, using the four pictures and four statements to give them some input. For the second activity, change the instruction and put students into small groups. Obviously there are no right or wrong answers, and students should have the freedom to express their ideas without interruption. Monitor but don't interfere. Give support if necessary and offer positive feedback at the end.

### Differentiated activities

#### Support

Reduce the number of questions that students have to answer and/or make easier to hear. Encourage students to provide reasons for every answer that they give.

#### Challenge

Tell students to prepare an oral summary of their discussions, which they can present to the rest of the class.

## C Reading

### 1 Whole class, then pairs

Firstly, check with students that they know what **fashion** and **current fashion** is in the English exam. Then in pairs they decide three things that they think they might find in the text, giving the answers.

### 2 Groups of three A/B/C

Put students into groups of three for this activity, with student A in each group, only B or phrases a–c, student B

looking at phrases d-f, and student C looking at phrases g-i. As an alternative, you could have the A's working together, all the B's and all the C's, so that they can support each other while checking the meanings of their three phrases. Students can use either a reference source or help, or you can provide some vocabulary support if necessary. Students may recognise certain words, e.g. in three particular cases the words may have a different meaning, or some words may just be unfamiliar. For example:

a crop = group of people or things with something in common, **b rich** = containing a lot of something useful, **c sloping into** = getting or making use of something, **d draw** = cause a reaction, because, to make out, **e tools** = equipment for making clothes.

If you decided to put all the A's together in one group (and do the same with the B's and C's in their own groups), once they have checked the meaning of their phrases, they can go back to their original A/B/C groups to share their answers.

### 3 Alone, then groups of three A/B/C

Students quickly read the first two paragraphs and do three things (a–c) on their own. Then they discuss their answers in the 'group of three'.

#### Answers C

- 1 Made in Vietnam,
- 2 Traction, traction

### 4 Groups of three A/B/C

Still working in the 'groups', students look at the phrases in the box and speculate about which ones they think they will need in the rest of the unit, giving their reasons. You could turn this into a 'word auction', asking groups of students to 'bid' for particular phrases, using a points system. Allocate 100 points, or £0.50 dollars or paper clips, to each group, and then ask students to 'bid' for any words or phrases in the box that they want. The highest bidding group (with that particular phrase, and points for GCE codes or paper clips) are deducted from their total. You will need to pre-teach relevant vocabulary, for example: bid, bidder, auction, auctioneer. You do not need to reveal which phrases appear in the text yet, as students will find out in C6.

### 5 Alone, then pairs

Students now work alone and look at the words and phrases in either column A or B, using reference sources to find out what they mean. Then they share their answers.

### 6 Alone

Students read the text and check their answers, and find out if they bid for the correct phrases in C4.

#### Answers C4

A. All the phrases appear in the text, apart from London and Paris, and teaching traditional woodworkers.

#### Answers C5

**a** **global** **tip**  
These two words may seem interchangeable, but **global** is an adjective, whereas **tip** is a noun. Refer students to the exercise in the Workbook.

### 7 Alone, then pairs

Ask students back to the 'set of possible paragraph headings' in C3 to choose a table head (25 to 30 paragraphs B–E).

#### Answers

- 3 It's about colour.
- 4 Natural is best.
- 5 Changing skills

### 8 Alone, then pairs

For the final activity 'in pairs', students read the text again to find and write answers to questions k–l, and then share with a partner.

#### Answers

- a** to save the country's rich ethnic heritage
- b** [i] maximise benefit to communities,  
[ii] minimise environmental harm.
- c** same techniques from them
- d** cheap goods
- e** fashion capitals (like Berlin and New York)
- f** they were shocked
- g** they are made with recycled dyes and fibres
- h** society
- i** helping them to market their skills
- j** Various answers possible, drawing on knowledge, training, experience, marketing, etc.

**Task 1B**

Questions which require students to identify people's feelings and attitudes, or to 'read between the lines' (to infer), can be quite challenging for some students. Question 1(C) is an example of where the answer is not actually 'in the text'.

## D Speaking and listening

### 1 Pairs

Students look at phrases 1–6 and speculate about which ones might appear in a discussion about fashion. Make sure they offer reasons for their decisions.

### 2 Pairs

Now students try to match the six pictures with the words and phrases from Activity D. 1 does not necessarily fit; if they are not sure, etc. there are no right or wrong answers, so just encourage them to discuss and give reasons for their ideas.

### 3 Pairs

Once again, students need to speculate about which person from Activity D2 may have said each of the statements. Giving logical, supporting reasons is far more important than anything else. In this activity, to fit out that there is no right or wrong, other than students do not need to use (6).

### 4 A/B pairs

Students work in A/B pairs. Firstly, each student chooses three different people from the six in the previous activities, and then on the board writes down two words or phrases that they believe each person might think or say. This will give a total of six words or phrases. Then, with students A/B pairs, it turns to read out their words and phrases for each person, with the other student guessing and giving reasons.

### 5 Pairs

Students need to read the exam-style question carefully and then answer the questions (a–g) with their partner.

### Answers

- |   |          |   |          |   |     |
|---|----------|---|----------|---|-----|
| a | yes.     | d | mobiles. | g | six |
| b | fashion, | e | ones.    |   |     |
| c | seven,   | f | nothing. |   |     |

## 6 Alone

Now students listen and answer the exam-style question. They can then check with a partner and refer to the audio script in Appendix 3 for anything they're not sure about.

### Answers

- 1A, 2F, 3E, 4C, 5B, 6D

### C/D2, Track 10

#### **Speaker 1 male teenager**

've never been a really big fan of current fashion trends. Money's always a bit of a problem for someone like me, so even if I want to be fashionable, I can't necessarily pay the prices that are demanded. So I think we should just wear what we feel happy in and not worry so much about having all the latest gear. In any case, something I've bought today is out of fashion tomorrow, and clothes from the past often become popular again. Who can keep up with that?

#### **Speaker 2 female young adult**

Fashion is always fashion is a nightmare word. I'm not a thinker so many negative things. The way fashion controls people's lives is awful, of course nowadays fashion is not just about clothes, but about the latest Ferrari or Lamborghini, designer watches and its journals and even bags and the latest sets of trainers! People who only care about how much something costs, and how good they look, rather than anything else in life, are not in my circle of friends.

#### **Speaker 3 male young adult**

I don't understand all the negativity about trying to be fashionable. What's wrong with wanting to look and feel nice? Of course you need money, but tell me something that doesn't cost money in today's world. I'm still studying right now and don't have a job yet and not much money, so I'm not in a position to buy the latest sunglasses and all the other things that I want. But as soon as I get my first wages after a couple of years, I'm going straight to the shopping mall.

#### **Speaker 4 female adult**

Something I learned at university was that fashion is an incredibly complex subject, which is very difficult to define and really understand. Of course it can have different meanings for different people, but fashion ultimately is a joining of subject but also building design and engineering and even in many cases science and having an understanding of how the world works. Now in my job,

I'm saying that anything can be fashion based – it depends on how people view whatever I might do.

### **Speaker 5 male young adult**

Fashion is not an obsession for me. It's an absolute must... and being fit is probably the most important thing that I think about every day. I don't care about clothes. I will find a way to buy something like that I need in order to look my best. Cars and watches and fancy restaurants and things like that are not important. Out clothes and hairstyles are the things that drive me every day. Work is great, but I just look and feel come first.

### **Speaker 6 female adult**

Personally I have no interest whatsoever in fashion and also have absolutely no interest in clothes and so on. But my kids do and the demands can be very difficult to deal with. From the financial side, it's not difficult to say no when children ask for something that all their friends have or are wanting. Obviously there has to be a limit, but right now masses and advertisers are incredibly clever at making people want, especially children feel inferior if we don't have something that others do.

## **E Listening**

### **1 Pairs**

Working with a partner, students discuss questions 1a–c. If necessary, for 1a, prompt them with some pictures of people wearing uniforms, or refer them back to the pictures of people in Unit 7 Jobs to give them some ideas. For 1b and c, encourage students to discuss freely as there are no right or wrong answers.

### **2 Pairs, then whole class**

Either have all the pairs working on all the words and phrases, or distribute them randomly to different pairs. Students can use different reference sources to help. As students will need all the words and phrases for E3, make sure that you do whole class feedback so that everyone understands everything.

### **3 Alone, then pairs**

Now students complete the phrases (a–h) from the talk they are going to hear using the vocabulary from E2. Then before they listen in E4, let them compare and compare their answers. There is no need to confirm anything yet, as the next activity they are going to listen to the talk about school uniforms.

### **4 Alone**

Students listen to the talk and check their answers.

### **Answers**

- i an atmosphere of pride, loyalty and equality,
- ii desire, etc.,
- iii sweeping the nation,
- iv cross-cultural visibility,
- v the latest workplace designs,
- vi merchandise,
- vii avoid ridicule, embarrassment or ridicule;
- viii confrontation;
- ix mandatory.

### **CD2, Track 11**

The introduction of school uniforms in state schools is not a new subject. Schools have a long history of using school uniforms to create an atmosphere of pride, loyalty and equality among the student population. There has always been an image of professionalism associated with wearing students' wear uniform. It provides for a more businesslike approach to learning, removing some of the distractions normally encountered when children feel they should conform to latest designs, fashions, or follow a latest trend sweeping the nation at any given time.

School uniforms also tend to mean w<sup>o</sup> students more easily become part of 'team' at the school. This is not so as to erase their individuality, but to include everyone on the same level, as far as image and dress are concerned.

Another important factor in the use of school uniforms is cost. With fashions constantly changing from year to year, and even from season to season, parents have always to dress their children to protect them with the latest, most pleasing designs. Uniforms reduce the cost of keeping up, as once they remain the same – day after day, year after year. And their cost, in relation to fashion items elsewhere, is very appealing over the long term.

Wearing a uniform at school, as opposed to wearing the latest fashions, may also help the really tragic, ridiculous, come assessment or abuse from others that can be caused when one has no role and compared with the 'best'. Uniforms assist in avoiding such conflicts by removing the chance for confrontation over clothing, at least during the children at school.

The debate will continue. But more and more people in education – students, parents, teachers and administrators – are convinced that mandatory school

uniforms can be silly. They point out that pupils in private schools, who achieve impressive academic results, have had to finally wear uniforms. As a result, most state schools have also adopted a school-uniform policy – and the trend seems set to continue...

## 5 Alone, then pairs

Students listen again and make a list of the reasons given to support wearing a school uniform. For example, to create an atmosphere of pride, loyalty and equality among the student population. After the second listening, give students time to check their answers with a partner, and then refer to the audioscript in Appendix 3.

### Answers

*Image of professionalism, more businesslike approach to learning, removing some of the distractions normally encountered when children feel they should possess the latest designer fashions, tend to involve students more, make them part of a 'team' at the school, include everyone on the same level, uniforms reduce the cost of keeping up with fashions, wearing a uniform at school may also help the child avoid feeling embarrassed about being different, private schools, which have impressive academic results, have traditionally worn uniforms.*

## 6/7 Alone, then pairs

Before students listen, go through the task with them, highlighting that they can only write one or two words in each gap. Get students to give their ideas orally, and then play the audio. They can do this with a partner and look at the audioscript in Appendix 3 to check their answers.

### Answers

**Discussion about school uniforms:**

'Uniform' means the same in many worries about their appearance.

Giving students guidelines would be better than forcing them to wear uniforms.

Problem for teachers: checking what is acceptable and what isn't.

Bullying, fights and other tests may occur over fashion clothes.

Being in uniform makes people part of school community and increases pride in school and teenage.

Surveys: uniforms can improve academic results.

## CD2, Track 12

**Jen (teenage male):** I don't have a problem wearing school uniform. At least when I get home I can take off and change into something more comfortable.

**Cheryl (teenage female):** It's a though, but don't you think we look like penguins at school, everyone's wearing the same clothes?

**Jr:** But that's the whole point, isn't it? Uniform means the same, so at school there's no difference between us. Don't you know anyone whose parents can't afford to dress them in fashionable clothes at school? With school uniform, nobody has to worry if they look different.

**C:** But why should we be forced into wearing clothes that we don't like? Why don't they just give us some guidelines about what we can and can't wear? Would that be better? For example, no jeans, or everyone has to wear a white shirt or blouse?

**Ji:** Come on! You know as well as I do that everyone would soon find a way round the guidelines, and the teachers would find it impossible to know what is acceptable and what isn't.

**C:** Yes, I suppose you're right. On the other hand, they treat us like penguins then they shouldn't be surprised if we hit back. And I think the students should know what's acceptable and what isn't, in terms of school clothes.

**Ji:** Maybe, but that's not my original point. What about those kids who are just going to show off in their new fashions, and the kids who can't really keep up? You know, twill happen. Then we may get bullying and kids laughing at each other just because of the clothes.

**C:** Well, we certainly don't want any fights or confrontation over something like our clothes. Maybe the school should allow us all to vote and make a decision?

**Ji:** No way would we agree to wearing a uniform! But I would certainly vote for it. In any case, it makes me feel part of the school community, and I'm actually very proud of my school and my badge. Are you?

**C:** I guess so, but not wearing a uniform doesn't make me less proud than you, does it?

**Ji:** No, but we should feel proud to show off which school we go to, and one way to do that is by wearing a uniform. And another thing I've heard,

**C:** What's that?

- D** Well, in schools where students have to wear a uniform, there's evidence that they achieve better academic standards.
- C** Well, in that case ...

## F Language development: position of adjectives

### 1 Whole class

Look at the two example sentences and talk through questions (a–c) with the class.

#### Answers

- a different, hand-sown;  
b hand-sown cotton,  
c they look different

Point out that adjectives usually appear before a noun, and in some cases after certain verbs: be, seem, feel, become, appear, sound, taste, feel, get. Ask students what happens in their own language, and in any other languages they know.

### 2 Whole class, then alone

Go through the instructions with your students, checking that they understand what they need to do, and do the first part of the task (identifying the adjective in each phrase together).

#### Answers

- adjectives under red)  
a forgotten red go leaves  
b no red sooty smoke

- c old tinned wooden houses  
d expensive jacket  
e alternative styles of clothes  
f bright colour shirt  
g modestly dressed forms  
h fashionable clothes

Possible answers for sentences:

- a The indigo-dyed cloth saves the bees' fermenter.  
b Her touch appeared contemporary.  
c The houses were made in a traditional, wooden style.  
d The object is getting complex.  
e The styles of clothing appear more alternative.  
f Their approach has become more business-like.  
g The wearing of school uniforms is mandatory.  
h Those clothes look very fashionable.

## G Speaking

### 1 Small groups

In this final activity, students discuss the questions (a–g) in small groups. To keep students on task, give a short time limit for each question. You might also think about allocating questions (a–e) to different groups of students. All the questions could also be used very effectively in a debate activity, so with all speaking activities, allow your students to speak freely and without interference from you, but always provide feedback at the end.

## Reflection

Use the **Reflection** to remind students of what they have enjoyed in the unit. Students could set themselves a personal goal based on their scores for Unit 19.

## Exam focus

### Listening, Exercise 1, short extracts

#### Question 1

CD2, Track 13

V1 Good morning. May I help you?

V2 Yes, please. I need to buy this book on History at college.

V1 Do you want the book with or without the answer key?

V2 Well, the version without the answer key, please, as I think it's cheaper.

V1 Yes, it is cheaper. And we'll give you a free promotional history magazine with it as well.

V2 Ah, okay thank you... and since we weren't told about the book with the answer key, I definitely won't take it, thank you.

#### Question 2

V1 Excuse me! I'm trying to find my way to the restaurant. Which floor is it on?

V2 Actually there are two in this store. It depends if you want to just have a coffee or sit and have a meal?

V1 Hmm, I'm not sure. Maybe I should ask for my friend's advice.

V2 Well then, you need to go to the third floor if you arranged to eat a meal or on the ground floor for the cafe. The escalator is there on your left and you should find both of them without any problem.

#### Question 3

V1 So you keep going to the same old places for coffee with your friends? Are you bored of the same old names, the same old flavours of coffee? Then why not try 'Coffee Club', a new place to go, with fresh new coffee flavours and a large outdoor seating area where you can relax with friends? Try our new promotional coffees with coffee beans from far away countries and C. b. The coffee beans are specially selected for you, because we know what you like best!

#### Question 4

Ok children, listen to the schedule for today because we don't want any of you getting lost or being late this time. The bus will be here in about 60 minutes to take us to the sports centre. When you get there you can choose your programme either activities in the swimming pool or in the gym. But remember you're not allowed to stay on the outdoor playing fields. We'll have about four hours at the gym with a break in the way when we can go to the cafe for something to eat and drink. The bus to go back will be here at about two o'clock, just in time for you parents to meet you at school.

#### Answers

- 1a History
- b (i) ...vers or without the answer key  
(ii) free promotional history magazine
- 2a friend
- b third floor and ground floor
- 3a Fresh new flavours
- b outdoor seating area
- 4a sports centre
- b play or outdoor playing fields

### Listening, Exercise 2, note-making

#### Question 5

CD2, Track 14

Good morning everyone. Today we're going to talk about one of my favourite topics: cats, or at least the domesticated cat, which is the one many of us have living in our homes and gardens. We now know that the domesticated cat has been a part of human lives for about 12 000 years. Archaeologists found the skeleton of a cat in the eastern Mediterranean island of Cyprus in an area that is now named the Near East, but was formerly known as Mesopotamia. This particular cat had been deliberately buried along with a man, most probably its owner, and would suggest that a special bond existed between the human and the animal, many thousands of years ago.

Studies have shown that the domesticated cat descended from the African wildcat, and shares its ancestry with lions and tigers from about 10–15 million years ago. These

large cats in their turn have their ancestors from a migration around west Asia.

Domesticated cats became an important addition to society when humans began to settle down, around 10 000 years ago, when more permanent living settlements were built. Because humans were not moving around so much, searching for food, crops like wheat and barley needed to be stored, and where there are crops, there are mice. So the cat became more of a friend when humans realised how the cat could control the mice which were eating the crops.

The cat gradually became invaluable domestic catly due to its hunting skills, and since it was now living in close proximity with humans, it started adapting its characteristics to its new environment. It started to live living with and appealing to humans, and so the process of domestication began.

The country where the cat has played a dominant role and where initially I am thinking they originated from, is Egypt. But the domestic cat has actually only been part of Egyptian culture and tradition for the past 4,000 years or so. Egyptian culture was famous for its admiration of the cat through various humours during history commonly portrayed as a cat, or a woman with a cat's head. The word 'cat' itself comes originally from a North African word, 'kattah'. This word was then adopted by most European countries in various different forms such as 'katze' in German, 'gato' in Spanish and of course 'cat' in English.

Today, not surprisingly, the cat is the most popular pet in the world. In fact, there is a statistic that has shown that neither gender has a greater preference for cats. In the United States alone there are about 83 million domesticated cats and that accounts for 34 percent of Americans having a pet cat living around somewhere in their home. The worldwide population of cats exceeds 500 million although unfortunately not all of them live as a nice table mate of a pet. However, the cat has made a place 'in itself' in our hearts.

### Answers

- b** Talk about cats and how they became part of our lives. First domesticated cat found by humans about 12 000 years ago. Lives on Mesopotamian island of Cyprus. [1]
- b** Cat buried next to its owner in an area now known as the Near East although formerly named Mesopotamia. [1/2 + ½]

- c** Studies show domesticated cats evolved from African wildcat. Ancestors were lions and tigers. Hunted about 10-15 million years ago. Originating from west Asia. [1/2 + ½]
- d** Domesticated cats settled down, around 10 000 years ago, when humans built permanent settlements, storing crops, for example wheat and barley. [1/2 + ½]
- e** Mice attracted to these crops, so cats became important friends to humans. [1/2 + ½]
- f** Domestic cat only in Egyptian culture and tradition for around 4,000 years. However, lost popularity from North African word 'kattah'. Adapted by European countries, 'katze' in German, 'gato' in Spanish and 'cat' in English. [1/2 + ½]
- g** Cat most popular pet in world with men and women. In the United States about 83 million domesticated cats and the worldwide population is more than 500 million. [1/2 + ½]
- h** Not all cats have comfortable lives as pets. [1]

### Listening, Exercise 4, multiple-choice questions

#### Question 1

#### Answers

- |   |   |   |   |
|---|---|---|---|
| a | C | e | B |
| b | D | f | A |
| c | A | g | B |
| d | C | h | C |

#### CD2, Track 15

**Alfonso Flores:** Today I have the great honour of speaking to writer and fashion expert, Valentina Santini, winner of three World Press awards so far. Valentina has four homes, but we are meeting in her home in Florence, the only one located in Europe. To find out what the word 'fashion' means to her, isn't just the shoes and clothes tho, we see in magazines, or is it something else, something difficult to define? Judging by the look of your home, Valentina, you must definitely have an eye for everything that's tasteful and fashionable. It's a real pleasure to meet you!

**Valentina Santini:** The pleasure is all mine. I'm a great fan of your magazine, and of course of your writing.

**AF:** Thank you! To begin with, can you explain to us what 'fashion' actually means?

VS: Well, as someone once said: 'Fashion fades, style remains the same'. I think the most important thing to remember when talking about fashion, whether you're referring to clothes, furniture, accessories or even food, is that it is constantly evolving and changing, just like the sea. This is how it differs to style, which is more personal, individual, more like a pure which doesn't change.

AF: So, when we use the word fashion, we don't just mean the clothes that start off on the runways of fashion houses and which eventually end up in stores or online?

VS: Absolutely not. Of course, the fashion industry, as you yourself know, is massive, and the major sector is indeed the clothing industry. But we mustn't forget aspects of it such as makeup, beauty brands and furniture, which are just as important.

AF: True. Since we're talking about furniture, would you say that the pieces you currently have in your home are in fashion?

VS: Now, in clothes, there isn't just one particular style or one hundred fashion styles for furniture, nor indeed for interior design in general. In fact, there are hundreds, going back thousands of years, and turn all over the world. The list is endless! I would say this house is quite fashionable at the moment, and I feel very comfortable in my surroundings.

AF: I would expect that's a home fashion expert such as yourself. Can you tell me a little about fashion and makeup?

VS: Sure. Make-up probably one of the main reasons that makeup today is so huge in our society. I mean, if you visit Facebook, Instagram, YouTube, or any other social media, you can find thousands of makeup tutorials, methods, makeup trends, and so on. It's come to the point where, if you want to be fashionable, then you need to be able to keep up with this whole online bubble which is the fashion world.

AF: What would you say defines something as fashionable?

VS: As I said before, fashion is constantly changing. What makes it change are the great fashion houses whose job it is to design new and trendy items. The reason that high-end fashion brands are the inspiration for the fashion world is not just because of the quality they offer and their celebrity status, but it's also because they are constantly raising the stakes. They are creating trends, and everyone else just follows celebrities, music and film stars. Everyone wants something to be considered fashionable. In today's society, it needs to follow the guidelines exhibited by these fashion houses.

AF: Do you agree with this? If that's the case, then we would be buying new furniture every few months just so we can consider ourselves to be in fashion.

VS: Perhaps that's a little extreme, but I have met people who do this. It's a vicious cycle. I won't deny it, but it isn't all bad... in fact, I know for certain that the shirt you are currently wearing is from a very high-end and expensive fashion house!

AF: So it's changed!

VS: It's not a crime to love fashion, whether that love is for a pair of trainers or a designer sofa or a fast car. The best thing to remember is that if you love fashion, it's not going to hurt you, but not centre you. A truly fashion-conscious person knows that you take fashion and you make it your own. In the end, it is you who defines fashion, and you don't let yourself be defined by it.

AF: I absolutely agree with you and, really, I've been wonderful speaking to you Valentina; a real eye-opener! Thank you so much for your time!

VS: It's my pleasure.

# Focus on speaking: topic cards

**NOTE on Assessment Objectives (AOs) for Speaking:** In the Cambridge IGCSE speaking exam rubric, students need to communicate ideas/opinions clearly, accurately and effectively (S1); develop responses and ideas using a range of appropriate linking devices (S2); use a range of grammatical structures and vocabulary accurately and effectively (S3); show control of pronunciation and intonation patterns (S4) and engage in a conversation and contribute effectively to help move the conversation forward (S5).

## Learning objectives (LOs)

**Suggested activity:** Start the unit by focusing for a few minutes on the LOs box, making sure that students understand what they are going to be doing. Using the first LO as an example, ask students to identify where in the unit they can find the activities for the other four LOs. Get students to say which of the activities appeal to them the most, and ask them for the reasons.

## A Watch, listen and talk

### 1 Whole class, then alone

Explain that students are going to watch and listen to some IGCSE students talking about technology. As you play, students watch and listen, and should make a note of (a) what the speakers say about how technology has changed and developed, and (b) what technology the speakers could never live without and their reasons. Play the video twice so that students can check or add to their notes.

#### Answers

- a i how technology has changed and developed; it has changed quickly; technology has got smaller but more powerful; technology has replaced some people's jobs;
- b ii what technology could the students never give up: the Internet, mobile phones, medical machines.

Reasons they give: lack of communication, there are no international companies, it would leave the student helpless in an emergency.

### 2 Pairs or small groups

Depending on the size of your class, put students into pairs or small groups. They can discuss their notes and then

talk to each other about the technology they would like to see and use in the future. Do not start too much, but in the sum you get feedback from the class so that they know their efforts have been worthwhile. If time permits, you could write their ideas on the board and rank them according to your students' preferences.

## B Speaking and vocabulary

### 1 Whole class or small groups

If you are able to display the four images on a screen, this first task can be done as a whole-class activity, with students calling out their ideas about each of the four technologies. Otherwise, students work in small groups and discuss each of the four pictures in the Coursebook. Whichever approach you use, remember that you want students to speculate and express their ideas, and there are no right or wrong answers.

### 2 Small groups

Deal with any vocabulary and then students discuss the information (a-f-h) and decide which piece of information could match each picture in B1, giving their reasons. There are two for each picture. There is no need to supply only answers yet as students will find out for themselves when they read the text.

### 3 Small groups

More speculation is needed for this activity. Students think about the four technologies in more detail and discuss and agree on at least one or more words or phrases that they believe might appear in the texts. Encourage them, as always, to supply reasons for their choices.

### 4 Small groups

It may be the case that the questions in this activity have already been answered in previous discussion. If so, you can skip this and move on to B5; if not, students discuss and give reasons.

### 5 Groups of four

There are four texts, one for each of the four technologies, and each student in the group is going to read one text. Before reading, ask students to decide which of the six

headings (a-f) could fit each technology. There are two extra headings which they do not need to use.

#### Answers

- a the problem it solves [a]
- b Hot new tech! [B]
- c Smart anchor knows what's in the ridge [iii]
- d A clean solution to energy needs [ii]
- e The perfect thing for anyone going at a rate of knots [i]
- f Queen of the air [ii], part 2, [x]

## C Reading and speaking

### 1 Groups of four

- a Students decide who is going to read each of the four texts, and then go to the correct page to find it. The texts are on different pages so that students only read their own text.
- b Students read their text and find the answers to B2 and B3, without saying anything to their partners in their group.

#### Answers

- a every single movement of its feet [x]
- b sharpening the tweeter's concentration [i]
- c from the supermarket as well [ii]
- d a million-tonne jet's 80m wingspan [ii]
- e the best possible repair solution [iv]
- f the future is anyone's [i] horizon [iii]
- g thousands of metres [iii]
- h aerodynamically designed shoe [i]

Students take it in turns to give feedback to each other about B2 and B3.

### 2/3 Alone

Firstly, students look at the 12 questions (a-h) and select the three which they think they can answer from reading the text. Then they need to reread their text and write the answers to their three questions. Finally, they should identify at least two things in their text that they find particularly interesting.

#### Answers

- a How can you change the settings? [A] Hold down one of the buttons
- b How can the NCC teams predict a flight's arrival time? [D] latest radar technology

- c How is power provided to the turbines? [A] by an internal battery
- d How much power can six megawatts provide? [B] enough energy for six thousand average households for a year
- e What advantage do offshore turbines have over onshore turbines? [B] bigger and produce more energy
- f What help is available for people who do not want to go shopping? [C] an app to help place a supermarket order
- g What information does oven technology give? [C] what is inside the oven and how to cook it
- h What is the NCC compared to? [D] NASA's Mission Control
- i Where are the turbine components built? [B] France
- j Where can you find 'connected food' technology? [C] fridges and ovens
- k Which screen provides information about travel positions? [D] the second one
- l Who is most likely to buy the product? [A] athletes

#### WORD TIP

These two words, internal and inside, are probably not often confused, but internal may not be a word that students commonly use. Refer them to the exercise in the Workbook.

### 4 Groups of four

Students re-join their original group of four and discuss the answers to their questions, and tell each other what they found interesting in the text. They should do this without referring to the text, to avoid simply reading something for the others to listen to.

### 5 Groups of four

Students decide which of the other three texts they would most like to read, based on what they now know.

## D Language focus: Compound subjects

### 1 Whole class

Read through the information with the whole class and ask them to answer 1–4 below a–d. If you cut out the four sentences on the screen, you will be able to more easily highlight the compound subject and main verb in each one.

**Answers**

- The soaring purpose of the neon blue light on the shoe's step is unknown ...
- ... some aerial wind turbines are much smaller ...
- ... the new, bright exoskeleton, built on exoskeletons, will bend and flex a giant amazing to resist.
- NASA's Moving Control means that as parts of its space exploration ...

**2/3 Alone**

Depending on how challenging you want this to be, you could set up D3, so that students only need to read one more text of the four in this unit. As they read, they need to find examples of compound subjects with a main verb – in order to assess students, specify that the compound subject must include at least two words (before the main verb).

**Possible answers**

**STUDENT A:** The perfect thing for anyone going at a rate of knots

- Self-lacing trainers have arrived, not long after Marty McFly wore a pair. Back to the Future Part II. Now he has invented the HyperSole 1.0 trainer, featuring an 'adaptive lacing' system that automatically tightens the shoe's moment in wearer steps. It. The trainers are powered by an internal battery that lasts for about two weeks between charges.
- The soaring purpose of the neon blue light on the shoe's step is unknown, but it looks a bit like the one from the NanoMag trainers worn by Marty McFly in the 1985 film Back to the Future II. McFly, who was played by Michael J. Fox, [put] on a pair of self-tightening NanoMag trainers after travelling forward in time.
- Nike has pitched the trainers squarely at athletes, promising that they would reduce slippage caused by loose laces, thereby shortening their wearer's competition. Senior executives did not dare to suggest that their target market was actually people who could not be bothered to tie up their shoelaces.
- The self-tightening system is activated when the wearer steps. It has a sensor inside the shoe, which instantly measures their weight and foot position. A series of micro-sized pulleys then pull together a mesh of filaments around the heel, tightening it when the user walks. Plus, and minus buttons on the side of the shoe allow the wearer to tighten and loosen the fit. Using over the minus button for more than two seconds fully closes the shoe so that it can be removed.

- A study by scientists has found that we are hard-wired to be lazy, or at least, to conserve energy as much as possible. The research found that even if the participants enjoyed wearing braces that caused them to crawl, would unconsciously opt for the 'walking' route to the most economic present. It was said that the HyperSole 1.0 trainers would last 'the best', for three years' wear, after being worn two or three times. After a while, they would gather enough data that would be applied to other 'smart' clothing and wearable technology.

**One Word Tip In Section C**

Adapted from: <http://www.theguardian.com/technology/2011/jul/04/tesla-share-token-2009-03-06-21/03/10>

**STUDENT B: A clean solution to energy needs**

- The future is definitely beyond the horizon, with massive wind turbines out to sea and even above the wind turbines above the clouds providing a clean solution to the world's energy needs. While Europe has always been at the forefront of wind energy technology, the United States has finally joined the party.
- Deep-water turbines are extremely large, and one alone can generate six megawatts of power – that's enough energy for six thousand average households for a year. Their height is twice as high as the Statue of Liberty, with a diameter the equivalent of a Boeing 747's wingspan. On the other hand, some aerial wind turbines are much smaller, with a diameter of around 12 metres.
- The clean energy company Deepwater Wind is building a wind farm of fifteen mega turbines off the coast of Rhode Island in the state of New England, USA. Eventually, there could be as many as 200 such turbines, providing a significant proportion of southern New England's electricity needs. The turbines only are manufactured in China and assembled on site, with great attention being given to ensure that clean energy is beneficial for everyone and everything, including the whales which inhabit the waters off Rhode Island.
- Underwater noise from drilling and oil exploration activities will cause calves to stop breathing when the whales are present. The whale is said to be the loudest animal, and many boats will travel more slowly to create less noise as possible. There has been worry among the boating community, but the

- Dangerous Wind?** Turbines **will** **blow** up at 15 km/h but do not pose a threat to passing birds. It has, too, been **likely** to be unaffected by the offshore turbines as studies show that migratory birds tend to fly near the coast and not out in sea where the turbines would be.
- 6 Offshore wind turbines** **have** the advantage over onshore turbines in that they can be much bigger and therefore produce more energy. **Transporting** turbine parts overland to onshore sites is complex, involving high costs and time, whereas off-shore **turbine components** **can** **be transported** on barges out to sea. This is a much cheaper and time efficient solution.

(Extracted from: *Down to business: The future is beyond the horizon in Royal Wings*, Raya Jovanovic, flight magazine, May/June 2016)

#### STUDENT C: Smart kitchen knows what's in the fridge

- 1 **It's** **experience** **as** **far** **as** **anyone** **who** **regularly** **shops** **at** **home**: **you're** **at** **the** **supermarket** **buy** **17** **things** **you** **need** **for** **the** **next** **week** **but** **you** **can't** **remember** **you** **have** **butter** **at** **home**. **So** **what** **do** **you** **do**? **To** **go** **out** **to** **buy** **it**? **And** **then** **when** **you** **get** **back** **it**, **you** **did** **buy** **butter** **the** **last** **time** **you** **were** **at** **the** **supermarket**, **didn't** **you**? **And** **once** **you** **get** **home** **and** **look** **for** **the** **butter**, **you** **find** **out** **that** **you** **haven't** **got** **any**.
- 2 **But** **what** **if** **you** **could** **actually** **see** **the** **contents** **of** **your** **fridge** **from** **the** **supermarket**? **A** **sky** **thought**, **that** **is** **somethin'**? **In** **fact** **the** **technology** **is** **ready** **here** **in** **the** **form** **of** **kitchen** **appliances** **which** **contain** **built-in** **technology** **built** **in** **to** **kitchens** **etc** **etc**? **There** **are** **even** **some** **appliance** **that** **logistics** **firm** **with** **big** **fridges** **etc** **etc**, **but** **the** **new**, **brightly-coloured**, **hands-on** **appliances** **with** **embedded** **Wi-Fi** **are** **amazing** **in** **residential** **use**.
- 3 **Once** **you** **have** **the** **app** **available** **and** **downloaded** **it** **to** **your** **smart** **phone**, **you** **will** **receive** **a** **live** **feed** **from** **inside** **your** **fridge**. **Apart** **from** **showing** **you**, **so** **you** **don't** **have** **to** **worry** **about** **running** **out** **of** **food**, **the** **technology** **will** **tell** **you** **what** **you** **can** **make** **with** **the** **contents** **by** **putting** **data** **from** **an** **online** **store** **of** **the** **sorts** **of** **recipes**. **The** **app** **will** **even** **help** **you** **to** **remember** **what** **you** **forgot** **to** **bring** **to** **the** **supermarket** **yourself**.
- 4 **The** **oven** **technology** **can** **sense** **what** **is** **inside** **the** **oven** **and** **tell** **you** **how** **to** **cook** **it**. **It** **provides** **information** **on** **the** **correct** **cooking** **time** **and** **the** **right** **temperature**, **depending** **on** **the** **food's** **weight**, **the** **cue** **model** **and** **even** **the** **altitude** **of** **the** **place** **where** **the** **kitchen** **is** **located**. **There** **is** **even** **technology** **which**

**allows** **family** **members** **or** **friends** **to** **get** **around** **a** **screen**, **choose** **a** **recipe** **and** **then** **make** **it** **together**.

- 5 **And** **for** **those** **who** **want** **some** **non-human** **company**, **you** **can** **install** **cameras** **in** **your** **kitchen** **ceiling**, **and** **the** **technology** **will** **enable** **you** **to** **watch** **you** **self**-**putting** **controls** **on** **a** **cutting** **board**. **The** **app** **will** **tell** **you** **that** **yes**, **those** **are** **carrots**, **and** **will** **pay** **back** **a** **video** **of** **you** **chopping** **the** **carrots** **while** **also** **giving** **you** **a** **cash** **bonus** **to** **the** **online** **store**.

(Adapted from: *Smart kitchen knows what's in fridge*, in Gulfnews, 31 May 2016)

#### STUDENT D: The problem solvers

- 1 **When** **you** **have** **200,000** **passengers** **travelling** **an** **average** **of** **30** **days** **every** **year** **through** **the** **Emirates** **but** **in** **such** **conditions** **keeping** **the** **network** **in** **perfect** **running** **order** **is** **not** **an** **easy** **task**. **That's** **where** **the** **NCC** **Enters**. **Network** **Control** **Centre** **and** **its** **heat** **ing** **heat** **of** **the** **air** **less** **than** **recovery** **comes** **into** **play**, **playing** **a** **crucial** **role** **in** **the** **smooth** **running** **of** **the** **airline**.
- 2 **In** **much** **the** **same** **way**, **NASA's** **Mars** **Control** **monitors** **all** **aspects** **of** **its** **space** **exploration**, **the** **NCC** **manages** **every** **flight**, **every** **departure**, **every** **arrival**, **and** **every** **single** **movement** **of** **its** **fleet**. **As** **such**, **a** **diverse** **new** **center** **has** **been** **set** **up**, **among** **a** **team** **of** **highly** **specialised** **individuals**, **communicating**, **coordinating** **and** **solving** **problems** **on** **a** **daily** **basis**. **Made** **up** **of** **10** **different** **departments**, **each** **has** **its** **own** **distinct** **area** **of** **specialism**. **For** **example**, **there** **are** **crew** **scheduling**, **journey** **planning**, **fuel** **calculations**, **crew** **for** **a** **specific** **flight**, **while** **the** **team** **of** **flight** **despatchers** **arrange** **flights** **and** **plan** **the** **best** **route** **for** **any** **given** **day**. **All** **team** **of** **engineers**, **each** **trained** **on** **specific** **aircraft** **types**, **is** **able** **to** **recommend** **the** **best** **possible** **repair** **solution**.
- 3 **But** **these** **lets** **the** **need** **for** **different** **departments**, **meaning** **s** **achieved** **in** **isolation**, **with** **all** **the** **teams** **working** **together**, **using** **their** **unique** **skills** **sets** **to** **develop** **the** **best** **approach** **to** **each** **situation**. **It** **is** **the** **responsibility** **of** **everyone** **to** **ensure** **that** **flights** **stick** **to** **schedules** **as** **possibly** **as** **possible**, **no** **matter** **what** **happens**.
- 4 **The** **NCC** **relies** **on** **a** **number** **of** **key** **pieces** **of** **technology** **to** **help** **ensure** **that** **flights** **operate** **on** **time**. **For** **example**, **using** **the** **latest** **radar** **technology**, **the** **team** **can** **predict** **the** **exact** **time** **an** **aircraft** **will** **land**, **taking** **into** **consideration** **wind** **speed**, **the** **flight** **path** **and** **even** **the** **aircraft's** **current** **speed**.
- 5 **The** **focal** **point** **for** **the** **entire** **department** **is** **the** **giant** **floor-to-ceiling** **video** **screen**, **which** **shows** **vital** **information** **such** **as** **aircraft** **holding** **patterns** **and**

which runways are in use. A second screen shows a live feed of aircraft positions, delivering a complete picture of the entire Emirates network at any given moment in time, and ensuring the highest level of connectivity for its passengers.

Adapted from 'The problem solvers in Open Skies', *Emirates night magazine*, May 2008

### 4/5 Whole class, then alone

Look through the information with the class, highlighting the use of *either* and *neither* phrases. Then students work alone in the best and correct form of the verb in sentences (a–i). Notice that there is also an exercise in the Workbook.

#### Answers

- Eating, sleep and reading is/are enjoyable activities.
- Cherries and strawberries is/are my favourite fruits/ice cream.
- Neither the president nor his assistant has/has replied to my question.
- Mum as well as Sarah enjoys/have chocolate ice cream.
- Either the books by the door or the flip-flops in the living room are John's.
- Neither Marcus nor Carole lives/live in that house.
- Wind and rain as well as snow cause/causes problems at airports.
- Either you or your brother are/is going to go first.
- Either the chicken or the fish in the freezer needs/needs to go beyond four hours/tomorrow.

## E Listening and speaking

### 1 Alone, then pairs

Students work alone and carefully read the five prompts, deciding which ones they think are the least and most challenging. They should then discuss with their partner and give reasons for their ideas. Generally speaking, the last couple of prompts tend to be more challenging than the earlier ones, but this may not be the case the listening is students' choice to talk about.

### 2 Alone, then pairs

Students are going to listen to six different people responding to the five prompts in the two cards they have just been studying. As they listen, students decide which person matches each of the five prompts. There is one extra person

speaking who does not match any of the prompts. After listening, students work in pairs to compare their answers.

#### Answers

- |        |  |
|--------|--|
| Olaf   | positive and negative effects of technological advances on our lives |
| Aisha  | the suggestion that technology destroys privacy                      |
| Tom    | all is well if you need to use technology effectively                |
| Mari   |  |
| Pedro  | technology you could not live without                                |
| Maryam | what you think the greatest technological achievement is, and why    |

### CD2, Track 16

- |         |   |
|---------|---|
| Olaf:   | I don't think it's very negative! Technology is only positive   |
| Aisha:  | I don't have a problem if people know about me. I've nothing to hide anyway                           |
| Tom:    | My age group was born with technology and we've grown up with it, so we don't need special skills     |
| Pedro:  | My phone? No need to even think about it!   |
| Maryam: | There are so many other things about technology, but for me all the smart phones take my breath away. |

### 3 Alone

Students now think about how the five speakers' introductory phrases could be expanded. In the next six phrases (a–f) for students to look at and match to the five speakers (Mari has already been excluded) in 1/2. Students do the matching, decide which phrase does not fit, and then listen to check their answers.

#### Answers

- |           |          |
|-----------|----------|
| a Aisha.  | d Tom.   |
| b Maryam. | e X.     |
| c Olaf.   | f Pedro. |

### 4/5 Alone

Students listen again to the audio track CD2 (16) and then they can share with their partner and check the audodescriptions in Appendix 3.

#### Answers

- or even that all information is open to everyone?  
Aisha
- can only see the downsides of technology? Olaf

- c thinks that new technology is not difficult to understand. Tom
- d receives recommendations from friends. Maryam
- e would find it difficult to live their daily life. Pedro

CD2, Track 27

- Pedro:** My phone. No need to even think about it. We all have one. In fact we've all had one for so long that we probably can't imagine our life without one. It's just normal to have one. If you took my phone away from me, I just wouldn't be able to operate normally. Life would be meaningless.
- Tom:** My age group was born with technology and we've grown up with it, so we don't need social skills. Of course, if a new technology comes along then we have to learn how to use it. But, I believe that we can easily transfer our skills from one technology to another – we're not stupid, are we?
- Maryam:** There are so many amazing technologies, but for me all the smart phones leave my breath away. It seems like there's an app for everything and anything you might want to do. And the great thing is that every day a new app comes along. My friends make you aware of an app that they've never even enjoyed using.
- Olaf:** I can't think of any negatives! Technology is only useful. Just think of how we use it every day. What's not to like about technology? The point nowadays is that everything involves technology to some extent, so it's impossible for us to continue without it.
- Aisha:** I don't have a problem if people know about me. We nothing to hide anyway. I think the only people who worry about privacy are criminals. I don't even think we have any issue of why someone knows what about us because nothing is secret in the 21st century.

## 6 Pairs

Students work together to discuss possible responses to the follow-up questions. Then they can role-play and try to use expressions from the language box and think of other ideas.

## F Speaking

### 1/2 Pairs

Students go back to Section F in Unit 15 to remember how spoken language is assessed in the Canbridge IELTS examination. Then they complete the gaps in the criteria (a–f) using the words in the box.

### Answers

- a The candidate uses a range of [structures] accurately and consistently.
- b The candidate uses simple structures securely.
- c Studies of [meaning] are achieved and some sophisticated ideas are communicated.
- d The candidate uses a restricted range of [vocabulary].
- e Pronunciation and intonation are generally clear.
- f The candidate makes an attempt to respond to [questions] and prompts.

## G Watch, listen and talk

### 1 Alone, then pairs

Prepare students to watch a video of a student practising a discussion with a teacher about Technology. The student is responding to the same prompts that they have already seen in Section E. Students need to decide which, if any, of the criteria from Activity F2 could apply to the student, and give their reasons.

### 2 Alone, then pairs

Students now watch a second student responding to the same prompts and decide if they perform better or worse than the first student, giving their reasons. They also need to decide again which, if any, of the criteria from Activity F2 could apply to the student, and give their reasons.

### LANKA UNIT TIP

There have been several examples in the Coursebook of introductory phrases and litter for students to use in their spoken language. In this final unit, the focus is on introductory phrases for giving opinions.

### TOP TIP

This Top Tip reminds students that they should respond to the prompts in the same order as they appear on the topic card.

## H Reading and writing

### 1 Pairs, then whole class

The five pictures show technologies which were ground-breaking when they were first invented. Students work together to answer questions (a–d), and then do whole-class feedback so they can share their ideas together. There are no right or wrong answers to them.

### 2 Pairs

In pairs students match the words, and then discuss what they consider to be today's greatest technological invention. Then they work together to find the names in the table. When they have done the matching, e.g. ask them to answer the questions (a–f) below.

**Answers:**

- 1 f, 2 a, 3 c, 4 b, 5 d,
- 6 e, 7 b, 8 g, 9 c, 10 i

### Communication Activity

For questions H2c and H2d tell students that they are working in a committee which has to select what they think are the top three most useful technological inventions from the list of ten. So, they need to discuss how to reduce the list.

In question 12 students are asked to read an article about technological inventions, and then write a summary of the ways in which technology has made our lives easier and more convenient. As a variation, divide the paragraphs between different students and get each pair to read their paragraph (or paragraphs) and note down two or three important points in it. Then in whole-class feedback, students find out about all the other paragraphs, and then write their summary. Don't tell students what summary

is not usually about the whole text, but about a specific part of parts of it.

Here are some sample summaries with answers from (i) an IGCSE Core and (ii) an IGCSE Extended student. Both answers would probably score at the top bands for both content and language.

#### i Core

Technology developed faster over the last ten years. Today our communication is made easier by mobile telephones, not only for short calls but also for internet access. This has been easier, faster and faster to cope with the invention of tablets. Now we can take the most impressive for a screen to get fast and news as they are installed in most establishments. The PC, with the internet to target the focus of the whole world and the mouse makes it easier to use. Digital music has reduced waste and remote controls make it easier to control appliances. We can immediately share photos from phones and have face-to-face conversations. [107 words]

#### ii Extended

The article discusses technology's greatest inventions and explains how technology continues to evolve throughout the ages, changing the way we live and work. It then gives examples that reveal how our lives have changed since the mobile phone, the microwave, the GPS and possibly the creation of the cell, the PC. The article also refers to the memristor which is described as still being in its 'infancy'. In that given an explanation is given about the memristor which make our lives much easier and ends with a reference to the idea of a car containing that would have seen considerable success. Features like 100 years ago. So many new things and yet there could more technological inventions appear every day. [116 words]

## Reflection

Use the Reflection to remind students of what they have achieved in the unit. Students should set themselves a personal goal based on their scores for Part 20.

## Exam focus

### Speaking, Part 2, topic card

**NOTE:** The exam focus is on speaking, and involves students in looking at a new topic card, and then taking on the roles of examiner and student, using the prompts on the card.

### 1 Pairs

Students work together and look at the prompts, discussing how they might respond to each one. When they are ready, students take on the roles of examiner and student, using the topic of Life in 100 years' time and the prompts on the card. The job is to monitor and encourage when necessary, and provide any language students are struggling with. However, this should be an opportunity for students to build their confidence and fluency.

# Workbook answers

## Unit 1: Free time

### Exercise A1

- a free time
- b shopping centre
- c discount price
- d online puzzles
- e amaz-ing ap-
- f resistance training
- g creative story
- h board game
- i loyalty scheme

### Exercise A2

- a creative story
- b resistance training
- c board game
- d online puzzles
- e amaz-ing ap-
- f shopping cent-
- g loyalty scheme
- h discount price

### Exercise A3

- a General and sports injury. All others are methods to improve fitness.
- b Apo. A technical term and software but others give information in a traditional way
- c Amaze is a verb. The others are adjectives
- d An evening is not a compound noun (a noun made up of two parts).
- e Swimming is a sport that does not use a ball.
- f Cinema - the plural is not formed by adding 's' and 's'
- g Stalls because it is an individual place (plural here) but the others are group words

### Exercise A4

- a shopping mall
- b football
- c fun
- d adults
- e stalls
- f announced
- g delighted
- h app

### Exercise A5

- a You should drink about three litres (litres) of water each day.
- b This laptop costs over £1000. It's got 19 gigabytes (GB) of RAM, so you need to buy a new one.
- c The speed limit on motorways in many countries is 100 miles per hour (mph) (kmh).
- d A bag of sugar normally weighs about 1 kg.
- e Temperatures rise to about 45°C (°Cels) in ~~July~~ our country in the summer – it's very hot.
- f A key on a lap-top normally measures about one centimetre (cm).
- g My daughter is going to run a marathon, so she runs about five kilometres (kms) every day to prepare.
- h The shop is only about 100 metres (m) away. I'm sure you can walk it!!
- i On the map a millimetre (mm) doesn't look very far, but in reality that's a very long distance.

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### Exercise A6

- a original
- b original
- c unique
- d original
- e unique
- f unique

### Exercise B1

ANSWER'S

### Exercise B2

Adjective – Noun box

A suitable family : delicious meat / nutritious milk / amazing space / exciting year / numerous date trees / sandy rocks

C suitable pool / young boy / empty pool / large cinema

### Exercise B3 (possible answers)

Cyprus / hair / last summer / clear / yellow / skills / / competitive / outside / cold / challenging / fun, trendy

**Exercise B4**

- |              |               |
|--------------|---------------|
| a warmth     | e fascination |
| b efficiency | f enthusiasm  |
| c stranger   | g memory      |
| d delight    | h impression  |

**Exercise C1**

- |   |   |
|---|---|
| a true                                  | d fact – sometimes only<br>one word is required |
| b true                                  | e true  |
| c false – the situation<br>etc keywords | f true  |
|   | g true  |

**Exercise C2**

- a What are the six ways that can help a person become successful?
- b What is the minimum amount of daily exercise?
- c What kind of books will improve your skill  
of reading?
- d Other than school and colleges, where else good  
places to learn?
- e What two examples are given in how you can help  
other people?
- f Why is it not healthy to only focus on  
your studies?
- g What people should you always give priority to in  
your life?
- h Is it important to include all of the points listed in  
order to be successful? Why / not?

**Exercise C3**

- a six words or phrases
- b a number
- c two types
- d name of a type of place
- e two types of activities
- f a reason
- g yours
- h yes / no answer

**Exercise C4**

- |  |
|--|
| a exercise, music, free classes, volunteer, reading,<br>friends and family |
| b half an hour a day   |
| c fiction and non-fiction  |
| d institutions and the internet  |
| e clean up the highway after work or a soup kitchen                        |
| f stresses you out and prevents you from developing<br>other skills        |
| g friends and family   |
| h not only some of them  |

**Exercise C5**

- |                 |
|-----------------|
| a physical      |
| b confidence    |
| c instructor    |
| d underestimate |
| e neglect       |
| f incorporate   |

**Exercise D1****Core**

Do 4 ways is a good idea. Do hobbies and leisure time other than  
work to have fun and stimulate the mind and body.

For 12 classes or reading tips in that you're always learning  
something new. Furthermore, exercising is always a good  
way to enjoy yourself and get fit, while volunteering  
you're using your free time to help others. I believe the best  
way to enjoy these activities is to do them with friends.  
That way you are enjoying yourself in the company of 3  
persons you like (in 2 words)

**Extended**

It's always good to have another focus other than work  
whether it's hobbies or regular abilities. In order for  
you free time to be productive and enjoyable you need to find  
activities that you like are something to concentrate on for  
Physical activity doesn't have to take place in a gym  
environment, you might prefer dancing or taking long walks.  
If you don't like reading try volunteering or learning to

race pattern. This allows them to keep their pattern as very heretical, so you're documenting a rare animal that needs protection. Furthermore, it gives you something to write about in case I ask for it. (109 words)

## Unit 2: Television

### Exercise A1

- |          |        |        |
|----------|--------|--------|
| a - v    | d - i  | g - ix |
| b - viii | e - v  | h - i  |
| c - vii  | f - ii | i - vi |

### Exercise A2

No set answers

### Exercise A3

Mobile	phones
Vocational	work
Social	media
Television	programme
Living	standards
Information	leaflet
Sound	system
Smart	phones
Pocket	money
a	pocket money
b	smartphones / mobile phones
c	vocational work
d	mobile phones / smartphones
e	sound system
f	living standards
g	social media
h	information leaflets

### Exercise A4

- |                |                |
|----------------|----------------|
| a - obviously  | c - obviously  |
| b - apparently | d - apparently |

### Exercise B1

- |                 |                 |
|-----------------|-----------------|
| a - beautifully | e - fashionably |
| b - completely  | f - generously  |
| c - doubtfully  | g - hungry      |
| d - eventually  | h - incorrectly |

### Exercise B2

- |                 |                 |
|-----------------|-----------------|
| a - incorrectly | e - correctly   |
| b - eventually  | f - temporarily |
| c - hungrily    | g - generously  |
| d - completely  | h - healthily   |

### Exercise B3

No set answers

### Exercise C1

- |         |          |         |
|---------|----------|---------|
| a - v   | d - vi   | g - vii |
| b - vii | e - i    | h - v   |
| c - ii  | f - viii |         |

### Exercise C2

- True – index 79%.
- True – that milestone involves the adoption of digital TV.
- False – most people wouldn't now pay for their TV though get it over the-air.
- False – in Africa in particular, fewer than a third of the households own a TV set.
- True – nonetheless, many retailers are already facing low expectations as shipments of TV sets continue to decline.
- True – we have to remember that the official definition of television is rapidly changing.
- True – change is certain though; for the foreseeable future, television will continue to dominate how the world's population gets its information and entertainment.

**Exercise C3****Core**

Dear Sir/Madam,

After thinking carefully about what I have chosen, I would like to propose and I hope you agree with my likes the ones I have picked.

My first choice, is the Great British Bake Off, it's reality television show, which I think you can be aired at eleven o'clock in the evening. It's a very entertaining baking competition, which I believe can be watched and enjoyed by all. The fun is both adults and children. My second choice, is the crime series Silent Witness. This episode is an adult program, which I believe should be aired at either ten or eleven o'clock at night, as there are some scenes which are disturbing for children. It's a good programme though for adults and teenagers.

Sincerely,

Jane Brown

**Extended**

Dear Sir/Madam,

I was greatly honoured to be chosen to select two programmes of my choice to be aired on national television. I very much hope that you will appreciate my choices.

The first programme selected, is a current affairs programme called Panorama, which investigates a wide range of current subjects which take place around the world. I think it would be wise to air this programme at around eight o'clock in the evening. Although it is not inappropriate in any way, some of the subjects discussed are quite complicated so I would suggest it is to be viewed neither perhaps by young teenagers.

The second programme I chose, is Charlie & the Chocolate Factory, it's a series of children's adventure books which focuses on the more gruesome type of chocolate that are not taught in school. It's of course very light-hearted, colourful and enjoyable for children and young teenagers, and I believe it would be good if it were aired on itself in the afternoon, after school.

I hope that you have enjoyed my suggestions, and thank you again for this opportunity.

Sincerely,

Amit Patel

**Unit 3: Food****Exercise A1**

Possible answers

Apple	Noodles
Bread and butter	Catfish meat
Cakes	Pasta
Dates	Quinoa
Eggs	Rice
Fish	Salamis
Gnocchi	Sushi
Honey	Upside-down cake
Ice cream	Veal
Juniper berries	Walnut salad
Ketchup	Xigua
Lasagne	Yogurt
Milkshake	Chouquettes

**Exercise A2**

Possible answers

Fast food	Traditional food	Neither
Ice cream	Baked beans	Apple
Ketchup	Cake	Juniper berries
Milkshake	Dates	Ostrich meat
Noodles	Eggs	Quinoa
	Ish	Lun
	Gnocchi	Upside-down cake
	Honey	Veal
	Lasagne	Walnut salad
	Rice	Xigua
	Salamis	Chouquettes
	Pasta	
	Yogurt	

## Exercise A3

				D	A	T	C	-			
				S	D	P	G	S	O	N	Z
				C	A	B	I	n	e	t	
R	v	E	i	s	-	E	R	S	-		
F	I	&	S	I	I	R					
			z	e	g	G	E	-			
				z	-	S	I	S	-		
					I	N	C	K	C	A	O
				N	e	L	E	C	T	e	c

## **Exercise A4**

- |   |          |   |            |
|---|----------|---|------------|
| a | conze    | e | neglected  |
| b | targets  | f | cabinet    |
| c | insist   | g | registers  |
| d | memorise | h | suspension |

## Exercise A5

- |   |        |   |        |
|---|--------|---|--------|
| a | invest | d | invest |
| b | invest | e | invest |
| c | invest | f | invest |

## **Exercise B1**

- |   |   |  |
|---|---|--|
| a | Supposing they don't come,                                  | then you'll have to go without them.         |
| b | Well, save the house as soon as they come so we're no late. |  |
| c | We should get there as soon as we're no late.               | providing that there's not too much traffic. |
| d | As soon as they told me,                                    | I know they didn't want to come with us.     |
| e | If we've taken the right decision,                          | but that's supposing the weather is good.    |
| f | We'll definitely go and celebrate                           | providing you pass your driving test.        |
| g | The child will be sick,                                     | If he eats all those sweets.                 |

## **Exercise B2**

- a Does it take longer to cook brown rice than white rice?
  - b How long does it take you to write an essay?
  - c What time do you get up to have breakfast?
  - d Where do you have to study each day?
  - e When do you sit down to watch television with your family?
  - f Why do we have to study grammar?

### **Exercise B3**

### No set answers

## Exercise C1

- a Total % of targets of obesity
  - b Weight management
  - c Shoppers' habits
  - d Statistics on the sales of fattening foods
  - e Sales of healthy products
  - f Not just what you eat

## Exercise C2

- a Peer pressure
  - b Being surrounded by fast food
  - c More TV (2/3 present with overweight or obese)
  - d Advertising (in young people has no effect (children are just as overweight there))
  - e By what shopkeepers are buying
  - f Fatty foods and fizzy drinks
  - g Supermarkets and vegetable have more cafes and restaurants have an increase in healthy eating and sales of salads increasing

## Exercise D1

Core

### Particulars of assets

I come by my targets from major companies in the food industry, to find out about the contents of their products, I contact and interview their food companies, and I contact brands and health food companies.

For today we will have the competition between the products with the healthy food products. This way, I believe we can start understanding more about what we eat and become more careful about the food we choose to put into our bodies. I would love to hear more ideas from you because we currently work as a school to create healthy lifestyle and I would like everybody to be involved with the process. In order to make our school a healthier place, we need to work together so, I am expecting plenty of ideas from all of you.

Thanks,

Zoe Mendacu (140 words)

### Extended

Dear friends and fellow students,

We recently got contact from companies in the food industry, to find out what they put in the food that we eat.

I sent letter to a major fast food company in our area, a company which focuses on fast food diets, an organic farm and a company which creates and sells coffee. Want to find out what things they claim about their products are true, and what lies remain actually go into the things that we do easily put into our mouths.

Once we get this information, I'm planning to carry out a survey to see how many of us actually know what we are eating, whether it's healthy or not, and if the information we receive from the companies adds up to other sources. That way, I hope that we can all be enlightened and understand better about eating healthily.

If any of you have got any idea about how we can promote healthy eating, please contact me. It would be great if could organize a week for this campaign and show that we care about living healthy and nutritious lives.

You're,

Berry Rodriguez (180 words)

### Exercise D2

#### Extended

The most famous tree here is the lime, which grows everywhere here in Cyprus. Lemons are so abundant that people pick them up off the streets. Lemons are famous for their nutritional value as they contain high levels of Vitamin C, far more than oranges and grapefruits. They contain fewer calories per 100g and no saturated fat or cholesterol. Because of their citric acid contents (up to 9%) they are excellent as a natural food preservative but also as aids to human digestion. Lemons benefit the both skin and oral cavity problems.

A popular reported product in Cyprus is breakfast cereals, which because we eat this meal is supposed to be healthy. However, there is a lot of sugar and flavourings in a packet cereal from anywhere. Also, because there is very little protein in them, cereals do not make you feel full for a long period of time. Many people add sugar or honey to their morning bowl of cereals and this risks making you put on weight.

Stick with natural products and stay healthy. (190 words)

# Unit 4: Transport

## Exercise A1

v	c	t	b	k	i	b	d	q	w	p	x	s	y	m
Y	U	L	F	Q	I	E	Z	H	A	X	D	V	N	M
Z	R	S	L	C	Y	F	D	E	C	N	I	A	R	T
K	I	R	Y	-	M	I	K	V	A	W	X	P	Q	J
V	G	E	S	L	I	E	Z	O	U	K	E	J	S	O
B	L	I	U	F	9	T	E	X	C		Y	H	A	S
E	O	B	A	R	B	I	V	O	S		Z	M	Q	I
F	-	D	O	O	A	E	E	J	S	-	G	X	I	S
L	P	T	A	T	L	A	E	R	Q	P	L	B	N	E
N	O	A	J	B	L	N	C	I	C	A	R	G	Y	C
M	A	T	S	F	D	W	D	E	B	E	F	U	C	L
S	W	C	P	M	O	D	M	B	A	J	G	Q	S	I
W	I	D	W	G	N	N	A	X	A	W	V	W	Q	X
F	A	P	R	-	G	?	T	Y	V	O	J	C	S	W
V	V	G	G		Q	S	R	S	D	A	M	Q	U	Y

## Exercise A2

- a ferry
- b car
- c bicycle
- d motor
- e balloon
- f bus
- g motorcycle
- h train
- i aeroplane
- j boda boda

## Exercise A3

- a disaster
- b disasters
- c catastrophe
- d disaster
- e catastrophes
- f catastrophe

## Exercise A4

- a Too many are so badly polluted that they are damaging my car.
- b The risks Howell to dangerous levels that might affect the rain.
- c It's not always possible to compare examples, livehoods as so many factors are involved.
- d A lot of strain was put on the family after the divorce.
- e There were many fatalities after the accident on the highway.
- f Women have campaign for equal rights in many countries.
- g If you use your initiative, imagination and creativity, you could be fast.
- h There was a surprisingly high number of participants for the marathon.

## Exercise B1

### Example answers

- a We always avoid talking to strangers – prevent accidents.
- b Last month I travelled to Uganda – past simple.
- c I've just wasn't waiting – present continuous.
- d I will write my master's thesis – future simple.

## Exercise B2

Noun	Verb	Noun	Verb
Decision	Decide	Protection	Protect
Expression	Express	Examination	Examine
Admission	Admit	Suggestion	Suggest
Cancellation	Cancel	Subtraction	Subtract
Education	Educate	Graduation	Graduate

## Exercise B3

### No right answers!

## Exercises C1 and C2

- 1 (i) Afterwards  
have accidents.

- (ii) 2 pieces of information  
A joined other and wear a crash helmet.

2 (i) A > some information  
Because he was frightened.  
(ii) A place  
Home to the hospital.

3 (i) Reason  
He was recommended.  
(ii) A place  
The country side

4 (i) Information  
Surprise because people trust so much.  
(ii) 1 to 2 hours  
On the way a driver passed the driver and said,

### Exercise D1

- |   |          |   |          |
|---|----------|---|----------|
| a | Sugway   | d | battery  |
| b | walshing | e | American |
| c | police   |   |          |

## Exercise D2

Background

## Exercise D3

- a** Two gears side-by-side.
  - b** Reverses sometimes stand.
  - c** Travelling with English.
  - d** It's not fast.
  - e** Electric generator/ engine.
  - f** Bumpy and only grass mat to sit on.
  - g** Fast way of getting down the hill.
  - h** Two drivers crowded in truck, one with two children.

## Unit 5: Holidays

## **Exercise A1**

- |   |           |   |              |
|---|-----------|---|--------------|
| a | newspaper | e | swimming     |
| b | mountain  | f | volcano      |
| c | easy      | g | freshwater   |
| d | popular   | h | professional |

- i* *comp. to* *k* *normally*

## **Exercise A2**

**Across:**

- |              |              |    |           |
|--------------|--------------|----|-----------|
| 2            | complex      | 9  | show off  |
| 5            | paramour     | 10 | silliness |
| 6            | twinkling    |    |           |
| <b>Down:</b> |              |    |           |
| 1            | vulcanic     | 7  | act. ally |
| 3            | peculiar     | 8  | endemic   |
| 4            | professional | 11 | busky     |

### Exercise A3

- |   |             |   |            |
|---|-------------|---|------------|
| a | stationery  | d | stationary |
| b | stationery  | e | stationary |
| c | stat. 30000 |   |            |

## Exercise A4

- a ready - the others describe having money
  - b satisfied - the others describe what they need food
  - c calm - the others describe no stress
  - d sick - the others describe doing something
  - e lacking - the others describe being homeless
  - f insignificant - the others describe importance/lack

## **Exercise A5**

- |   |               |   |           |
|---|---------------|---|-----------|
| a | calm          | d | lacking   |
| b | insignificant | e | idle      |
| c | needy         | f | satisfied |

## **Exercises B1**

As the husky dogs had to cross the snow-covered fur which showed up against the gray sooty beauty of the hostile frozen snow,  
the dogs had to climb from the lush green fields of the outer  
hills to the crevices of the gray capped mountain. On their  
paws they wore shackles, consisting specially made leather  
boots, due to the powerful hind legs would receive from the  
constant trudging. The dogs were used to an easier life, living  
at ground level, on the plains and rolling in the white spray of  
the freshwater lakes near their homes.

## Exercise B2

- a I live in an English-speaking country
- b Shakespeare's an author who is very well known
- c She never cooks and only buys ready-made food.
- d She lives in a flat in a 20-storey building
- e It's a two-year-old cat and it has a soft coat.
- f It's a very brightly lit room. I don't like it.
- g She is a part-time worker because of the children.

## Exercise C1

Actually /ək'ʃuənl/ to be honest /tə bē hən'stənt/ /tə bē hən'stənt/

## Exercise C2

Let me think (2)

To be honest (3)

Well (3)

I'm ... (2)

Actually (2)

## Exercise C3

- a Worrying doesn't help
  - You can prepare to cover the questions you will be asked in personal
  - These questions are not there to challenge you
- b The question in Part 1
  - The examiner is there to encourage you.
  - It's not assessed
- c Using your own language
  - Don't use your native language
  - Tell the examiner you don't understand
- d Phrases to show you don't understand
  - 'I'm sorry, but I don't understand what you mean'
  - 'Could you repeat that please?'
  - 'Could you say that more slowly please?'
- e Not having enough to say
  - Keep speaking
  - Ask more questions to you can.
- f No topic
  - Not being tested on your knowledge
  - Tell the examiner but then talk about a related topic that you're more comfortable with

## Exercise D1

- g Punctuation
  - They do not expect to you to sound like a native speaker
  - Some punctuation is you've understood
- h Mistakes
  - You could be penalised particularly if a few too many mistakes are made

## Exercise D1

- a Search /sɜːf/ for key words in the text
- b Read the questions
- c Underline the key words
- d Ask yourself whether information is the question is asking for

## Exercise D2

- a How many methods of transport are available to reach the islands of Sicily?
- b What's Sicily famous for?
- c Name four 'treasures' of the islands
- d Which other part of the world are the islands comparable with?
- e How many people live on the islands of Sicily?
- f What do you need to do before traveling between the three islands?
- g On which island is the Old Wesleyan Chapel?
- h Where can you find the second-oldest grotto in Britain?

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## Exercise D3

- |              |                  |
|--------------|------------------|
| a isles      | d treasures      |
| b chapel     | e seas of Sicily |
| c lighthouse | f transport      |

## Exercise D4

- |  |                           |
|--|---------------------------|
| a two  | d the tropics             |
| b a native   | e 7000                    |
| c exotic plants, wild flowers, coral reefs, sunbathing, castles, swimming, white sandy beaches | f check-in desks andilles |
| g St. Mary's   | h St. Agnus               |

# Unit 6: Learning

## Exercise A1

- |               |              |
|---------------|--------------|
| a grasp       | g primary    |
| b grammar     | h programme  |
| c go...de     | i round trip |
| d collapse    | j facilities |
| e counselling | k linking    |
| f career      | l fees       |

## Exercise A2

- |             |              |
|-------------|--------------|
| a focus     | d grammar    |
| b programme | e go...ce    |
| c contact   | f facilities |

## Exercise A3

- a The students often go to the cafeteria to relax and have a break.
- b You should go to accommodation and welfare if there's a problem with your flat.
- c There are good working facilities at the college, with ATMs everywhere.
- d I'm very depressed about exams, so I went to the counselling service and they really helped me.
- e I go every day to the sports centre to play table tennis.
- f You're not allowed to live in the dorms because people smoke there.
- g We are always busy at the weekends as the social and leisure programme is excellent, full of great activities.

## Exercise A4

- |            |                       |
|------------|-----------------------|
| a practise | e practice            |
| b practice | f Practice! Practice! |
| c practice | Friendly              |
| d practise |                       |

## Exercise B1

- a The dog had to defend the boy in the park.
- b Because she misunderstood the instructions, she did the activity incorrectly.
- c The exercise was complicated and so she finished quickly.
- d They wanted to visit the area, as it was so beautiful.
- e He missed the bus because he overslept again this morning.
- f We looked at him in suspicion because of the lies he was telling.
- g They cooperated well with you all to finish the project quickly.
- h Because the country's currency was devalued, prices rose dramatically.
- i She was overjoyed when she had her hair restyled.
- j They did not foresee that the house would be destroyed during the hurricane.

## Exercise B2

### Across

- |              |               |
|--------------|---------------|
| 2 transform  | 9 pick it     |
| 4 disbelief  | 10 self...one |
| 7 accomplish |               |

### Down

- |                   |             |
|-------------------|-------------|
| 1...ay off        | 6 cooperate |
| 3...overlook      | 8 devolve   |
| 5...misunderstand |             |

## Exercise B3

- |                    |                 |
|--------------------|-----------------|
| a...sustainability | e happiness     |
| b...cher...y       | f imagination   |
| c...excitement     | g...insistently |
| d...s...dancer     | h...lo...e      |

## Exercise B4

- |              |               |               |
|--------------|---------------|---------------|
| 8 carelessly | d...beautiful | g...worthless |
| b...grateful | e...harmless  | h...useless   |
| c...homeless | f...colourful |               |

## Exercise C1

- a infected with hostile creatures
- b on the verge of
- c no physical damage
- d gaming addict or
- e can be so extreme
- f more likely to suffer
- g for hours on end
- h to eat properly
- i in poor physical condition

## Exercise C2

- a creatures
- b to another place
- c that you have aches, getting a migraine and realise that you haven't had anything to eat or drink
- d where the main nerve between the forearm and the hand is squeezed or pressed
- e migraines
- f being seated in the same position
- g because they don't want to take the time to prepare anything
- h those already in poor physical condition

## Exercise D1

### Core

Dear Antonia,

Our parents are threatening to control how and for what we use our computers at school! We are going to suggest dedicating time for both physical and computer activities because they are always complaining that we use our computers instead of using active.

We don't only play games on the computers, we also use them for research and for a lot of school work, like projects. I think the best solution would be for the students to promises to use the school computers only for school purposes and we can use our computers at home for fun. Do you have the same problems as us at your school?

Love to everyone,

Marta (114 words)

### Extended

Dear Dr. a.

I know you have to deal with this too; but our parents are constantly complaining that we that our computers at school are now they are threatening to restrict our computers at school! We've decided that we should draw up a petition to physical activities after school. This way, we can be more active and get exercise like adults want us to, but we also get to use the time we want on the computers.

They think that we only use computers for fun, but of the time I spend here, I use them for research and for school projects. So much of the information we can find from the internet is unreliable and it only makes it complicated for us. I believe that we should be allowed a certain amount of leisure time on the school computers after we have finished our work, rather than completely controlling what we do and how we do it. Adults should respect our needs. What are your thoughts on this matter?

Lots of love,  
George (171 words)

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## Unit 7: Jobs

### Exercise A1

- a Surgeon - Many years of training are necessary to do this job, which can be very challenging and commanding. They play a very important role in our society in looking after people and making the news ..
- b teacher - After a university education is very important for this job. They play a very important role in our development, as an adult and we learn many interesting things from them.
- c Police officer - Maintain peace and security in our cities and wear uniforms so that they can be easily identified. Men and women are both necessary in this job.
- d Engineer - They do many different jobs in the building and construction of a city. Again, a university degree is extremely important as there are so many areas to learn about.

### Exercise A2

- |            |                |
|------------|----------------|
| a ago      | d sometimes    |
| b suddenly | e furthermore  |
| c suddenly | f consequently |

**Exercise A3**

Mishap – accident / accidently

Contrast / difference – however / in spite of

Detail – specifically / in this case

Result / consequence – consequently / as a result

Example – for example / such as

S. summary – in other words / for this reason

**Exercise A4**

- |                  |                |
|------------------|----------------|
| a In other words | e as a result  |
| b specifically   | f in this case |
| c in spite of    | g consequently |
| d hardly         | h success      |

**Exercise A5**

- |            |                   |
|------------|-------------------|
| a accept   | e except          |
| b accepted | f accept / except |
| c except   | g except          |
| d accept   | h accept / except |

**Exercise B1 / B2**

- a If you're you, I'll visit the doctor soon to check that doggy.
- b If you think it would be better if you come later, as I won't be ready.
- c It might be a good idea to read the book before seeing the film.
- d Why don't we take the dog for a walk now, before it gets?
- e I don't think she should buy that car, as it's too expensive.

**Exercise B3**

- |     |     |     |
|-----|-----|-----|
| 1 d | 4   | 7 d |
| 2 e | 5 c | 8 b |
| 3 f | 6 g | 9 e |

**Exercise B4**

No set answers

**Exercise C1a**

ii They are normally jobs that other people do not want to do.

iii People get their clothes and bodies dirty.

**Exercise C1b**

No set answer

**Exercise C2**

- |                 |                |
|-----------------|----------------|
| a void          | h involve      |
| b certain       | i graphic      |
| c alongside     | j inundated    |
| d pilot         | k commissioned |
| e juxtaposition | l concept      |
| f wit           | m concise      |
| g hazards       |                |

**Exercise C3**

- |   |                            |
|---|----------------------------|
| a crime jobs  | h the cameraman            |
| b discovery   | i the crew                 |
| c November 2003   | j dangerous                |
| d 189   | k disgusting               |
| e 2012  | l resultant                |
| f illustrations   | m admiration               |
| g role of the personalises of the men and women who do the jobs | n former                   |
|   | o 'Somebody's Gotta Do It' |

**Exercise C4**

No set answer

**Exercise D1**

Baggage handler tasks	What makes it a dirty job?
Someone who likes working outside.	Can be hot and sweaty
Someone who is physically strong	Luggage travelled many places
Someone who can work at night.	The vehicles they use

## Exercise D2

### Core

These baggage handlers needed at Airport Terminal 1. Salary ranges from \$10 to \$17 per hour. The job offer is part-time or part-year, starting on the 2<sup>nd</sup> of May. Working hours for students so the work hours are 10 to 15 a week not during weekends. Although we do not need a specific achievement, we will show preference to applicants who IGCSEs in English and Mathematics. A uniform will be provided due to working conditions being in all types of weather. (CV words)

### Extended

At Airport - Terminal 1, area baggage handlers are needed for part-time or temporary employment. The pay rate changes from \$10 to \$17 an hour depending on shift, hours, experience and age. It is a job suitable for students due to the working hours to be no more than 10 to 15 hours a week including weekends and nights. An applicant must be fit and healthy due to the lifting and carrying that is involved. No academic qualifications are required, but it's nice to have preferences may be a good to apply after IGCSE in English and Mathematics. A uniform will be provided for all weather conditions. (CV words)

## Unit 8: Communication

### Exercise A1

- a hundred - 100s
- b one-fifth - 1/5
- c six hundred and eighty - 680
- d three hundred and fourteen thousand percent - 314000%
- e thirteen - 13<sup>th</sup>
- f thirteen to nineteen - 13-19
- g one million - 1 000 000
- h four hundred and ninety-two - 492
- i sixty-three thousand and sixty-four - 31 064
- j ten - 10

## Exercise A2

- |                |                   |
|----------------|-------------------|
| a 68064        | f 314000%         |
| b 13/6         | g 1/5             |
| c 680 diagrams | h 13 combinations |
| d 492          | i 130%            |
| e 1 million    | j 13-19           |

## Exercise A3

- |                              |                      |
|------------------------------|----------------------|
| suitcase - bag               | sidewalk - pavement  |
| check - b.l.                 | truck - lorry        |
| janitor - caretaker          | restroom - bathroom  |
| crib - nappy                 | fall - autumn        |
| license plate - number plate | resume - CV          |
| cookies - biscuits           | zucchini - courgette |
| gas - petrol                 | zip code - post code |
| trashcan - dustbin           |                      |

## Exercise A4

- |                                 |                      |
|---------------------------------|----------------------|
| a license/plate/number<br>plate | d fe /autumn         |
| b resume/CV                     | e factory/factory    |
| c zip code/post code            | f automobile/vehicle |

## Exercise B1

- |         |         |
|---------|---------|
| a true  | e true  |
| b true  | f true  |
| c true  | g false |
| d false |         |

## Exercise B2

- a The world's first known printed book by Li Shih-chien
- b The first construction of an electric telegraph given by the US inventor Morse
- c The first personal computer known as Apple II designed
- d Flying pigeons are used as postmen in Baghcaec.
- e A kind of paper made from bamboo leaves opened by the Chinese

- f The first postage stamp is introduced in Britain, called the Penny Black.
- g The telephone is invented by an Italian called Marconi.
- h The use of the first television is demonstrated in London.
- i Writing is developed on clay tablets by the Sumerians.

### Exercise B3

- a It has been recorded that the fire is out of control.
- b It's rough, but saving money is better than spending it.
- c What a modern building was built for hundreds of thousands of euros (by the municipality).
- d Different public holidays are celebrated around the world (by countries).
- e Another satellite for the weather has been sent up (by NASA).
- f The film *The Lord of the Rings* was also enjoyed by people who loved the book.

### Exercise B4

- a 3000 BC ... Writing is developed on clay tablets by the Sumerians.
- b 1300 BC ... A kind of paper made from bamboo is developed by the Chinese.
- c 868 ... The world's first known printed book is developed.
- d 1000 ... Pigeons are used as postmen (by King of Sicily).
- e 1837 ... The first demonstration of an electric telegraph is given by the US inventor Morse.
- f 1840 ... The first postage stamp is introduced in Britain, called the Penny Black.
- g 1871 ... The telephone is invented by an Italian called Marconi.
- h 1926 ... The use of the first television is demonstrated in London.
- i 1976 ... The first personal computer known as 'Apple' is designed.

### Exercise C1

- a abandoned – left alone
- b engrossed – very interested

- c manipulated – controlled or influenced
- d relentlessly – never ending
- e dozen – twelve
- f potential – leading to success
- g solitude – being alone
- h exemplary – excellent

### Exercise C2

- a true - I realised it had been much his
- b false - what surprised me was the singer
- c true - in one hands that we adults should be holding

### Exercise C3

- |                |               |
|----------------|---------------|
| a dozen        | e manipulated |
| b engrossed    | f exemplary   |
| c abandoned    | g potential   |
| d relentlessly | h solitude    |

### Exercise C4

- a because they were engrossed with their own private screen.
- b Because the eyes of the parents are also fixed on their own devices.
- c Nursery rhymes and baby names.
- d Highly commercialised.
- e A screen consumer.
- f Through imitation and role models.

### Exercise C5

#### Core

Dear Editor,

A great deal has changed in our society over the generations since our children, but I believe one of the main changes has been in communication.

The telephone has developed into smartphones which have internet access. PCs; they have become mini computers. Furthermore, because of our unlimited access to the Internet, social media has become a hub for us to communicate with friends and family. Shared experiences are connect with people all around the globe. Our careers have been of this. They used to wait days for a letter or a postcard from a friend, sharing news via email today.

more active and the only way they could communicate away from home was through postcards.

There aren't that many differences between the two generations, but communication has definitely something that has developed significantly over the years, and it will continue to do so.

Yours respectfully,

Marc Mersal (140 words)

### Extended

Dear Maria,

Although there is not such a large generation gap between you and I, I would like to talk about the topic of communication. I believe that things have changed a great deal over recent years.

My generation has had the luxury of growing up in a time when the development of communication technology has really evolved within a number of years. Take for example the mobile phones, we're able to communicate this way with someone within seconds through the use of a simple call, a text message, and now with smartphones even through the internet. Our parents in the earlier years, I thought they had telephones, they could not connect anyone with anyone as they would have to walk down the street or wait on the bus.

Nowadays we have emails and social media. We can catch up with a sibling and anyone within a second. We no longer have the need for telegram or letters like our parents did. Our friends and family don't have to wait days for one to receive a postcard. Before being that said, during holidays, they can have a look at what's in an album, because of photos we posted only seconds ago, everything has become easier, quicker and more accessible.

Yours respectfully,

Marc Mersal (80 words)

## Unit 9: Interviews

### Exercise A1

- |         |         |              |          |          |        |         |          |           |          |            |           |           |
|---------|---------|--------------|----------|----------|--------|---------|----------|-----------|----------|------------|-----------|-----------|
| a. date | b. show | c. interview | d. order | e. point | f. fan | g. show | h. class | i. notice | j. check | k. release | l. minute | m. strike |
|---------|---------|--------------|----------|----------|--------|---------|----------|-----------|----------|------------|-----------|-----------|

### Exercise A2

- |          |             |           |              |             |          |
|----------|-------------|-----------|--------------|-------------|----------|
| a. fault | b. drawback | c. faults | d. drawbacks | e. drawback | f. fault |
|----------|-------------|-----------|--------------|-------------|----------|

### Exercise A3

Role	Recipient
Employer	Employee
Interviewer	Interviewee
Partner	Trustee
Payer	Payee
Nominator	Nominee
Advisor	Advisee

### Exercise A4

- |                   |                           |               |             |            |            |
|-------------------|---------------------------|---------------|-------------|------------|------------|
| a. train, trainee | b. interview, interviewer | c. pay, payee | d. employer | e. trustee | f. advisor |
|-------------------|---------------------------|---------------|-------------|------------|------------|

### Exercise A5

- |       |                   |              |               |          |              |         |           |
|-------|-------------------|--------------|---------------|----------|--------------|---------|-----------|
| a. CV | b. Qualifications | c. Interview | d. References | e. Skill | f. Education | g. Name | h. Duties |
|-------|-------------------|--------------|---------------|----------|--------------|---------|-----------|

### Exercise B1

Function	Example
To give a direct order	Come here.
To give instructions	Turn the pages slowly.
To make an invitation	Come for dinner.
On a sign or ticket	Keep out.
To give friendly form of advice	Have a quiet word with her about it.
Give a warning	Care!
Make an offer	Hello. Have a seat!

**Exercise B2**

- |                   |                     |
|-------------------|---------------------|
| a Don't worry     | f Be careful.       |
| b Be smart        | g Make sure tidy up |
| c Don't shake     | h Take              |
| d Try             | i Be polite         |
| e Look interested | j Accept            |

**Exercise B3 (Other variations possible)**

- a Don't say that you've got no experience.
- b Throw them at the end of the application.
- c To type in connection with L.
- d Read the instructions carefully.
- e Write clearly and in pencil.
- f Complete subsections of the form.

**Exercise C1**

Speaker 1 D

Speaker 2 E

Speaker 3 F

Speaker 4 G

Speaker 5 H

Speaker 6 I

**Exercise D1**

I am 16 years old and live at home with my parents and their children in a small village near Florence in Italy. I am currently studying for my GCSEs at an international school in Florence. Because my mother is German, and I grew up learning German at home, I took my German GCSE a few years ago.

For the past two years, we've been helping my dad every Saturday in his workshop in the village. He's a craftsman who designs and builds wooden furniture. I enjoy working with him; it's like a hobby for me, but I do feel weird to do the same thing because I'm more interested in sport.

Painting, paper or leather things, and when ever I have free time, which is not very often, I like to paint buildings. We are lucky because Italy has so many beautiful buildings and I love to record them in my paintings. (152 words)

**Unit 10: Education****Exercise A1**

acquire	diminish
prepare	recognition
ignore	reduction
apply	retention
understand	intend
examination	concentrate
homework	learner
teacher	topic
exaggerate	cosmopolitan
overworking	

**Exercise A2**

- |                 |                |
|-----------------|----------------|
| a dedicated     | f concentrate  |
| b diminish      | g overwhelming |
| c technique     | h interact     |
| d revolutionary | i cosmopolitan |
| e support       |                |

**Exercise A3**

- |               |               |
|---------------|---------------|
| a engaged     | d concentrate |
| b concentrate | e concentrate |
| c engaged     | f engage      |

**Exercise A4**

Across:

- |               |             |
|---------------|-------------|
| 3 study       | 8 lectures  |
| 7 examination | 10 homework |

**Down**

- 1 college                    5 school  
 2 education                6 teacher  
 4 uniform                  9 notes

- e to begin with - initially  
 f add - contribute  
 g good name - reputation  
 h person who has a university degree - graduate  
 i rely - depend

**Exercise B1/B2**

- a present simple/present continuous (v)  
 b modal + infinitive/present simple (i)  
 c present simple/past/future (v)  
 d present simple/present continuous (v)  
 e present continuous/modal, + infinitive (i)  
 f modals, past/present, simple (i)

**Exercise B3**

- a If you don't have time during the week, they'll go to the cinema on Saturday.  
 b If we leave now and stay, then nobody will notice us.  
 c We had known about your money issues, we would've helped you.  
 d If you, I would not buy those tight trousers.  
 e We would've arrived earlier if we had not missed the train.  
 f If I didn't have a mobile phone, my friends wouldn't be the same.  
 g That's no problem. I will get the food if you buy the drinks.  
 h If I hadn't seen you, I'd you would be sure not to tell anybody.  
 i She wouldn't have gone out with you. If you had invited her along.  
 j I couldn't have read your notes. If you hadn't hidden them in such an obvious place.

**Exercise B4**

No set answers.

**Exercise C1**

- a connected to education - academic  
 b money you earn - salary  
 c not enough - short  
 d costs - expense

**Exercise C2**

- c not included in a group

**Exercise C5**

- |         |         |
|---------|---------|
| a false | e true  |
| b false | f false |
| c true  | g true  |
| d true  | h false |

# Unit 11: Achievements

**Exercise A1**

- |                 |                 |
|-----------------|-----------------|
| a all equipment | f prevent       |
| b ballet        | g collect       |
| c equipment     | h strongest     |
| d event         | i memorable     |
| e record        | j walking stick |

**Exercise A2**

- |                 |             |
|-----------------|-------------|
| a dissuade      | f blizzard  |
| b explorer      | g stuck     |
| c inhalation    | h legible   |
| determinate     | i nations   |
| e irresponsible | j struggled |

**Exercise A3**

- |                  |                |
|------------------|----------------|
| a 0.71 kilograms | e 3.28 seconds |
| b 123            | f 14.19        |
| c 60 000         | g 2341°C       |
| d 56.7 °C        | h 3000m        |

**Exercise A4**

- |                          |                         |
|--------------------------|-------------------------|
| a 5 hours and 50 minutes | f 8.1 cigarettes a day  |
| b 1 196 000 tonnes       | g 157,345,000           |
| c \$21757,000            | h 162 minutes per day   |
| d 86.2 years             | i \$150 per square foot |
| e 152 million            | j 96.3% of seats        |

**Exercise A6**

- |              |              |
|--------------|--------------|
| a climb      | d climbed    |
| b clambering | e clambering |
| c climb      | f climbing   |

**Exercise B1**

- a That's the saddest film I've ever seen.
- b Is that the tallest building in the world?
- c It's the fastest animal in the world.
- d That's the furthest I've ever run before.
- e Which dress is the most expensive?
- f I think English breakfast tea is the tastiest.
- g Would you carry the heaviest bag please?
- h I think that is the most beautiful painting.

**Exercise B2**

- a When she went out in the cinema, she ~~wouldn't~~ wasn't doing her homework.
- b The cat ate all the chicken that my mum had just cooked.
- c He hadn't been to the countryside before it got dark.
- d When she arrived at the theatre, the play hadn't already started.
- e They had lived in Italy before they moved to France for good.
- f If you had listened to me you would have got that job.
- g My brother had got his car by the time I arrived.
- h She got really upset when she realised she'd left her laptop on the bus.
- i The children were really hungry because they hadn't eaten for ages.
- j They haven't got together to celebrate his birthday and bought her flowers.

**Exercise B3a**

In the first part of the sentence the word *more* is being used as an adjective before the word *sixes* – in other words, it is describing *sixes*. In the second part, the word *more* is being used as a noun, which is why it is plural *moretimes* after the number 20.

**Exercise B3b**

- i The box of chocolates weighed 500 grams, but most of that was packaging (adjective)
- ii It was a one-storey year old building (adjective)
- iii The watch cost more than 500 dollars and it's made of silver (noun)
- iv That's a 50 gram piece of gold, but I have no idea of its value (adjective)
- v He's only 16 years old, but he's already got a place in the Ivy League (noun)
- vi It was only a 50 dollar hotel, but the service was excellent (adjective)

**Exercise C1**

- a Jean-François Champollion – iii Linguist
- b Wolfgang Amadeus Mozart – vi Composer, classical music
- c Nadia Comăneci – v Olympic gymnast
- d Malala Yousafzai – Campaigns for girls' education
- e Mary Shelley – i/v Author
- f Louis Braille – v Developed reading system for the blind
- g J.R.R. Tolkien – vi / vii Author
- h Florence Nightingale – vii Nurse and nurse

**Exercise C2 / C3 / C4 / C5**

No set answer

**Exercise C6**

- |                             |                    |
|-----------------------------|--------------------|
| a Louis Braille             | d Malala Yousafzai |
| b J.R.R. Tolkien            | e Nelly Corneille  |
| c Jean-François Champollion | f Mozart           |
|                             | g Louis Braille    |

- h Florence Nightingale    j J.R. R. Tolkien  
i Mary Shelley

## Exercise C7

really think that Florence Nightingale made the greatest achievement out of all the people listed above. Although not involved in nursing you can't be what it is today as she managed to start the way nursing operates today and changed the profession's nursing industry forever. Furthermore, in the year of 1860, Florence Nightingale established the first professional nursing school at St. Thomas' Hospital in London. The nursing school was the first one of its kind worldwide and is a now part of King's College London. (95 words)

# Unit 12: Organisations

## Exercise A1

c	s	t	g	y	z	e	i	o	r	n	s	p
o	r	b	k	r	l	y	v	c	e	s	q	h
n	e	c	f	l	z	u	s	i	g	r	o	p
t	g	a	e	z	c	t	e	e	y	w	e	i
l	a	t	f	y	w	i	r	i	f	w	q	t
n	n	l	c	z	m	u	g	h	c	z	e	i
e	e	a	.	a	t	g	d	c	r	m	o	s
h	t	u	o	n	v	l	r	o	n	m	e	t
t	t	l	e	g	c	c	r	h	r	s	f	p
s	o	v	r	r	i	j	c	u	l	s	v	x
o	c	c	x	p	t	o	r	a	t	i	o	e
a	m	l	e	r	e	h	p	s	l	m	e	h
e	p	r	o	g	r	a	m	m	e	o	;	d
y	z	b	s	j	z	g	j	h	x	e	;	j
z	l	f	c	t	u	b	z	r	o	a	r	h

## Exercise A2

- a hemisphere    e explanation  
b continents    f destination  
c adventure    g teenagers  
d expedition    h emergencies

- i location    k programme  
j environment    l organisation

## Exercise A3

- a location    d destination  
b location    e destination  
c destinations    f location

## Exercise A4

- a bear    e cows    i land  
b arch    f organ    j sores  
c rates    g now    h act  
d art    h act

## Exercise B1

Remember that defining relative clause provides extra information about someone or something. If we remove the non-defining relative clause from a sentence, the sentence will still make sense.

## Exercise B2

- a They had to put feed the squirrel, which stole the little boy's sandwich.  
b Do you eat at that restaurant, the one which you visited a year ago?  
c There's one woman, who owns the local shop, but she's currently not working today.  
d To get to Alberto's house, take the road that leads off of... turns down it.  
e The boy who lives next door has offered to look after my house while I'm away.  
f No one of you & the other money is a great friend.  
g I'm looking for the person whose car is blocking mine.  
h He received very bad grades for his essay, which he finished quickly.

## Exercise B3

- a skipping, which should be done regularly, is a very important way to stay healthy.  
b Michael went to University in London, where he was studying English Literature.

- c Michael, who was too poor to pay the fees, had to leave the University.
- d My grandmother, who goes swimming every day in the lake, is 75.
- e The car, which our teacher's son drives up to 300kph, costs \$150,000.
- f These trousers, which are a lovely dark blue colour, only cost me \$15.

### Exercise B4

- a Incorrect – Neither Sue nor Harry does as they are told.
- b Correct.
- c Incorrect – Either the dogs or the cat knew to go.
- d Incorrect – Hassan could find the key to the front door under the mat / Hassan couldn't find the key either underneath the mat.
- e Correct
- f Correct

### Exercise B5

- |                 |                 |
|-----------------|-----------------|
| a either / or   | d neither / nor |
| b either / or   | e either / or   |
| c neither / nor | f neither / nor |

### Exercise C1

- |                     |                  |
|---------------------|------------------|
| a Black panther – i | c Ocelots – iv   |
| b Jaguars – ii      | d Oncillas – iii |

### Exercise C2

**Conservation** – We aim to save as many animals as we can from sad circumstances, like circuses, captivity and zoos.

**Raise awareness** – To educate people worldwide about these animals and to learn to love and respect them and their environments.

**Work with government** – To work with the authorities to change laws in order to protect all species of animals.

**Endangered birds** – As with our orangutan project, we aim to release the animals into the wild with the help of our supporters and the government.

### Exercise C3

- a To change people's attitudes and perceptions about animals.
- b Circuses, zoos and homes.
- c Birds and dogs.
- d i. Reproduce
- ii. Make people fall in love with them
- iii. Reproduce areas
- iv. Reintroduce the animals into the wild
- f To change laws to protect animal species
- g They will be regarded.
- h They can be released into the wild.
- i They live together and cover the area.

### Exercise C4

No set answers

### Writing

#### Extended

Recently, I've had a two-day visit to the Black Jaguar – White Tiger TM Foundation, an organization which is a leader in wildlife conservation and a specialist about wild animals and their long-term survival. The foundation also rescues animals from many different situations, like zoos, where they are in danger.

During my visit, I learned that we should always let animals live in places that are similar to their own natural environment, like jungles and forests, instead of keeping them in zoos and places where they will be unhappy. Also, it is important to make their lives much more realistic, because we can cause an imbalance in the way the animals live. They are still alive, not humans.

I think that I would enjoy telling my family and friends about my experience at the foundation and am planning to do a presentation to my school so that my friends can learn more. Also, I am going to write an article with photos for my school website. They need to understand and respect living and respecting all living things, and not to treat just the living. (100 words)

# Unit 13:

## Famous people

### Exercise A1

confidence	independence	ambition
determination	selfishness	optimism
skill	dominance	
fearlessness	strength	sociability

### Exercise A2

- a self-assured – confident
- b loyal – dedication
- c stubborn – determination
- d cheerful – optimism
- e courageous – fearlessness
- f self-reliant – independence
- g self-centred – selfishness
- h controlling – dominance
- i experienced – skill
- j strong – strength
- k determined (to succeed) – ambitious
- l friendly – sociability

### Exercise A3

No set answer

### Exercise A4

No set answer

### Exercise A5

- a ferocious – very strong
- b bewildering – overwhelming / very great in amount
- c prolific – alert/quick
- d accessible – easily reached or understood
- e renowned – well-known

### Exercise A6

- |                      |                     |
|----------------------|---------------------|
| a <u>prolific</u>    | c <u>accessible</u> |
| b <u>bewildering</u> | d <u>friendly</u>   |
| e <u>renowned</u>    |                     |

### Exercise A7

No set answer

### Exercise A8

- |                    |                    |
|--------------------|--------------------|
| a <u>problem</u>   | d <u>obstacles</u> |
| b <u>obstacle</u>  | e <u>problem</u>   |
| c <u>obstacles</u> | f <u>obstacle</u>  |

### Exercise B1

- a It is a really expensive holiday; nonetheless they are going for a week.
- b They were fully invited to the exhibition; yet only one of them is going.
- c He was very careful with carrying the plates but still broke several of them.
- d The book was really difficult, so next I had better start finished it in a week.
- e She had just eaten her dinner; nevertheless she also managed to eat a cake.
- f Carefully, she sat and revised for the exam all night, but then she failed.
- g Even though she goes to the gym most days, she has put on so much weight.
- h The price for local apples has been cut markedly, so that people are buying imported ones.
- i She doesn't like cats very much but anyway they've adopted two kittens.

### Exercise B2

- |                                  |                              |
|----------------------------------|------------------------------|
| a <u>impossibly</u> – adverb     | f <u>lively</u> – adjective  |
| b <u>difficulty</u> – noun       | g <u>supply</u> – noun       |
| c <u>comply</u> – verb           | h <u>elderly</u> – adjective |
| d <u>apply</u> – verb            | i <u>lastly</u> – adverb     |
| e <u>exhibitorially</u> – adverb |                              |

**Exercise C1**

Felix Baumgartner  
The sound barrier

**Exercise C2**

- |                 |                  |
|-----------------|------------------|
| a aviator       | e 7000           |
| b skydiver      | f extreme        |
| c sound barrier | g capsule        |
| d dangerous     | h helium balloon |

**Exercise C3**

- a sound barrier (v.) A sudden increase in air resistance to something moving at speed of sound.
- b helium (ii) A gas that is lighter than air.
- c capsule (i) A small part of a space craft.
- d daredevil (ii) A reckless and very daring person.
- e novice (iv) Pulled.
- f bullet (x) A fast or continuing crop.
- g launch (v) To send something into outer space or the air.
- h weeping (i) Crying.
- i famed (x) Famous, well known.
- j marksmanship (xii) Expertise or skillfulness.
- k coincidence (ii) The occurrence of two or more unplanned things at the same time.
- lfeat (v) An act or achievement that shows courage, strength or skill.

**Exercise C4**

- a cruising passenger air liner
- b per cent
- c headline
- d online
- e 10000
- f burst

**Exercise C5**

- a A former military parachutist.
- b before jumping into the record books, because he leaped physically from the capsule and then broke records to take first place in the record books.
- c ... four times the height of a cruising passenger plane.
- d Joe Kittinger. Mr Kittinger, who set his record in 1959,
- e ... the 50th anniversary of US test pilot Chuck Yeager's successful attempt to become the first man to officially break the sound barrier aboard an aeroplane.
- f Broke the record for the highest manned balloon flight.
- g Died in tragedy.
- h Unusually good in a group game.

**Exercise D1****Home and Education**

- Born in Austria
- 43 years old
- Former military parachutist

**Achievements**

- broke the world's free fall record
- broke the sound barrier
- during the trip, he managed to travel at an average speed of 1357.64 km/h.

**Family**

- mother and father were with him in New Mexico
- parents have never travelled outside Europe
- his mother was born working

**Character**

- daredevil

**Core**

The people which they have met so far discuss is about a real called Felix Baumgartner. Maybe one should not call him a man of the suspension.

Felix Baumgartner is a 43-year-old Austrian former military paratrooper who managed to break the world record for freefall and break the barrier of sound. This incredible species of man who is described as a daredevil managed to reach a speed of 1343.94 Kilometres per hour while falling.

Why breaking this amazing feat however he was not alone. He's on the stable Earth beneath him were both his parents who travelled all the way to New Mexico with him in order to support him. His mother was even crying as her son managed to break the jump.

It is not everyday that a human manages to break the barrier of sound and then on another simple words. What an incredible isn't? (50 words)

#### Extended

Today's article will be about an amazing feat of achievement that humanity has managed to complete. Take a moment to yourself and try to think of the most difficult thing you have ever done in your life. Whatever it is, I am sure that it cannot compare to the recent achievements of Felix Baumgartner!

Felix Baumgartner, an Austrian former military paratrooper, has incredibly managed to break the world record for freefall and also manage to break the sound barrier. One might think that such achievements are only for the young and fearless but no, incredibly, Felix is 43 years old! During the fall, this daredevil man managed to reach a speeds average to around 1357.64 Kilometres per hour. To put this speed into perspective, a car can usually reach this at 180 Kilometres per hour.

Achievements like these usually require a lot of support and Felix's family supported him throughout this extraordinary fall. They went on with him to New Mexico where the jump was taking place even though they had never travelled outside of Europe before. In fact no one else was even willing with worry as this jump was considered a very dangerous one.

Do you think you could have achieved something like this? know I could not! (20-4 words)

# Unit 14: Medical care

## Exercise A1

### Across

- |              |              |
|--------------|--------------|
| 2 accident   | 9 injury     |
| 5 medication | 10 treatment |
| 7 ambulance  |              |

### Down

- |             |             |
|-------------|-------------|
| 1 paramedic | 6 emergency |
| 3 patient   | 8 casualty  |
| 4 hospital  |             |

## Exercise A2

a	b	c	d	e	f	g	h	i	j	k	l	m	n	o
4	10	7	14	11	3	6	12	5	15	8	2	9	13	1

## Exercise A3

- |               |               |
|---------------|---------------|
| a waterborne  | f moisture    |
| b pedestrians | g foundations |
| c insecure    | h banning     |
| d academic    | i hygiene     |
| e publicity   | j draught     |

## Exercise A4

- |           |            |
|-----------|------------|
| a injures | d injured  |
| b wound   | e wounded  |
| c wounded | f injuries |

## Exercise B1

The use of would in the past tense of will is often referred to as 'future in the past'. It is used to express the idea that in the past you thought that something that would happen in the future. It does not matter if you are correct or not. Right now we're going to end the past continuous can be used to express the future in the past.

**Exercise B2**

- a When the doctors heard that Florence Nightingale was going to work (2) with them, they told to care (1).
- b The doctors told (1) the patient (1) when they saw (2) her was soon coming (2) to work with them.

**Exercise B3**

- |                 |                        |
|-----------------|------------------------|
| a were about to | e was planning         |
| b were going    | f was supposed to come |
| c arrived       | g would not be         |
| d went to       | h would pass           |

**Exercise B4**

- |            |            |
|------------|------------|
| a practise | d practice |
| b practice | e practice |
| c practice | f practise |

**Exercise B5**

- |          |           |
|----------|-----------|
| a advise | d advice  |
| b advice | e advise  |
| c advice | f advices |

**Exercise C1**

- |       |      |       |
|-------|------|-------|
| a i   | f i  | k ii  |
| b iii | g ii | l iii |
| c iv  | h i  | m v   |
| d i   | j i  | n iii |
| e ii  | j    | o iv  |

**Exercise D1**

community nurse - nurse who works in a local area  
 cultural - to do with the ideas and traditions of a society  
 specialised - to focus on a particular subject  
 experience - knowledge  
 rewarding - providing satisfaction  
 orthopaedic - to do with the bones and muscles  
 mental health - a person's emotional well-being

**Exercise D2**

- |                      |                        |                      |
|----------------------|------------------------|----------------------|
| a <u>specialised</u> | b <u>mental health</u> | c <u>cultural</u>    |
| d <u>rewarding</u>   | e <u>community</u>     | f <u>orthopaedic</u> |
| g <u>experience</u>  |                        |                      |

**Exercise D3**

- |     |     |     |
|-----|-----|-----|
| 1 C | 4 B | 7 S |
| 2 A | 5 C | 8 C |
| 3 A | 6 A |     |

**Unit 15:  
Healthy living****Exercise A1**

- |                                |                                     |
|--------------------------------|-------------------------------------|
| a <u>A closer</u> of flowers   | i Honey and <u>glucose</u>          |
| b <u>Nicotinamide</u>          | j Dietary <u>supplements</u>        |
| c <u>Capsicum</u> (hot pepper) | k Intense <u>gastric</u> flavours   |
| d <u>Couch potatoes</u>        | l <u>Pomegranate</u> plant          |
| e <u>Reduces</u> stress        | m <u>Exercise</u> , <u>compact</u>  |
| f <u>No pain no gain</u>       | n <u>Natural</u> <u>pharmacy</u>    |
| g <u>Aesthetic</u> appeal      | o <u>Seventeenth</u> <u>century</u> |
| h <u>Harm</u> and pressure     |                                     |

**Exercise A2**

- |                         |  |
|-------------------------|--|
| a perennial plants      | f reducing stress                      |
| b dietary supplements   | g a cluster of flowers                 |
| c no pain no gain       | h nature's pharmacy                    |
| d Capsicum (hot pepper) | i aerobic exercise                     |
| e couch potatoes        | j intense emotional <u>fluctuation</u> |

**Exercise A3**

- |             |             |
|-------------|-------------|
| a correct   | g incorrect |
| b correct   | h correct   |
| c correct   | i correct   |
| d incorrect | j incorrect |
| e incorrect |             |
| f correct   |             |

**Exercise A4**

- a intensity
- b intensity
- c strength
- d strength
- e intensity
- f strength

**Exercise B1**

- a a variety of
- b dirty
- c a number of
- d a minority of
- e a minority
- f agricultural
- g selected
- h a couple of
- i plenty of
- j a pair of
- k severe
- l the majority of

**Exercise B2**

No set answers

**Exercise B3****Speaker 1**

- a Admitting she thinks her diet is not very healthy.
- b She's not so sure that her lifestyle is not healthy.
- c Too busy = guess.
- d That her lifestyle is not so bad, as some exercises.

**Speaker 2**

- a Because of the previous activities.
- b Unfriendly ...

**Speaker 3**

- a accepting, etc
- b disliking
- c accepting

**Speaker 4**

- a an opinion
- b hating?

**Speaker 5**

- a like eye/ hair
- b from

**Exercise C1**

- a Asthma is a respiratory condition.
- b Triggers are things that can trigger an illness or condition.

**Exercise C2**

- a Asthma x 14
- b Triggers x 14

**Exercise C3**

- a They are breathing tubes in the lungs.
- b A problem with breathing.
- c People have different triggers.
- d One, two or a dozen.
- e Take part in a class or club about getting an early testing.
- f Take medication or have injections.
- g Miles C – V.
- h They can affect people who don't have allergies.
- i Switch to unscented cleaning products.
- j i. Keep your home clean and dust free.  
ii. Wash clothes weekly.  
iii. Get rid of carpets and curtains.  
iv. Put stuff away to avoid collecting dust.

**Exercise D1**

- |            |            |
|------------|------------|
| a Caroline | d Ben      |
| b Caroline | e George   |
| c Both     | f Caroline |
| d George   |            |

# Unit 16: Social media

## Exercise A1

- a send or receive text messages
- b keep track of appointments
- c play games
- d send emails
- e store contact information
- f download information from the Internet
- g watch TV
- h use the built-in calculator
- i take pictures
- j go online
- k make videos
- l send e-minders

## Exercise A2

No set answers.

170

## Exercise A3

- |                     |                 |
|---------------------|-----------------|
| a abstain           | g wars          |
| b compulsively      | h sedentary     |
| c avid multitaskers | i developmental |
| d mind boggling     | j stochastic    |
| e self-esteem       | k gauge         |
| f suppressed        | l precursors    |

## Exercise A4

- |                 |                |
|-----------------|----------------|
| a sedentary     | e compulsively |
| b coked         | f continual    |
| c gauge         | g precursors   |
| d mind boggling | h multitaskers |

## Exercise A5

- |                |                |
|----------------|----------------|
| a depending on | f depending on |
| b according to | g depending on |
| c while        | h + to         |
| d where        | i depending on |
| e according to |                |

## Exercise B1

- |          |          |
|----------|----------|
| chatting | showing  |
| texting  | spending |
| taking   | stepping |
| using    |          |

## Exercise B2

- |      |      |
|------|------|
| chat | stop |
| lie  | use  |
| take |      |

## Exercise B3

- a As a verb after a preposition – After having a shower, we took a cab.
- b As sentence subject – Cooking is one of her favourite hobbies.
- c To list activities – Sewing, knitting, reading ... it's all her hobbies.
- d to add information in a clause – She works at speaking on her phone.
- e In continuous tenses – They are waiting for the bus in the rain.
- f With certain verbs – They like watching films at home together.

## Exercise B4

No set answers.

## Exercise C1 and C2

No set answers.

## Exercise C3

- a It is currently the most successful. A
- b It does not appeal so much to young people. B
- c about twelve months ago it was favoured by young people. B
- d Presently it is almost dead in popularity. D
- e Increased use by older people has made it less trendy. B

- f An alternative and more recent social media: C

g It still hasn't reached the level of its main competitor: A

h It's connected to one of the main forms of social media: D

i It has units a core of users and is becoming popular: C

j It has never been the world's intention to do so: B

## **Exercise C4**

- |   |            |   |              |
|---|------------|---|--------------|
| a | contingent | d | obsessed     |
| b | outdone    | e | concupiscent |
| c | panacea    | f | exalt        |

## Exercise C5

- a 23 - which year only 23% rated it as the most influential.
  - b 26 - Twitter was rated by 26% of users as their 'most important' social media site.
  - c 23 (again) - Facebook-owned Instagram also garnered 23% of votes.
  - d 24 - up from 12% last year.

# **Unit 17:** **The environment**

## **Exercise A1**

- |   |               |
|---|---------------|
| a | consensus     |
| b | glimpse       |
| c | current       |
| d | vulnerable    |
| e | prosperity    |
| f | till          |
| g | biodegradable |
| h | recycled      |
| i | ecology       |
| j | organic       |
| k | biopesticides |

## **Exercise A2**

- |   |             |   |            |
|---|-------------|---|------------|
| a | fertilisers | c | vulnerable |
| b | exotic      | d | disappear  |

- e have a glimpse      g continues  
f curtailed      h the package

### **Exercise A3**

- |   |          |   |         |
|---|----------|---|---------|
| a | effect   | e | effect  |
| b | affect   | f | affect  |
| c | affect   | g | affect  |
| d | effector | h | affects |

## Exercise B1

- |   |                    |   |                    |
|---|--------------------|---|--------------------|
| a | it seems as though | f | it looks as though |
| b | seems              | g | it looks like      |
| c | it seems as if     | h | it looks as if     |
| d | 't seems like      | i | 't looks like      |
| e | 2049               |   |                    |

## **Exercise B2**

ANSWER

### **Exercise B3**

- a hypernatremia (literally 'low salt'), a condition also known as 'water intoxication'
  - b the doctor
  - c old and very young
  - d people who run for a hobby
  - e nausea, vomiting, lethargy, dizziness and mental confusion; sufferers can lapse into a coma and die
  - f people in nightclubs
  - g teenagers
  - h teenagers
  - i alcohol

## Exercise C1

### **Notes and References**

## Exercise C2

320 ANSWERS

## Exercise C3

- a France – uses a French word and ... also Africa, Saudi Arabia, Paris
- b Peru – Andean mountains / use one. Sochi / snow / the city of Trujillo
- c India – mentions Asia / the Western Ghats, a mountain range in India
- d Africa and kids

## Exercise C4

- a true
- b false – it's interesting that a lot of young people ... go to universities or doing well on the streets, want to make a change, but few stopped by the rotten government.
- c false - Africa is one of the most vulnerable continents to climate change
- d true

## Exercise C5

- a That it is high.
- b Industrialised nations should be taking for example.
- c It used to be dry and hot.
- d Because they're against the government.
- e Number of rainy days.
- f Cyclones to make people work together.
- g Because Africa only makes a small impact.
- h Pollution.

## Exercise C6

No set answer.

## Exercise D1

Main environmental issues in my country

- a pollution
- b deforestation

How the environment has changed in my country

- a many forests being used as land to build houses
- b forests being destroyed by fires

c what efforts (if any) are being made to improve the environment in my country

d planting of trees

e preservation and protection of natural landscapes

Other

f public is taking matters into their own hands so the government is not doing enough

g local towns are clearing up beaches and forests

h pollution and deforestation in Cyprus are the two main environmental issues in my country

i too many green spaces are being destroyed in order to create land to build houses and military forces are being destroyed by trees.

j some efforts are being made to improve the environment, like planting trees and protecting natural landscapes, but this is not enough. So people are beginning to take matters into their own hands. People are angry but now they are talking and decided so they are planting trees, walls over the sea so as to clean beaches and forests from all the rubbish. [87 words]

# Unit 18: Hunger

## Exercise A1

	c	o	n	t	e	r	s	u	m	p	t	i	o	n
c	o	n	t	e	r	s	T	i	o	r	v	c	y	
n	n	e	v	A	I	u	o	u	u	u	o	u	u	
e	i	s	c	a	R	d	e	d	d	d	d	d	d	
r	a	l	.	e	V	i	a	l	i	?	3	3	3	
s	c	y	n	A	m	?	?	?	?	?	?	?	?	
o	o	n	T	e	c	h	n	c	!	c	g	g	g	
u	u	u	l	l	l	l	l	l	l	l	l	l	l	
d	d	d	s	s	s	s	s	s	s	s	s	s	s	
o	o	o	a	N	o	o	o	o	o	o	o	o	o	
u	u	u	u	u	u	u	u	u	u	u	u	u	u	

## Exercise A2

- |                   |                 |
|-------------------|-----------------|
| a alleviating     | f contamination |
| b discarded       | g innovative    |
| c manipulated     | h dynamic       |
| d invent          | i biotechnology |
| e overconsumption | j dispose       |

**Exercise A3**

inventive	concentrated
starve	starvation
prepared	preparation
alleviate	alleviation
innovate	innovation
concentrate	concentrated
invent	inventor
prepare	preparation

Concentration

Noun	Verb	Adjective
starvation	starve	starving
preparation	prepare	prepared
invention	invent	inventive
alleviation	alleviate	alleviated
concentration	concentrate	concentrated
innovation	innovate	innovative

**Exercise A4**

- |                 |               |
|-----------------|---------------|
| a prepared      | e invent      |
| b concentration | f innovative  |
| c alleviate     | g preparation |
| d starvation    | h starving    |

**Exercise A5**

- |           |                    |
|-----------|--------------------|
| a bread   | e breath           |
| b breathe | f breath, creative |
| c breathe | g breathe          |
| d breath  | h breath           |

**Exercise B1**

- |       |      |
|-------|------|
| a iii | d i  |
| b ii  | e vi |
| c iv  | f v  |

**Exercise B2**

The municipality is going to open a children's playground in an urban area but by way of contrast we're going to put on a rural one as well.

The board agreed to all of the architect's plans except to keep it separate, but nevertheless still think that he's being very demanding.

Consequently, we've decided that the situation, where we will use his assistance and guidance, can only be temporary and we'll use our own professionals in the future.

And in addition, our colleague agrees with our colleagues at the neighbouring district because it will have to be controlled now is the architect very expensive. Similarly, his control of labour and who does what will now have to be checked by us for the same reasons.

So this is what we're going to do: to begin with we'll decide who will manage the project. Furthermore,

**Exercise B3**

Left-right

Row 1: c, h, a, e

Row 2: d, f, g

10

**Exercise B4**

Variations possible

To begin with you weigh the ingredients, e. flour, yeast, water, etc. First you mix the ingredients well until they form a dough. Secondly leave the dough to sit until it has doubled in size. Finally work the dough again and put onto a baking tray. Next leave the bread for about an hour. For a second rise. After this, punch the dough into a hot oven and bake for about 40 minutes and finally remove from the oven and cool.

**Exercise C1**

- |  |
|--|
| a getting them to our shops and kitchens |
| b eleven                                 |
| c tropical ecosystems near the equator   |
| d use of water and chemicals             |

- e global warming
- f fast
- g more than half the world's population
- h irrigation

## Exercise C2

No set answers.

## Exercise C3

- |                  |                  |
|------------------|------------------|
| a) in favour     | d) no, in favour |
| b) not in favour | e) a favour      |
| c) not in favour | f) no, in favour |

## Exercise C4

- |      |      |      |
|------|------|------|
| a) 4 | c) 2 | e) 3 |
| b) 3 | d) 6 | f) 1 |

## Exercise D1

### Core

Dear Sir / Madam,

I have recently heard about your idea to start cookery lessons at school. I do not believe it is a good idea and I do not agree with this way because we must go to school in order to learn things that we will not be able to learn at home.

I wish to learn how to cook. I will ask my mother or my grandmother. My parents cannot teach me Maths or Physics or any other languages. Schools is a place where we can to understand things that will show me what I can do in University or go to degree. I feel that cookery lessons would be wasting the little precious time. We need to learn the many things needed and that cookery will not help me in any way.

Best Wishes,

Varsha Gokakar (14-year-old)

### Extended

Dear Sir / Madam,

I recently heard about your idea to introduce cookery lessons to our secondary school education and I want to express my opinion of this. I think it is an excellent idea and I would like to speak to you with this new report.

I believe school is a class where children can be taught knowledge. Knowledge does not only mean learning how to solve mathematical equations or learning a foreign language. Knowledge is also learning about cookery such as making friends or learning how to survive your anger at a disappointing result in a situation. Knowledge now means knowing how to live independently from your parents and I believe cookery is a lesson after that.

Being able to cook after meals is an excellent skill. There are opportunities such as these also often enjoy cooking children who are offered special lessons where they are able to use their talents as well as their brains. It is important not to forget that most children wish to go to university to study an academic degree. What will the world be like without cooking? Once again, I think it is an excellent idea.

Best wishes,

Peter Petrovko (195 words)

## Unit 19: Fashions

### Exercise A1

- |            |            |
|------------|------------|
| a) weave   | h) marks   |
| b) crop    | i) current |
| c) conform | j) trainer |
| d) cover   | k) gear    |
| e) shade   | l) pet     |
| f) curves  | m) uniform |
| g) change  |            |

### Exercise A2

- a) ethnic minority groups
- b) ethnic fashions
- c) alternative styles
- d) design and engineering
- e) latest gear
- f) worldwide style
- g) an atmosphere of pride
- h) chose their individuality
- i) sweeping baggy trousers
- j) the latest peer pleasing designs
- k) designer fashions
- l) academic results

**Exercise A3**

- a any/most recent problem
- b often/usually/generally
- c well-made
- d academic results
- e alternative systems
- f ethnic fashion
- g design and engineering
- h latest gear
- i latest individuality
- j sweeping the nation
- k designer fashion
- l bearable/pleasing design concept

**Exercise A4**

- |          |         |          |
|----------|---------|----------|
| a global | c world | e global |
| b global | d world | f world  |

**Exercise B1**

- |                |                |
|----------------|----------------|
| a domesticated | g globe        |
| b mandatory    | h terminated   |
| c alternative  | i persona      |
| d feasible     | j sustainable  |
| e hand-spun    | k optional     |
| f complex      | l contemporary |

**Exercise B2**

- b a mandatory decision
- c alternative choice
- d feasible clothes
- e hand-spun textile
- f a complex crossword
- g a global problem
- h fermenter, rice
- i a persona issue
- j businesslike approach
- k traditional practice
- l contemporary art

**Exercise B3**

Variations are possible.

Adjectives before a noun:

- a latest fashion
- b exam-style questions
- c second listening

Adjectives after verbs:

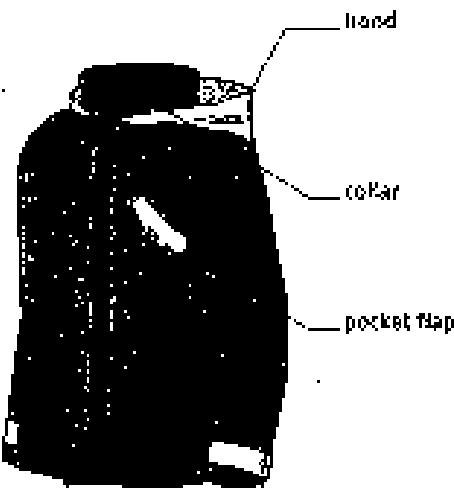
- d The cake smells good
- e Your hair looks great
- f Your car is very nice.

**Exercise B4**

No set answers.

**Exercise C1**

- a fibre – strand from which textile is formed
- b spin – turn or whirl (cotton, silk)
- c thread – a long, thin strand of fibre
- d weave – form fabric by interlacing thread
- e cloth – a fabric made from wool or cotton

**Exercise C2**

## Exercise C3

Variations possible

- What has changed about clothing over the years? Description
- How many changes stages are there in the clothes-making process? List of stages
- What processes do the three partners have? Description
- Where in the new jackets will the sharp knives be? Location
- What will replace when the plugs ring? Own.
- How are the phone and the MP3 player connected? Information about gadget
- Where does Conte get the ideas for his clothes from? Person or event details
- What type of garments form the majority of Conte's collection? Description
- What does Conte hope to achieve in his future designs? Description
- What would be the two benefits of face-recognition cameras? Information
- Why do you think the interview tasks, i) Conte's designs will look futuristic? Reply

## Exercise C4

- fibres
- tour
- to produce a range of technical clothing
- built-in GPS head collar
- the MP3 player automatically cuts out your hidden keyring
- selected clothes
- military
- face-recognition camera
- information about a person and parents watch their children
- because of all the technology included

## Exercise C5

Technology tomorrow – the clothes industry

- Clothes fibres now change, but clothes making process is same: spinning, weaving, cutting, and sewing

- Technical clothing will be produced by TAKK Electronics and the Jeans Company, range of technical clothing designed by Giandomenico Belotti, and soon available at shops.
- Jackets will have chips with feature of recognition technology, microphone and earphones in hood or collar.
- Alkjensai controls everything, a screen under pocket flap.
- If my heart can be washed in machine.
- Conor gets news from all over the world, has an excess of 30000 items in his Dogtag studio, which include two bags.
- Future designs could include cameras in face mask, hair with technology submerged in the fabric, so therefore invisible.
- Clothes will still be fashionable and will not look like clothes from 5 years ago.

## Unit 20: Technology

### Exercise A1 / A2

- mobile phone – talking face-to-face
- internal connectivity – instantaneous and unhampered communication
- load-bearing system – you will never go lost again
- personal computer – a 30-ton monster
- computer mouse – tail-like cord and round body
- digital camera – information dissemination and communication
- remote control – wirelessly change the TV channel
- microwave oven – modernised the way we eat
- digital music – sound quality and sharing ability
- video cameras – news dissemination and recording history

### Exercise A3

self-facing trainers	aerial wind turbines	smart fridges	airport control centres
lightens the shoes	electricity	connected food	latest radar technology
reduce slippage	wave solution	technology	highest standard of civil aviation
sharpen corner cutter	offshore and onshore	smarter coloured	operate on time
blast it	wind farms	recipes	

**Exercise A4**

- a screen of engineers = text (iv)
- b above the clouds = text (ii)
- c battery that lasts for about two weeks = text (i)
- d permanent data = text (i)
- e correct cooking time = (iii)
- f embedded wifi = text (ii)
- g floor-to-ceiling racing screen = text (v)
- h plus and minus buttons on the side = text (i)
- i six megapixels = text (i)
- j the supermarket aisle = text (i)
- k microwatch or watch = text (i)

**Exercise A5**

Variations possible

**Text i**

I can't imagine how much it would cost to buy a pair of shoes like this. I wonder how long my smartphone will compare to a normal pair of trainers - including the battery, which you have to buy every two weeks. I think phones like that's are unnecessary and how long will the batteries last?

**Text ii**

Those sound great as a clean solution but what really worries me, and I think we haven't been told the whole story, is the impact on the environment! These wind turbines are huge and stretch above the clouds and downwards, so animals are going to be affected by them in some way.

**Exercise A6**

- |            |              |
|------------|--------------|
| a internal | e internally |
| b inside   | f inside     |
| c inside   | g inside     |
| d internal | h internal   |

**Exercise B1**

- |                |             |
|----------------|-------------|
| a 1st world    | e air       |
| b customs      | f will tell |
| c 1st worlding | g is        |
| d scene        | h monitors  |

**Exercise B2**

Variations possible

- a Even the most advanced technology in the world will have faults in it.
- b Several hundred years in the distant past people wrote stories.
- c Once you and your family members used to live without any technology.
- d In many ways our lifestyle is more complex now.
- e Thanks to the great inventors of the past and present, it gives how it improved humans' way.
- f The whole concept of life on other planets is an exciting one.

**Exercise B3**

Variations possible

- a Both Chas and Audrey will be coming to the party.
- b Honey as well as ginger are excellent for your health.
- c Neither mobile phones nor digital cameras will ever be the fashion.
- d Either the manager or the team leader will have to attend the meeting.
- e As video conferencing grows in global connectivity without human contact.
- f Either mobile phones or tablets will not exist in the future.

**Exercise B4**

- a I don't have a problem!
- b I don't even think there is.
- c But I believe that.
- d And the good thing is
- e What's not to like about
- f The point nowadays is that
- g I can't think of

**Exercise C1**

- |         |          |
|---------|----------|
| a App d | f App 9  |
| b App 6 | g App 1  |
| c App 3 | h App 5  |
| d App 4 | i App 10 |
| e App 2 | j App 7  |

## Exercise C2 and C3

- |     |      |     |
|-----|------|-----|
| a 3 | e 10 | i 2 |
| b 5 | f 9  | j 1 |
| c 8 | g 1  |     |
| d 7 | h 6  |     |

## Exercise D1

Hakan: Istanbul Meets and Shakes and Jamborees / Grand Bazaar

Serkan: Trifl Turkey and Book :

## Exercise E1

Variations possible.

The app I would like is one which shows where my cat is when she goes out at night and what she does and the places she visits. It would tell us... so one could never get lost or in a pretty colour and cheap as I don't have much money. I would call it 'Cat recorder' for the name of my cat.

## Exercise E2

Core .

Hi Alexandra,

Last week my classmate and I went prepared for a school trip but was spread around using new technology in order to get to know your city better.

The school trip was to use a new app called 'Find your City' which lets you visit all the places tourists wouldn't normally get to see. It was great

because we by letting people who already live in the city visit places that you wouldn't necessarily find in guidebooks. They cut up all their favourite restaurants and bars, as well as things like unknown museums and little spots that are hidden away in the backstreets.

Next time we go somewhere together we have to make sure that we use it. It's such a great idea and I need using it!

Hope to speak to you soon

Aleksa. (47 words)

Extended

Hi Michalis,

We recently visited a castle in the town where we stay with the school. The castle was the biggest we've ever been to and I was so excited to go there. Because not many of us wanted to go to the castle, we were given some money where we could buy an app at the castle in our language. This app speaks to us over our mobile phones or headphones and took us all over the inside of the castle to the beautiful rooms and into the gardens showing all the different things and places there. It was great and I felt that I learnt so much. The good thing was, we could take our time and go to the places that we wanted, so if there were a lot of people in one place, we wait there later and focus on another place instead. Even though we had lots of time to go about the park of food people ate in those days are how it was cooked. It was great and would love to spend another day in going to the places. didn't have time to visit.

Want to come with me next time?

See you again. (903 words)

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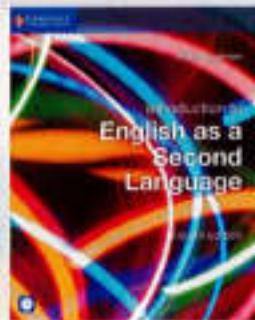
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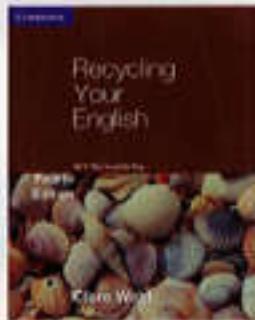
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