Complete English as a Second Language for Cambridge IGCSE® Teacher Resource Pack

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# Customs and cultures

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## Segment 2 | Pages 201–2 Birth customs

| Syllabus objectives | R1 Identify and retrieve facts and details  
S1 Communicate clearly, accurately, and appropriately |
|---------------------|--------------------------------------------------|
| Broader skills development | ● Read about different customs worldwide celebrating birth.  
● Give a short talk about celebrating a birth in different cultures. |
| Introducing the session | “Thinking out loud” (page 201): Ask students to spend five minutes talking about the questions. |
| Ensuring a skills balance | Suggested writing activity:  
Ask students to write an entry for their country, to add to the web page. |
| Differentiated activities | Stronger students can write a blog about their visit to a friend from another country and culture who has invited them to the celebration of the birth of a baby in the family. |
| Teaching and learning methodologies | 1 Understand variations in customs celebrating birth.  
2 Adapt written information for a short talk. |
| Building your vocabulary | Page 210: Ask students to match the words and meanings and to check their answers in pairs. |
| Check your understanding | Page 202: Baby customs – ask students to work at these singly in preparation for giving a short talk on the subject. |
| Learner outcomes | By the end of this segment, students should be able to:  
● distinguish detail in varied descriptions  
● prepare and present a short talk based on given material. |
| Workbook | Page 85: Building your vocabulary  
Page 85: Bringing up baby – listening  
Page 86: Check your understanding – multiple choice  
Page 86: Read about putting baby to bed  
Page 87: Check your understanding – setting the questions  
Page 88: Interview time – speaking |
| Worksheet | 9.2: Giving a presentation |

## Segment 3 | Pages 203–5 Coming of age

| Syllabus objectives | L3 Recognize and understand ideas, opinions, and attitudes and the connections between related ideas  
S5 Engage in and influence the direction of conversation |
|---------------------|--------------------------------------------------|
| Broader skills development | ● Watch and listen to an account of the bullet ant test.  
● Participate in an interview.  
● Identify and make use of emotive language in writing. |
| Introducing the session | Ask students, in small groups, to discuss for up to five minutes the ways in which the transition to adulthood is marked in their culture. |
| Ensuring a skills balance | Suggested writing activity:  
When they have watched the bullet ant test video, ask the students to write an email to a friend, beginning: “I’ve just seen a most amazing video clip. You won’t believe what they do …” |
### Differentiated activities
Stronger students can discuss and then write their response to the question: “Would you take part in a bullet ant test or its equivalent?”

### Teaching and learning methodologies
1. Prepare and take part in an interview.
2. Handle emotive language.

### Building your vocabulary
Ask students to find five new sets of contrasting words to express feelings.

### Check your understanding
Page 203: Multiple choice – ask students to work in pairs and discuss the various possibilities.

### Learner outcomes
By the end of this segment, students should be able to:
- participate in conversation with confidence
- identify feelings and attitudes in speech and writing.

### Workbook
Page 88: Emotive writing

### Worksheet
9.3: Language focus – trick or treat?

### Segment 4
Pages 206–7 Marriage customs in Europe

#### Syllabus objectives
- **R3** Recognize and understand ideas, opinions, and attitudes and the connection between related ideas
- **W4** Demonstrate knowledge and understanding of a range of appropriate vocabulary

#### Broader skills development
- Read about customs associated with weddings.
- Understand and appreciate traditional verse.

#### Introducing the session
Ask students to spend five minutes, in small groups, talking about any weddings they may have attended. What wedding customs and traditions do they know about?

#### Ensuring a skills balance
Suggested speaking activity:
Ask students to follow up the “Poetry please!” activity by holding a verse-speaking session. In small groups, they first need to prepare, making use of the examples on page 207, their own poems and others they research, and then present a reading.

#### Differentiated activities
Stronger students can research marriage customs and present a short talk summarizing their findings.

#### Teaching and learning methodologies
1. Write for a specialist magazine.
2. Read traditional verse.

#### Building your vocabulary
Page 206: Ask students to work on these individually and then compare their results with others.

#### Check your understanding
Page 206: Work on these in pairs; the answers will be useful notes for subsequent discussions.

#### Learner outcomes
By the end of this segment, students should be able to:
- research and gather information from a variety of sources
- use appropriate vocabulary and structure to write for a specialist audience.
Workbook

Page 89: Building your vocabulary – crossword
Page 90: Read about Greek marriage customs
Pages 90–91: Check your understanding
Page 91: Watch a video of a Greek wedding
Page 91: Write a descriptive email

Worksheet

9.4: Composing a speech

Segment 5

Pages 208–10 Chinese wedding traditions

Syllabus objectives

R1 Identify and retrieve facts and details
W2 Convey information and express opinions effectively
W5 Observe conventions of paragraphing, punctuation, and spelling

Broader skills development

● Read about traditional Chinese marriage customs.
● Recognize different points of view in a piece of writing.

Introducing the session

Ask students to talk about the traditional wedding customs they came across during the previous segment. What might a traditional wedding in their culture be like?

Ensuring a skills balance

Suggested speaking activity:
Ask students to use the notes they made for “Comparisons” (page 210) to form the basis of a small group discussion.

Differentiated activities

Stronger students can, in pairs, role play an interview with a Chinese woman matchmaker about her job. They need to agree questions and then take it in turns to be interviewer and matchmaker.

Teaching and learning methodologies

1 Extract information from extended writing.
2 Identify a balanced argument.
3 Present a balanced argument.

Building your vocabulary

Scan the article on Chinese marriage customs and note down any unfamiliar words. Compare lists in pairs and establish their meaning. Use them in sentences of your own.

Check your understanding

Check that students understand all that is taking place in the article on Chinese marriage customs. Worksheet 9.5 helps with vocabulary of this piece.

Learner outcomes

By the end of this segment, students should be able to:
● recognize a balanced argument
● sift and scan longer pieces of writing.

Workbook

Pages 89–92: Any activities not covered in the previous segment will be useful for this one.
Page 92: Further punctuation practice

Worksheet

9.5: Building your vocabulary
<table>
<thead>
<tr>
<th>Segment 6</th>
<th>Pages 212–5 Death customs</th>
</tr>
</thead>
</table>
| Syllabus objectives | R2 Understand and select relevant information  
L2 Understand and select relevant information  
L4 Understand what is implied but not actually stated |
| Broader skills development |  ● Investigate the customs of a selected ancient civilization.  
● Collaborate in a multimedia presentation. |
| Introducing the session | “Thinking out loud” (page 212): Ask students to talk about these questions for up to five minutes. |
| Ensuring a skills balance | Suggested writing activity:  
Ask students to write letters as part of the Reflection activity (page 215), either to the media about the campaign or to invite the special visitor to take part. |
| Differentiated activities | Stronger students can choose one of the practices featured in “Caring for the dead” and, imagining that they were present at the time, write a short eyewitness account. |
| Teaching and learning methodologies | 1 Prepare and present a multimedia project.  
2 Select a tradition in danger of dying out and collaborate in a campaign to preserve it. |
| Building your vocabulary | Page 212: Listening exercise |
| Check your understanding | Page 214: This is best done in pairs. |
| Learner outcomes | By the end of this segment, students should be able to:  
● understand what is implied in listening activities  
● contribute with confidence to collaborative activities. |
| Workbook | Page 93: Building your vocabulary  
Pages 93–4: Reading about death ceremonies  
Page 94: Check your understanding  
Page 94: Discussion topic – contemporary culture |
| Worksheet | 9.6: Listening – understanding what is implied |
Links

A wealth of websites offers information about cultures worldwide. Good places to start are:

- [www.britishmuseum.org/explore/cultures.aspx](http://www.britishmuseum.org/explore/cultures.aspx) – specializing in the history of cultures
- [www.atozworldculture.com](http://www.atozworldculture.com) – an A to Z of world culture; a comprehensive resource
- [www.cultures.com](http://www.cultures.com) – a site devoted to cultures, living and ancient
- [www.culturecrossing.net](http://www.culturecrossing.net) – a guide to cross-cultural etiquette and understanding

For birth and childhood customs, try:

- [www.disneybaby.com/blog/baby-customs-traditions-rituals-around-world](http://www.disneybaby.com/blog/baby-customs-traditions-rituals-around-world)

For marriage customs, try:


For customs related to caring for the dead, try:

- [www.about.com/genealogy](http://www.about.com/genealogy)
**Study tips: writing**

**Writing accurate sentences**
(see pages 199–200 of the student book)

This is a straightforward reference to Exercise 3 of the extended Reading and Writing paper (form filling), part of which asks candidates to write a sentence of between 12 and 20 words. The activity provides practice at this skill, while also bringing in a broader understanding of what a proper sentence is. You may like to precede this activity therefore with a segment on “what constitutes a proper sentence”.

Building up students’ confidence in writing medium-length competent sentences will of course help them to become better writers in general, and will help them when they are completing Exercises 5, 6, and 7.

You could use the following activity to enhance the section. Split your class into groups of three and ask them to fill out a chart like the one below. They should then compare and contrast their findings with another group. Five points should be sufficient to provide a challenge.

<table>
<thead>
<tr>
<th>What a sentence should have</th>
<th>When a sentence would not be a proper sentence</th>
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</thead>
<tbody>
<tr>
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</tbody>
</table>

**Evaluating the sample student responses**

- **Student A** is the more competent writer of sentences and the author of sentences b, d, and e.
- **Student B** is the less competent sentence writer and is the author of sentences a, c, and f.
Study tips: speaking

Expressing your opinions and taking control of a conversation (see page 204 of the student book)

The two objectives stated at the beginning of this section send a key message to students: if a candidate can meet both of these objectives, he or she is likely to perform very well in the Speaking test.

During the Speaking test, candidates can offer opinions and influence the direction of the conversation from the outset. They don’t have to wait until Prompts 4 and 5 have been introduced in order to demonstrate these skills. They are not higher-level skills, but the weaker performances in the speaking test are generally those in which the candidate is passive, and responds “in turn”.

This section aims to show that it’s important to take control of the conversation where possible. This doesn’t necessarily mean challenging the examiner, but just steering the discussion into new, productive areas. Several sections of the student book emphasize this message, and it’s important if you are an examiner of the Speaking test to structure your approach so that you support candidates in developing the points they make.

Evaluating the sample student responses

All three students provide good responses, as all three engage with the concept and have understood what the examiner is getting at. However, there are differences:

- **Student A** provides one secure example, but could have developed this further. The examiner would have responded with “Why is it such a serious matter, then?” so Student A may well have been able to provide more depth and more examples.

- **Student B** is almost there but there is slight blurring of understanding and the personal example is not quite what is meant by a ritual.

- **Student C** provides the response that shows the most profound understanding.

Model answers and how to improve performance

The key skill for success being practised in this section is closest to these assessment objectives for the component.

Assessment objectives

- **S2** Convey information and express opinions effectively
- **S5** Engage in and influence the direction of conversation

The following topic card is based on the theme of customs and cultures. To demonstrate how these two assessment objectives can be met effectively, the card is followed by what a strong candidate might say in response to each prompt. It shows that there are several points during the discussion where a candidate could take the reins and influence the direction of the conversation.
Promt 1: “We have a strong tradition in my family of going to see our grandparents every week. We like to maintain that connection and although at times it’s a little bit boring for me and my sister, we really appreciate how important it is for our grandparents. If everyone did this, wouldn’t society be a better place?” [teasing the examiner to engage... which he/she should do].

Prompt 2: “I know that a penfriend I’ve got goes to camel races every month with his family. They also show falcons at these events and this is a tradition that has been going on for centuries. I’m not aware of too many other traditions but this example shows that different cultures have different traditions. I can imagine that people who live close to the sea have their particular traditions. For example...” [showing that logical progression of the discussion is better than being passive].

Prompt 3: “Although people like to make progress, sometimes this can happen too fast and we lose sense of our identities. This is where traditions help. They can fix us to our past and make us feel a sense of belonging – a sort of comfort zone. Mind you, a comfort zone can sometimes become a danger zone...” [showing a clear depth of understanding and, again, teasing a response from the examiner].

Prompt 4: “You mean like in schools – the way that we have assemblies, and rules, and an established way of doing something? Yes, I’d agree with that prompt. But not just in schools; I’m sure that keeping order is really important in a court of law, so I’m guessing that the legal system has lots of established traditions. Is that right? [a very good way to bring the examiner in and influence the discussion... though students should not use this device more than two or three times in Part D of the test].

Prompt 5: “It’s a radical idea. At first I liked it, but now I’m not so sure. I can see how it would work, but I can also see how we might end up with just the same in time... different traditions but with the same effect. So the prompt should really say, ‘It’s impossible to get rid of tradition.’” [rewording the later prompts to show conceptual understanding is very impressive and the examiner has to respond to this sophisticated change of direction].
All these responses show that what is required more than anything in the speaking test is a healthy debate, where both parties are attempting to reach equal terms. Candidates must be given the chance to achieve this, so the worst possible examining technique is an interview scenario where the examiner represents authority, as the “question asker”.

Study tips: reading

Recognizing a balanced argument (see page 211 of the student book)

We have already focused on the key skill of writing an essay that considers several views of a topic and concludes with a balanced personal view. This skill is especially required in Exercise 7 of the Reading and Writing examination at both core and extended levels. This section takes a different approach and offers students some work from the reading perspective.

The first task asks students, in pairs, to come up with a first draft (so no need to check for errors) for a piece of writing of about 200 words and then another pair evaluates it for balance. This informal peer assessment is a useful and effective teaching tool on the course.

The second task – to locate on the Internet a balanced piece of writing of about 500 words – is also good exam practice because texts featuring in the examination are likely to be around 450–600 words. A key skill for success – not just in the Reading and Writing exam but also in the Listening and Speaking tests – is being able to recognize different points of view in relation to a theme or a topic.

Sample student responses

● Student A has a plan that is likely to suffer from a lack of structure. It lacks the means to develop a pros and cons of marriage argument.

● Student B has a better response, but it would be even better if it had an introduction and a conclusion that settled on a preference, or overall point of view. Essays that just list both sides without having a sense of ownership are not likely to achieve top band marks.

● Student C has the best response: a plan with a logical flow that also considers both sides, and then also offers a conclusion and a rationale.

Study tips: listening

Understanding what is implied (see page 214 of the student book)

This section looks at the generic skill of inference in listening. It is important to convey to students that we are trying to infer meaning only from something actually said – and not from any use of intonation, expression, or even body movements. The implication therefore will be in the words used by the speaker; the inference is a way that the listener processes and understands those words.

The skill runs through much of the listening examination and is a key skill in trying to work out what someone means from what they have said. Synonymous phrases are useful here in ascertaining meaning, and these could form the basis of an activity. Question 6 on the examination paper, which uses MCQs, is where this skill is most pertinent, and we have already covered this question on several occasions.
The focus of this activity is on the different views that people hold about the same topic or issue. Here, we are exploring the skill in a collaborative, informal, and fun way that makes it a general lesson rather than fixing it to an examination question.

Another useful activity is to use large groups of five or six students and give each group a point of discussion, for example how a culture should deal with death. Then ask each participant to present a different point of view from the other participants. At no point should a similar point of view emerge. It’s quite a challenge, but it helps students get used to the scenario used in Question 6.

**Model answers and how to improve performance**

In Question 6, candidate performance is formally assessed by means of MCQs. It is therefore difficult to provide model answers. However, we can demonstrate strong performance by analysing a student’s response to the following scenario. We will be using synonym phrases.

Three people are talking about the future of marriage, and each person presents his or her view early on in the conversation:

**Person 1:** “I have been married now for 20 years and it was the best decision I made in my life. Yes, we’ve had a few differences over the years, but that always led to healthy debate, and I’d say my wife and I are both better people for it. We have become good listeners and it’s nice to have someone close to share ideas with.”

**Person 2:** “I will never marry. I think that it would compromise the way I like to do things. I like my independence, and I like being able to just get up and go where I want to go. I’ve also got used to my personal space, and I can’t imagine another person living in my house and changing things.”

**Person 3:** “If I do marry, it must be on equal terms. And that will always involve a compromise in my book. So when I’m ready for a compromise I’ll think about getting married. At the moment, my boyfriend and I enjoy being so different from each other, so we’re very happy with the way things are.”

Here’s how a strong candidate summarized each person, using different words and inference:

- **Person 1 believes that a wife has to be a good listener for a marriage to be successful.”**
- **Person 2 believes that he would need to consult his wife whenever he wanted to go out.”**
- **Person 3 believes that marriage could upset the way things are in a negative way.”**

We are of course exploring L4.

**Assessment objective**

**L4 Understand what is implied but not actually stated, e.g. gist, relationships between speakers, speaker’s purpose/intention, speaker’s feelings, situation, or place**

Your students can improve their performance in the Listening test by practising this key skill of using different words to mirror what a speaker has said, as long as those words convey the same meaning, whether stated or implied.

Person 3 also believes that marriage is a union where two people become one ... or is this an inference too far?
My progress

The four study skills—reading, writing, speaking, and listening—are key skills for success in each of the examinations. In the “My progress” section at the end of the chapter in the student book, we invite students to select one skill that they can focus on and develop. However, you may like to ask your students to prepare action plans to develop all four of the skills.

The table shows where the skills feature in the examination papers and how they are applied. Unless otherwise indicated, the skills and tasks are common to both levels.

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<td>Write sentences of between 12 and 20 words (extended)</td>
<td>Reading and writing</td>
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<tr>
<td>Influencing the direction of a conversation</td>
<td>Bring in relevant discussion points during the speaking test</td>
<td>Speaking</td>
</tr>
<tr>
<td>Listening to infer with precision what someone has said</td>
<td>Provide synonymous phrases to mirror implied meaning</td>
<td>Listening</td>
</tr>
<tr>
<td>Recognizing a balanced set of views in a reading text</td>
<td>Separate out two or more sides of an argument and conclude with own view</td>
<td>Reading and writing</td>
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