



Culture and Traditions

Note-taking: community language clubs | Cambridge IGCSE ESL 0510/0511

1. Lead-in discussion

Talk with a partner before you read.

1. What languages are spoken in your local area?
2. Why might families want children to learn a heritage language?
3. Can language clubs help people understand culture?
4. What makes a club welcoming for beginners?

Exercise 3 at a glance

In this activity, you will read one factual text and complete notes using information from the text. In the exam, this task is usually worth 7 marks. This practice version includes extra notes to help you build confidence. Use short words or phrases from the text, not your own ideas.

2. Read for overall understanding

Read the text. What are two purposes of community language clubs?

Community Language Clubs

Community language clubs are often held at weekends in libraries, schools or community centres. They usually support children and teenagers who hear a language at home but do not study it in normal school lessons. The main purpose is to help young people practise a language and connect with family or community culture. Some learners can already understand conversations but feel nervous about speaking. In many families, grandparents are more fluent than younger relatives, so the club can also help different generations communicate more comfortably. Students often say they understand family jokes, songs or celebrations better after learning key expressions.

Lessons are usually practical. Students may practise greetings, family vocabulary, food words and short conversations for everyday situations. Teachers often use songs, picture cards and role plays because these make speaking feel less formal. Older students may read simple news stories or interview relatives about childhood memories. This helps them build confidence while learning about customs, migration and identity. Pronunciation practice is handled carefully because students may feel embarrassed if they already understand the language but cannot speak it confidently. Teachers often let learners practise in pairs before speaking to the whole group.

Clubs need to be carefully organised. Classes often include learners with very different levels, so teachers prepare extension tasks for fluent speakers and extra support for beginners. Volunteers may help younger children write unfamiliar letters or pronounce difficult sounds. Some clubs lend storybooks for families to read together at home. This encourages practice between lessons. Clubs may also invite parents or grandparents to share stories, recipes or photographs. These sessions show that language is not only a school subject; it carries memories of places, journeys and family routines.

Organisers say the clubs work best when they avoid making students feel tested all the time. Cultural events, shared meals and storytelling evenings help families take part without pressure. There can be challenges, such as finding trained teachers, paying for room hire and choosing materials that suit different ages. Even so, many parents say the club helps young people feel proud of a language that connects them to older relatives. Successful clubs avoid presenting one culture as fixed or simple. Organisers explain that languages change over time and that families may use different words, accents or traditions. This helps students ask respectful questions instead of judging each other.

3. Strategy focus

Notice purpose and activity

A paragraph may give an activity and then explain its purpose. Use the heading to decide whether the note should be the activity or the reason.

4. Practice note-taking task

Complete the notes using information from the text. Use short words or phrases from the text. Do not add your own ideas.

| Notes | Write short answers |
|--------------------------------|-------------------------------|
| Where clubs are often held | - - - |
| Language practised in lessons | - - - |
| Support for different learners | - - - |
| Challenges for organisers | - - - |

5. Vocabulary notebook

Underline five useful words or phrases from the text. Check their meaning, then record them in your vocabulary notebook.

6. Follow-up tasks

1. Discussion: How could schools show respect for different languages?
2. Strategy: Choose three notes and decide whether each one is a place, activity, support method or challenge.
3. Writing: Write a short notice inviting families to a language club.
4. Vocabulary: Circle words and phrases connected to language, identity and community.

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2. Read for overall understanding

Suggested answer: to help young people practise a language and connect with family or community culture.

4. Practice note-taking task

Where clubs are often held

- libraries
- schools
- community centres

Language practised in lessons

- greetings
- family vocabulary
- short conversations

Support for different learners

- extension tasks for fluent speakers
- extra support for beginners
- pronounce difficult sounds

Challenges for organisers

- finding trained teachers
- paying for room hire
- choosing materials that suit different ages

Notes for checking

This is an extended practice version of the IGCSE ESL note-taking task. The live exam normally has fewer marks, but this version includes extra notes to build confidence and selection skills.

Accept short phrases that keep the same meaning.

Learners should avoid copying a whole sentence if a shorter note answers the heading.

Some answers need more than one or two words, especially when the key detail is a phrase.