

Published for
OXFORD INTERNATIONAL
AQA EXAMINATIONS



International GCSE **ENGLISH AS** **A SECOND** **LANGUAGE**

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How to use this book

This book fully covers the syllabus for the Oxford AQA International GCSE English as a Second Language course (9280). This Student Book is supported by the Teacher Guide, which includes lesson plans, teacher hints, activity guidance, differentiation ideas as well as the transcripts to the listening exercises and the answers to all of the Student Book questions.

Experienced examiners have been involved in all aspects of the book, including detailed planning to ensure that the content adheres to the syllabus as closely as possible. Using this book will ensure that you are well prepared for the exam at this level, and also for studies beyond GCSE level. The features below are designed to make learning as interesting and effective as possible.

Useful words: Useful words and phrases are shown to highlight the vocabulary that will be helpful to you in your studies

Glossary

Glossary boxes give the meanings for words that you may not understand



REMEMBER: Remember boxes give advice and recap on the knowledge you have already gained

Hint: Hint boxes give helpful tips and advice



LISTENING

The audio CD is included with this book to provide listening exercises.

Vocabulary

Grammar

Vocabulary and grammar sections are clearly differentiated by a coloured background.

Challenge

Challenge boxes give you the chance to push yourself through fun and stretching activities.

UNIT 1

All about me

This unit is all about you, your family and the people you know.

In this unit, you will learn to:

- R1** identify and select relevant detail, key points and ideas
- W1** write short texts to convey meaning and exchange information
- L1** identify key details from a range of short and longer texts
- S1** communicate clearly using speech appropriate to situation and audience.

Family

The word *family* means different things to different people. Older people may have different views to younger people. People in different cultures may have different ideas.

1.1 Me and my family



Time to think

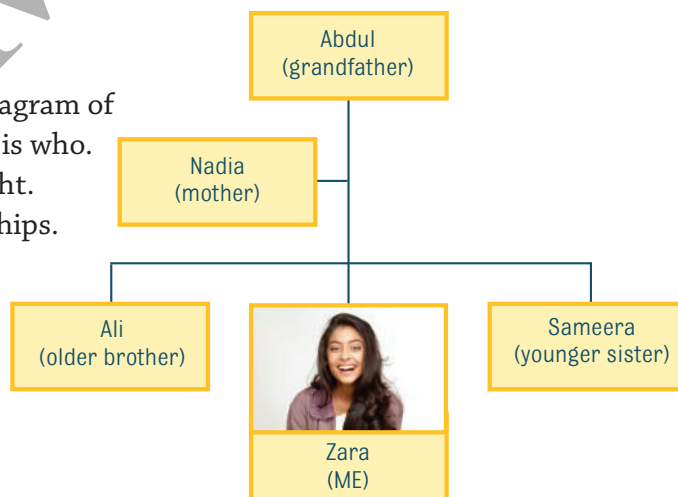
Spend a few minutes thinking about your family. Draw a diagram of your family, or the people you are living with, to show who is who. It might look something like the example shown on the right. Or you might think of your own diagram to show relationships.



Time to talk

In pairs, take it in turns to talk and ask questions.

- ★ Show your diagram to your partner and explain who is in your family.
- ★ Do you know your great-grandparents? Do you have nieces or nephews, or cousins? Tell your partner about them and when you see them.
- ★ Describe one of the members of your family. Tell one another about a time when you had a good time with them.



Useful words: grandfather, grandmother, aunt, uncle, cousin, niece, nephew, great-grandparent, brother-in-law, sister-in-law, stepfather, stepmother, widow, widower

Check that you know the meaning of all these words. Use a dictionary to help or to check.

Vocabulary

In this section, you will:

- ★ learn some useful vocabulary related to the theme of the unit
- ★ learn about verbs and the subjects of verbs
- ★ learn about the simple present and simple past tenses.

Word Book

To help you learn a wide range of vocabulary, it is a good idea to write useful words in your Word Book.

1 The article 'Will your next friend be a robot?' uses words about how we need family and friends. Answer these questions.

- a** In paragraph 1, find the word that means 'a close friend'.
b Friends can help soothe our minds and make us feel happy. Choose **one** word from paragraph 1 that fills the gap:

Friends and family help with our _____ well-being.

- c** In paragraph 2, find the word that means 'to do with our body'.
d Look at paragraph 4. What is another phrase meaning 'a home for the elderly'?

2 Answer these questions.

- a** Paragraph 3 refers to 'loneliness'. Which **two** words below have a similar meaning to loneliness? Use a dictionary to help you.

solitude sadness isolation depression anxiety

- b** Although they have a similar meaning, **one** of the two words makes 'loneliness' seem a positive thing. Which word? Explain to a partner what the difference in meaning is between these two words.

3 Go through the questions above and write out the words with their correct meanings in your Word Book. To help you, write the definitions in English, but then also write any notes that will help in your mother tongue.



Grammar

On pages 7–9 you learned about verbs, the subjects of verbs, the simple present tense and the simple past tense. In this section you are going to learn about some more verb tenses.

Verb tenses: present progressive

On page 8 you revised the **simple present** tense. Now you are going to revise the **present progressive** tense. This tense is sometimes called the **present continuous**. This tense shows that an action is happening **now**. For example:

You **are reading** these words *now*.

To make the present progressive, use the verb *to be* in the present tense, with the present participle of the verb (the verb + *ing*). For example:

I **am reading**,

You **are reading**,

He/she/it **is reading**,

We **are reading**,

They **are reading**.



1 Write out these sentences, using the present progressive forms of the verbs in brackets to fill the gaps.

- a The mother _____ to her child. (sing)
- b I _____ to school today. (walk)
- c The children _____ for joy as they are so happy. (jump)
- d We _____ sandwiches while we watch TV. (eat)
- e They _____ football together. (play)
- f My aunt _____ the car while we wait. (park)
- g She _____ cakes for the family. (make)
- h The friends _____ together. (dance)
- i We _____ emails to thank our friends. (write)
- j I _____ my parents the good news right now. (tell)
- k My parents _____ us go camping. (let)
- l She _____ the ball a long way. (hit)
- m I _____ for a taxi. (wait)
- n My friend and I _____ a really good time. (have)
- o 'What _____ you _____?' my mother asked. (eat)

Spelling hints

- When you add *-ing* to a word ending in *e*, you drop the *e* and then add *-ing*.
For example:

shine + ing → shining

- When you add *-ing* to a word ending in a short vowel sound and a single consonant, you usually have to double the consonant.
For example:

shut + ing → shutting

ONE STEP FURTHER



Think

In this unit, you've thought about friends and family, and how important they are to you and to others. Now challenge yourself to think a bit more deeply about the topic.

On a piece of paper, draw two columns, one headed 'Advantages' and the other headed 'Disadvantages'. Make notes in the columns of the advantages and disadvantages of:

- ★ being an only child
- ★ being a member of a large family
- ★ having members of three or four generations living together.



Talk with a partner

Using some of the ideas you noted down, talk about your idea of the perfect family. Think about:

- ★ the size of the family
- ★ the different generations living together
- ★ who should do the work involved in running a home
- ★ whether there is such a thing as the 'perfect family'.

As a pair, prepare and then give a short presentation to the class. Afterwards, consider how far the different groups agreed. In what way were students from different cultures the same or different?



Write

Write a short article on the topic of 'What makes a happy family'. You could use some of the ideas you've discussed to help you, or you could use your own ideas.



Read

This is a short extract from a poem called 'A poison tree' by William Blake, an English poet writing in 1793.

I was angry with my friend:
I told my **wrath**, my wrath did end.
I was angry with my **foe**:
I told it not, my wrath did grow.

Glossary

foe enemy

wrath anger



WRITING

Writing about friends and childhood



Think about...

Here are some quotations about friends and friendship. Talk about these with a partner. Discuss what each quotation means.

Do you agree with any of them?



UNIT 12

Practice papers

In this unit, you have the opportunity to complete two full exam papers – the Reading paper and the Writing paper. These are in a similar format to the ones you might face in your exams. Make sure you continue to practise a range of skills, and prepare for the different sorts of task you might face.

Approaching the papers

For the Reading paper

- ★ There are **four texts** to read and answer questions on. These vary in style, length and topic.
- ★ **Read each text carefully** once through, without stopping. Try to get the 'gist' of what it is about. The texts increase in difficulty as the exam goes on.
- ★ Read and then answer each question carefully. It can sometimes be useful to check the next question before you write your answer, to make sure you are focused on the correct skill or part of the text.
- ★ **Look at the marks for each question**, and the specific requirements. If a task asks you to 'tick a box' or 'list five points' make sure you do that. The number of marks will also give you some guidance on how long to spend on a task.
- ★ Where you have to write your answer down, always **make sure you spell and punctuate it correctly**. Although there are no marks for writing in this part of the exam, you still need to be clear in what you write.

For the Writing paper

- ★ There are **four writing tasks**. Each focuses on a different set of skills or knowledge.
- ★ Follow the rubric carefully in each case. If the task requires you to write 'between 30–50 words', do not write less or more than that.
- ★ **Read each task carefully** and **highlight or note down the key elements** you must produce. For example, look at the task below and the highlighted words:

Write a letter [1] to a friend [2] about a family gathering or celebration. [3]

You must refer to:

- ★ when it happened [4]
- ★ where it was [4]
- ★ what you did [4]
- ★ the people who were there. [4]

[1] type of text [2] audience/reader [3] general content [4] specific details you must include

- ★ Once again, check the number of marks for each task and allow an appropriate amount of time on each task.
- ★ Always check your spelling, punctuation and grammar carefully, regardless of whether the task is specifically testing those skills.