

UNIT 1: Focus on reading skills

Unit introduction

Each unit includes an introduction, explaining which areas of the IGCSE E2L examination will be practised and which specific examination skills students need to develop in order to be successful. There is also information on the content of each unit and the types of activities students will do.

A useful way to start a unit is to ask students to read the introduction, then to identify where the various skills can be found. This will also help students understand how each unit in the Coursebook is put together and what they can expect from each section.

A Speaking and vocabulary (Coursebook page 7)

1 Pairs or small groups

With this type of question, there are no right or wrong answers and it is worth pointing this out to students. Encourage them to speculate, discuss their ideas and give reasons for their choices. Do not worry too much about language accuracy when students write down their words or phrases, as this may create a barrier to creativity. Use the question 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, gather class feedback. Again, remember that there are no right or wrong answers, so encourage all your students to participate – even the weaker ones.

POSSIBLE ANSWERS: having fun, playing sport, meeting up with friends, surfing the Internet, etc.

LANGUAGE TIP

Throughout the Coursebook, you will find Language Tip boxes. The aim of these is to draw students' attention to areas of language (both vocabulary and grammar) that may cause them problems. The tip on page 7 will help students with Activity A2, so make sure you focus on it immediately after students have finished Activity A1.

2 Alone, then pairs or small groups

Again there are no right or wrong answers here. Students work alone and add their own ideas to the table, using the previous activity 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 the third person singular.

DIFFERENTIATED ACTIVITY

For weaker students, reduce the number of ideas they need to write – perhaps ask for just two or three. Or get them to copy any ideas from Activity A1.

For stronger students, ask them to write complete sentences as in the Language Tip, rather than just notes.

B Reading (Coursebook pages 8–11)

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 that when we read for pleasure, we often read in a different way to when we are trying to find something quickly in a text (for example in an examination situation).

TOP TIPS

Throughout the Coursebook, you will find Top Tips 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 Tips 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 on page 8 will provide more guidance and feedback to Activity B1.

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Kenneth Croft



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Ferris,Christine C.M. Goh,William Grabe,Fredricka L. Stoller,Larry Vandergrift,2018-02-07 Teaching English to Second Language Learners in Academic Contexts Reading Writing Listening and Speaking provides the fundamental knowledge that ESL and EFL teachers need to teach the four language skills This foundational text written by internationally renowned experts in the field explains why skills based teaching is at the heart of effective instruction in English for academic purposes EAP contexts Each of the four main sections of the book helps readers understand how each skill reading writing listening and speaking works and explains what research has to say about successful skill performance Pedagogically focused chapters apply this information to principles for EAP curriculum design and to instructional activities and tasks adaptable in a wide range of language learning contexts Options for assessment and the role of digital technologies are considered for each skill and essential information on integrated skill instruction is provided Moving from theory to practice this teacher friendly text is an essential resource for courses in TESOL programs for in service teacher training seminars and for practicing EAP teachers who want to upgrade their teaching abilities and knowledge bases **TESOL Guide for Critical Praxis in**

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