



EDEXCEL INTERNATIONAL GCSE (9–1)

ENGLISH AS A SECOND LANGUAGE



Student Book

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UNIT 2

WRITING PREPARATION

Assessment Objective 2A

Demonstrate appropriate use of paragraphing, punctuation and spelling

Assessment Objective 2B

Write in a range of registers to fit the context and the audience

Assessment Objective 2C

Demonstrate a control of a range of vocabulary and a variety of grammatical structures

Assessment Objective 2D

Summarise information provided in text form for a given purpose and audience

This unit prepares you for the Writing section of Paper 1 Reading and Writing. In this part of the exam, you need to show that you can write clear, relevant texts in English on a range of subjects.

The unit contains three parts, which correspond to the three parts of the Writing section. You will need to write different types of text in the different parts.

- Part 4: A short piece of writing, such as an email, in response to a given situation.
- Part 5: A factual piece of writing, such as a report or article, based on your own knowledge and interests.
- Part 6: A response to one or two short texts and a summary for a given purpose and reader.

In Parts 4–6 of the exam, you will need to meet the Assessment Objectives A02A, A02B, A02C and A02D.

The unit focuses on the core writing skills that you will need. Working through these lessons and activities will help you develop these skills.

WRITING PART 4

FOOD AND DRINK

Assessment Objective 2B

Write in a range of registers to fit the context

Assessment Objective 2C

Demonstrate a control of a range of vocabulary and structures



LEARNING OBJECTIVES

- Talk about food
- Prepare for Part 4 of the Reading and Writing exam
- Identify and use formal and informal register
- Consider relevance and word limits in the exam
- Build new vocabulary relating to food and drink (collocations)
- Use the present perfect simple

PREPARING THE WAY

Discuss the questions.

- Should food be both healthy and tasty? Which is more important?
- Should eating always be a social activity?
- Imagine that you can only eat food from one country. Which country would you choose?

ACTIVITY 1

- 1 Sort the food vocabulary into the correct columns.

delicious	tasty	honey	coffee	sliced
watermelon	bread	fruit	home-baked	fresh

Adjectives	Nouns
<i>sliced</i>	<i>watermelon</i>

- 2 Add at least five more food and drink words into each column. Try to think of unusual words. You can use your dictionary to help.

SKILLS

CREATIVITY

3 Choose a category and create your own menu.

fine dining

space-age food

class picnic



FOCUSING ON THE EXAM

- Part 4 (Reading and Writing) is worth 10 marks.
- You are required to write an informal email, letter or postcard, e.g. to a school friend.
- You are given short description of a situation which sets the context.
- You need to follow the instructions and cover all the points in the question.
- You need to present and ask for specific information.
- You need to write in an appropriate format and style.
- You need to write 75–100 words.

EXAM SKILLS

A02B

REGISTER

An important skill for Writing Part 4 is understanding differences in **register**. In this part of the exam, you are required to write **informally** (perhaps to a friend or family member), so you need to use words and styles that are appropriate for informal writing.

What we say depends on **audience** and **context**.

- We use an **informal register** when we talk to our friends and family. The tone is warm and more relaxed. The features of informal language normally include:
 - **contractions**
 - slightly shorter sentences
 - simpler vocabulary
 - more reference to personal experience.
- We use a **formal register** in formal situations or when we talk to people we do not know very well. The tone is polite and less relaxed.

- | | |
|-------------------------------|------------------------------|
| I don't like him much. | Why don't you try this? |
| I need help with this. | The man does not impress me. |
| I require additional support. | I would suggest this action. |

Informal	Formal

(very informal) 1 5 (very formal)



- a** Yours sincerely
- b** Take care
- c** Yours truly
- d** See you soon!
- e** Best wishes

-


SKILLS ADAPTIVE FUNCTION

ACTIVITY 4

- 1 Read the postcard. Underline the phrases that are not suitable for an informal piece of writing.

Warmest greetings Ravi!

How are things? I hope you're exceptionally healthy. I am having an exquisite time here in Italy. It's a beautiful country and the food is yummy. There are also numerous spectacular locations to visit. Have you had any thoughts about what we could do upon my return? I regret that it may be ages until we see each other again.

Lots of love,

Jason



- 2 Rewrite the phrases you underlined to make them more informal.

EXAM SKILLS

A02B

RELEVANCE AND WORD LIMIT

In Part 4 you will lose marks if you do not cover all of the points in the question. However, anything you write over 100 words will not be marked. You must make sure that what you write is relevant to the question. Do not add extra details that are not asked for.

ACTIVITY 5

Read this sample question for Part 4. Do not answer the question, but note the word count limits and the three points. Then read the two sample responses.

You have decided to take up a new hobby. Write an email to your friend asking for his/her advice about which hobby you should choose. In your email you **must** write:

- why you want to start a new hobby
- which two hobbies you have considered
- questions to ask for your friend's opinion.

You **must** write between **75 and 100 words only**.

EXAM HINTS

You do not need to include any email headings like 'To', 'From' or 'Subject' in the exam. You only need to write the main email text.



WATCH OUT!

Be absolutely sure to cover all the points in the question. Your email may be shorter than one you would usually write to a friend or a family member.

Student A

SEND

Save Now

Discard

TO

Kim@supermail.com

Add Cc Add Bcc

FROM

Lea@applecart.com

Attach a file

B / U A | [text formatting icons]

Hello Kim,

I've decided to start doing a different hobby. I have grown bored with football. My team is so good that I find it hard to keep up.

I thought it would be fun to try cookery instead, although I don't have much experience. It is a very useful skill, though. Everyone has to cook. I have to rely on my parents to cook for me and that has often caused me problems.

What do you think? I know you're very good at cooking, so I thought you could give me some tips.

Talk soon,
Lea

Student B

SEND

Save Now

Discard

TO

Gabriela@supermail.com

Add Cc Add Bcc

FROM

Ali@studentzone.com

Attach a file

B / U A | [text formatting icons]

Hi Gabriela,

It is aeons since I heard from you. Do you remember we went to see that film and it was a disaster? I cannot remember seeing such a bad film in my whole life!

Anyway, I have a favour to ask of you. I hope you do not mind! I am thinking of taking up a new hobby and I am not sure which one to choose.

The reason I want to start a new hobby is that I have started to find volleyball really tough. I keep getting knee injuries, and it is causing me problems, so I thought I had better give it up before I did some real damage! At the moment, I feel torn between hiking and cycling. They both appeal to me in different ways, though, so it is hard to make a decision between them. Which one do you advise? I know you cycle and hike as well. Have you been doing those hobbies for a long time? Have you enjoyed them both equally?

Looking forward to hearing from you,
Ali

1 Discuss in pairs.

- Imagine you are the examiner. Which response would you give the highest marks to? Why?
- Count the number of words in Ali's email. At what point would the examiner stop marking?
- How could Ali start his email to make sure all three points are covered?

2 Write your response to the Part 4 sample question on page 41.

A02B

SKILLS EXECUTIVE FUNCTION

EXAM HINTS

- Don't write a long introduction.
- Make sure that the introduction is relevant, unless it is extremely brief, e.g. *How are you?*
- Keep the register informal for the whole response.
- Make sure you cover each of the three points in enough detail.
- Remember to focus on register, relevance and closings.

WATCH OUT!

Don't let your language become too informal. Avoid text speak.

AFTER EXAM CHECK

- Make sure you didn't write more or less than the word limits.
- Make sure you used the correct register consistently.

WRITING PART 4

▼ PRACTICE TIME

You have decided to cook a birthday meal for your friend. Write an email to this friend, asking for their ideas.

In your email you **must** write:

- why you want to cook for your friend
- which meal you want to make
- questions to ask for your friend's opinion.

You **must** write between **75 and 100 words only**.



HOW DID YOU DO?

- Check your score. What went well?
- Could you have done better? If so, how?

VOCABULARY AND GRAMMAR

VOCABULARY FOCUS



COLLOCATIONS (FOOD AND DRINK)

ACTIVITY 1



- Listen to the dialogue and make notes.
 - Where are Jane and Hassan?
 - What is the problem?
 - What solutions do they discuss?
- Try to make collocations using one word from each column.

dining	watering
full	dining
mouth-	poisoning
expiry	service
food	room
excellent	date
main	refund
knife	and fork
head	course
fine	chef
- Listen to the dialogue again and check your collocations.



ACTIVITY 2

Match the collocations from Activity 1 to their definitions.

- 1 You get this when you receive all your money back for a service that you were not happy with _____
- 2 Utensils that can be used for eating _____
- 3 When food stops being fresh enough to eat _____
- 4 Illness caused by bad food _____
- 5 The biggest, most substantial part of a meal _____
- 6 Eating high quality food _____
- 7 The part of a restaurant where you eat _____
- 8 Food that looks extremely tasty _____
- 9 The person in charge of food preparation _____
- 10 What you receive from waiters at great restaurants _____



ACTIVITY 3

Jane writes about the meal on a travel website. Read the review and fill in the gaps using the collocations from Activity 1.

Review of The Great Fish

My friend Hassan and I have just had a rather unpleasant experience at the Great Fish restaurant. It's a ¹ _____ restaurant with an excellent reputation for really delicious seafood dishes. We thought the meal would be ² _____, but we were really disappointed.

It started off well. We were greeted politely and shown to our seats in the main ³ _____. They have ⁴ _____.

The waiters were very attentive and we were all ready to enjoy our meal.

The starter arrived and was fine, but then the waiter brought us our ⁵ _____ and that's when the trouble started. Both of us had fish and as soon as we tasted it we realised something was wrong. I've never eaten fish with such a strange taste before. It must have been past its ⁶ _____. We didn't want to eat any more of it, in case it gave us ⁷ _____, so we put down our ⁸ _____ after a few mouthfuls and asked for a ⁹ _____.

The waiter was very polite about it, but we won't be going back – so much for ¹⁰ _____!

GRAMMAR CHECKPOINT

GRAMMAR

See Grammar Reference page 240.

PRESENT PERFECT

ACTIVITY 4



Listen to the first part of the dialogue again and complete the table with the present perfect verbs and the time phrases. One of the verbs has no time phrase.

Verb	Verb form in dialogue	Time phrase
book	<i>we've booked</i>	<i>already</i>
hear		<i>several times</i>
eat		
decorate		
see		

ACTIVITY 5

Complete the sentences using the correct verbs in the present perfect.

break ever be not complete ~~never taste~~ go not see

EXAMPLE

I have never tasted fish like this before.

- The fish _____ past its expiry date.
- _____ he _____ here before?
- I'm sorry, I _____ the exercise.
- Who _____ the jar of honey?
- We _____ Paul today.

ACTIVITY 6

Put the present perfect sentences in the correct order. Sometimes more than one order is possible.

EXAMPLE

to / decided / hobby / a / I / doing / start / have / different
I have decided to start doing a different hobby.

- problems / caused / has / it / often
- have / much / you / money / how / spent?
- before / had / this / haven't / meal / they
- eaten / thanks / I've / already / but
- weeks / I / ill / 've / for / last / been / two / the

ACTIVITY 6

Complete the sentences using the present perfect.

EXAMPLE

(+, ?, Jeff, wake up)

Has Jeff woken up yet?

1 (–?, Barcelona, lose)

Why _____ yet this year?

2 (+, she, fly)

_____ before.

3 (+, we, do)

_____ the reports.

4 (–, Abed, find)

_____ the answer yet.

5 (?, she, write)

_____ the email to headquarters?

6 (–?, they, eat)

Why _____ breakfast?

7 (–, I, try)

_____ that.

8 (?, Britta, have)

_____ lunch yet?

9 (+, we, finish)

_____ the exercise! We can use the present perfect!

SKILLS

COMMUNICATION

GRAMMAR GAME



▼ I HAVE NEVER EVER...

- Hold up five fingers.
- Take it in turns to describe something you have never done using the phrase *I have never ever* (for example, *I have never ever visited Paris*). The sentence must be true!
- Anybody who *has* done the action (*visited Paris*) lowers one of their fingers.
- If no one has done the action, then the speaker lowers one finger.
- Whoever lowers all of their fingers first loses the game. The person remaining is the winner.

SELF-EVALUATION

Tick the relevant boxes.

I now feel confident about:

	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE
▶ TALKING ABOUT FOOD				
▶ IDENTIFYING AND USING FORMAL AND INFORMAL REGISTER				
▶ WRITING RELEVANT CONTENT WITHIN A WORD LIMIT				
▶ USING NEW VOCABULARY RELATING TO FOOD AND DRINK (COLLOCATIONS)				
▶ USING THE PRESENT PERFECT SIMPLE				

If you ticked 'disagree' or 'strongly disagree' you need to revise these parts.

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