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Peter Lucantoni

Cambridge IGCSE®  
**English as a  
Second  
Language**

Coursebook

Fifth edition

Completely **Cambridge**  
Cambridge resources  
for  
Cambridge qualifications

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Second  
Language**

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# Introduction

This new fifth edition is for students who are following the Cambridge International General Certificate of Secondary Education (IGCSE) English as a Second Language syllabus, and follows on from *Introduction to English as a Second Language*. However, this Coursebook can be used independently of the introductory volume.

It is assumed that most of you who use this book will be studying English in order to improve your educational or employment prospects, so it includes topics and themes relevant to this goal. You will find passages and activities based on a wide variety of stimulating topics and about people from all over the world, which I hope you will enjoy reading and discussing.

The book is divided into four themed parts: Leisure and travel, Education and work, People and achievements, and Ideas and the modern world. Each themed part is subdivided into units based on the specific skill areas of the IGCSE English as a Second Language syllabus: reading, writing, listening and speaking. Exam-style exercises are provided at the end of every unit. A new feature of the 5th edition is the inclusion of a short video at the start of every unit. It shows students discussing the unit theme. Speaking skills are practised through discussion activities and pair and group work, which occur in every unit. Furthermore, in Units 5, 10, 15 and 20, there is additional video material of students responding to exam-style exercises. Appendix 1 contains some examples of topic cards, similar to those used in speaking test examinations.

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The material becomes progressively more demanding, with longer and more advanced texts used in the second half of the book. This progressive step-by-step approach, including Top Tips, Language Tips and Word Tips throughout the book, will help to build your confidence in all the necessary skill areas, while also developing your techniques for success in examinations.

I hope you enjoy using this book, and I wish you success in your IGCSE English as a Second Language course!

**Peter Lucantoni**

This book is dedicated, as always, to Lydia, Sara and Emily

# How to use this book

## LEARNING OBJECTIVES

The title of each unit shows which exam exercise it will focus on. Then there is a short list of the key skills you will learn. In this edition, there are four new Speaking units.

## VIDEOS

Videos show real students from around the world sharing their views on the topic of each unit. The new Speaking units also have additional Speaking test preparation videos.

## Unit 15: Healthy living Focus on speaking: topic cards

### Learning objectives

In this unit you will:

- watch a video of students talking about healthy living, and discuss what they say
- talk about different activities and healthy living
- read about two different healthy foods and discuss them
- watch and listen to students taking part in a speaking role-play, and assess their performance
- read about gardening and make notes and write a summary

### A Watch, listen and talk

- 1 Watch and listen to some IGCSE students talking about **healthy living**.
  - a What do the students say are the reasons for taking care of our health? Make a note of **three**.
  - b What do the students do to have a healthy lifestyle? Could they improve it? How?
- 2 Talk to your partner/s about how the lifestyles of other people influence your own.



### B Speaking and vocabulary

- 1 Look at the pictures (1–7). What can you see in each one?



## REFLECTION

This feature gives you the chance to reflect on your progress throughout the unit and plan your next steps.

## EXERCISE

The exam focus exercises help you to prepare for each exercise of the Cambridge IGCSE English as a Second Language exam. There is plenty of opportunity to practise new exercise types.

Unit 1: Free time

### REFLECTION

How well do you think you can do each of these things now?

Give yourself a score from 1: Still need a lot of practice to 5: Feeling very confident about this

In this unit you:	1	2	3	4	5
watched a video of students talking about their free time, and discussed what they said					
read an advertisement about apps and answered questions on it					
thought about the best strategies for providing short answers to questions					
read an online advertisement for a webzine for teenagers and answered questions on it					
practised speaking about your preferences and making suggestions.					

Now set yourself a **personal goal** based on your scores for Unit 1.

### Exam focus

Reading, Exercise 1, skimming and scanning

- 1 Read the following visitor information leaflet about markets in Cambridge, and then answer the exercises.

## Cambridge offers you more than you would expect



ABC XYZ

### WORD TIP

Word tips highlight vocabulary which students commonly misunderstand or misuse.

### ICONS



Reading



Speaking



Writing



Listening



Vocabulary



Video



Language

## LISTENING PRACTICE

There is more listening practice in this new edition.



### LANGUAGE TIP

Language tips help with grammar and structure. Sometimes they suggest further practice activities in the workbook.



### TOP TIP

Top tips suggest strategies for improving your English and developing your skills.

# Overview of Cambridge IGCSE English as a Second Language

## Reading and Writing

Students will take either:

**Paper 1 (Core)** – 1 hour 30 minutes – 60 marks in total – Grades C–G

or **Paper 2 (Extended)** – 2 hours – 80 marks in total – Grades A\*–E

Exercise number	Type of exercise	Description	Total marks	
			Core	Extended
Exercise 1	Skimming and scanning	Students read a text and answer a series of questions which require single word/phrase answers.	9	13
Exercise 2	Multiple matching	Students read a text and answer a series of questions testing more detailed comprehension. Students match the correct answer to the question.	8	10
Exercise 3	Note-making	Students make brief notes on a text under a supplied heading or headings.	7	9
Exercise 4	Summary writing	Students write a summary of 80 words (Core) or 100 (Extended) about an aspect or aspects of a text. The text will be a different text from Exercise 3, for both Core and Extended.	12	16
Exercise 5	Writing	Students write 100–150 words (Core) or 150–200 words (Extended) in response to a short stimulus. The purpose, format and audience are specified. This might be a letter, an email or an article for a school magazine.	12	16
Exercise 6	Writing	Students write a report, review or article of 100–150 words (Core) or 150–200 words (Extended) in response to a short stimulus. The purpose, format and audience are specified and will be different to Exercise 5.	12	16

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## Listening

Students will take either:

**Paper 3 (Core)** – Approximately 40 minutes – 30 marks in total – Grades C–G

or **Paper 4 (Extended)** – Approximately 50 minutes – 40 marks in total – Grades A\*–E

Exercise number	Type of exercise	Description	Total marks	
			Core	Extended
Exercise 1	Short extracts	Students listen to four short extracts of dialogue or phone messages and answer questions on each. Questions require short answers, no longer than three words each.	8	8
Exercise 2	Note-making	Students listen to a formal talk and complete gaps in notes/sentences.	8	8
Exercise 3	Multiple matching	Students listen to six short, informal monologues and match each speaker to appropriate content.	6	6
Exercise 4	Multiple-choice questions	Students listen to an informal discussion between two speakers and answer 3-option multiple-choice questions.	8	8
Exercise 5 (Extended only)	Completing notes	Students listen to a talk and complete short notes. Then they listen to a short discussion based on this talk, and complete sentences using no more than one or two words.	-	10

## Speaking

Approximately 10–15 minutes – 30 marks in total (syllabus 0511) or grades 1–5 (syllabus 0510)

Students take part in a discussion with the teacher on a set topic. After a short warm-up which is not assessed, students are allowed 2–3 minutes to read the speaking test card which has been selected from a range of cards. The cards include prompts to guide the discussion. Students are not allowed to make written notes. The conversation itself should last 6–9 minutes. In syllabus 0510 marks for the Speaking component do not contribute to the overall grade. Instead, students will be marked from 1 (high) to 5 (low).

### Weighting for qualification

Assessment objective	0511	0510
AO1: Reading	30%	35%
AO2: Writing	30%	35%
AO3: Listening	20%	30%
AO4: Speaking	20%	Separately endorsed

Skill	Assessment objectives
AO1: Reading	R1 identify and select relevant information
	R2 understand ideas, opinions and attitudes
	R3 show understanding of the connections between ideas, opinions and attitudes
	R4 understand what is implied but not directly stated, e.g. gist, writer's purpose, intention and feelings
AO2: Writing	W1 communicate information/ideas/opinions clearly, accurately and effectively
	W2 organise ideas into coherent paragraphs using a range of appropriate linking devices
	W3 use a range of grammatical structures and vocabulary accurately and effectively
	W4 show control of punctuation and spelling
	W5 use appropriate register and style/format for the given purpose and audience
AO3: Listening	L1 identify and select relevant information
	L2 understand ideas, opinions and attitudes
	L3 show understanding of the connections between ideas, opinions and attitudes
	L4 understand what is implied but not directly stated, e.g. gist, speaker's purpose, intention and feelings
AO4: Speaking	S1 communicate ideas/opinions clearly, accurately and effectively
	S2 develop responses and link ideas using a range of appropriate linking devices
	S3 use a range of grammatical structures and vocabulary accurately and effectively
	S4 show control of pronunciation and intonation patterns
	S5 engage in a conversation and contribute effectively to help move the conversation forward

The information in this section is taken from the Cambridge syllabus document. Teachers should refer to the appropriate syllabus document for the year that their students are entering for examination to confirm the details. More detailed information about the Cambridge IGCSE English as a Second Language examination, including support available for teachers and students, can be obtained from Cambridge International Examinations, 1 Hills Road, Cambridge CB1 2EU, United Kingdom, and online at [www.cie.org.uk](http://www.cie.org.uk)



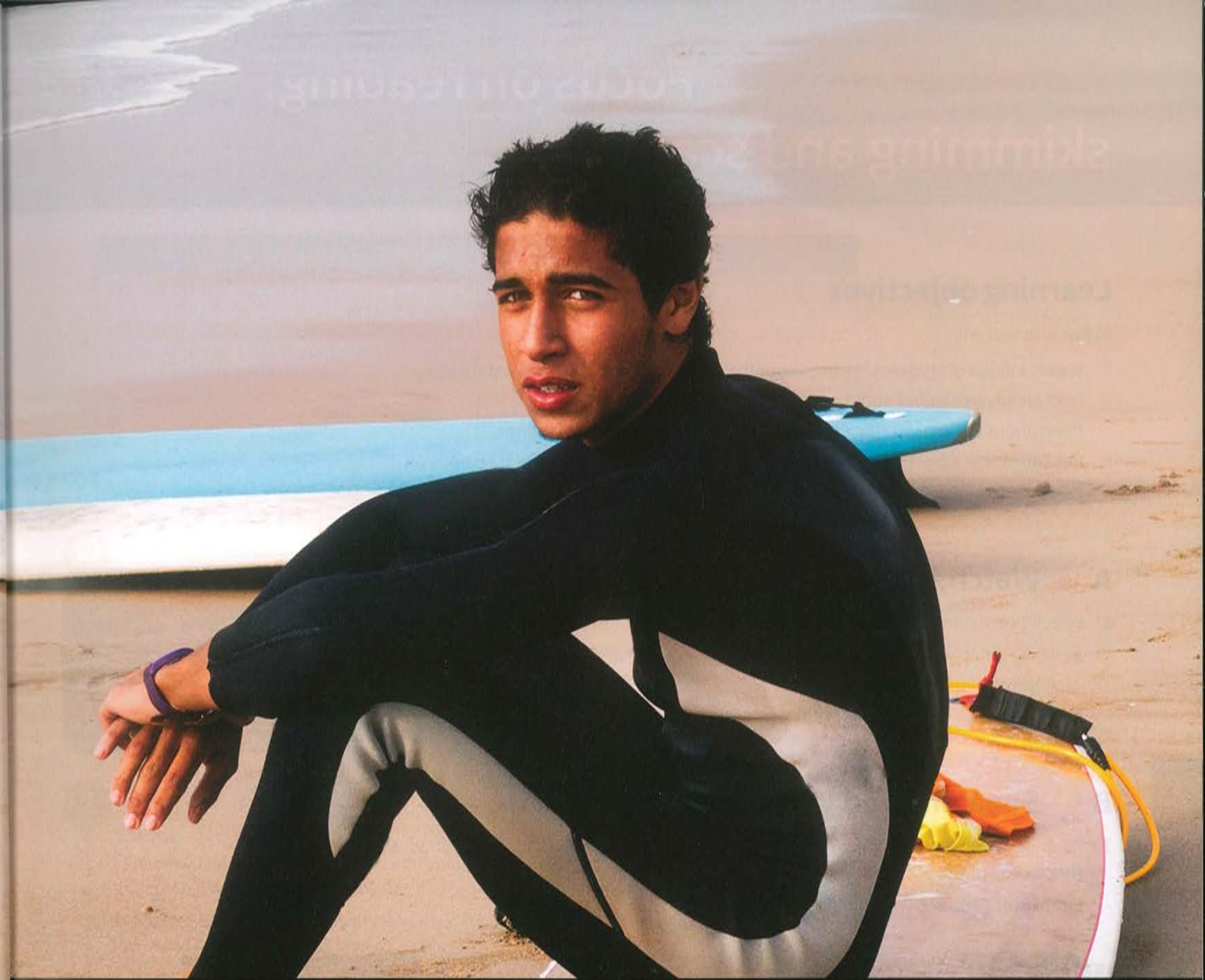
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<b>Unit 1: Free time</b>	<b>Focus on reading</b>			<b>4</b>
Discuss free time, read two advertisements, practise strategies for answering questions, discuss preferences and make suggestions	Adjective + noun	Reading, Exercise 1, skimming and scanning	R1, R2	
<b>Unit 2: Television</b>	<b>Focus on reading</b>			<b>15</b>
Discuss television programmes, read an article about television, read blogs, practise speaking using would/wouldn't	Adverbs	Reading, Exercise 2, multiple matching	R1, R2	
<b>Unit 3: Food</b>	<b>Focus on writing</b>			<b>26</b>
Discuss food and fast food, read a web article about fast food, analyse and write a letter, practise expressing opinions	To- infinitive	Writing, Exercise 5, writing and Reading; Exercise 1, skimming and scanning	W1, W5	
<b>Unit 4: Transport</b>	<b>Focus on listening</b>			<b>38</b>
Discuss methods of transport, hear about different travel experiences and a special kind of taxi, listen to short extracts, practise using expressions of surprise	Tenses	Reading, Exercise 1, skimming and scanning; Listening, Exercise 1, Part A, four short extracts; Listening, Exercise 1, Part B, four short extracts	L1, L2	
<b>Unit 5: Holidays</b>	<b>Focus on speaking and listening</b>			<b>47</b>
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<b>Unit 13: Famous people</b>		<b>Focus on writing</b>			<b>133</b>
Discuss fame and famous people, read two articles about different famous people, listen to someone talk about a famous motorcycle rider, write a blog about a famous person		Discourse markers to show contrast	Reading and writing, Exercise 3, note-making; Writing, Exercise 5, writing	W2, W3	
<b>Unit 14: Medical care</b>		<b>Focus on listening</b>			<b>145</b>
Discuss medical care, listen to a discussion about Florence Nightingale, read about becoming a paramedic, listen to a talk about an international medical charity and discuss it		Future in the past	Listening, Exercise 5, completing notes (Extended only)	L1, L2	
<b>Unit 15: Healthy living</b>		<b>Focus on speaking</b>			<b>155</b>
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<b>Unit 18: Hunger</b>		<b>Focus on writing</b>			<b>188</b>
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<b>Unit 19: Fashions</b>		<b>Focus on listening</b>			<b>200</b>
Discuss what fashion means to you, read an article about ethical fashion, listen to people talk about fashion and a talk about school uniforms		Position of adjectives	Listening, Exercise 1, short extracts; Exercise 2, note-making; Exercise 4, multiple-choice questions	L1, L2, L3, L4	
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A photograph of a beach scene. In the foreground, there is a wide expanse of golden-brown sand. In the middle ground, a white surfboard with a blue foam pad is lying on the sand. In the background, the ocean waves are breaking onto the shore, creating white foam. The sky is not visible.

**Part 1:**  
**Leisure and travel**



In Part 1: Leisure and travel, there are five units (1 Free time, 2 TV, 3 Food, 4 Transport, 5 Holidays). You will:

- watch and listen to some IGCSE students talking about each unit's topic, and about the opening part of the IGCSE speaking exam;
- think about and discuss what the students said;
- read a variety of texts about apps, television, fast food, methods of transport, and different types of holidays;
- listen to people talking about their travel experiences, and a special kind of taxi;
- practise various exam skills: skimming and scanning, writing for purpose, asking and answering personal questions, and listening.

Before you start Part 1, look at the picture on these pages:

- a In which country was the picture taken? Why do you think this?
- b How similar or different is the picture to where you live?
- c What has the boy in the picture just done, or what is he about to do?
- d Have you ever done this activity? If not, would you like to? Why?
- e Imagine you are messaging a friend. How would you describe the picture to them?

# Unit 1: Free time Focus on reading: skimming and scanning

## Learning objectives

In this unit you will:

- watch a video of students talking about their free time, and discuss what they say
- read an advertisement about apps and answer questions on it
- think about the best strategies for providing short answers to questions
- read an online advertisement for a webzine for teenagers and answer questions on it
- practise speaking about your preferences and making suggestions

## A Watch, listen and talk

- 1 Watch and listen to some IGCSE students talking about their **free time**.
  - a Make a note of **three** things that they enjoy doing, and **three** things that they do not enjoy doing in their free time.
  - b Talk to your partner(s) about the things that **you** like and do not like doing in **your** free time.



## B Speaking and vocabulary

- 1 What do these pictures show? Discuss your ideas with a partner and write down **at least five** words or phrases that you think of.

**Example:** *people enjoying themselves*



- 2 Complete the table with things that you enjoy and don't enjoy doing. Use the pictures above and your ideas from the **Watch, listen and talk** activity. There are two examples. Compare your list with your partner's. Are they the same or different?

Enjoy	Don't enjoy
watching films on TV	tidying my room
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____



#### LANGUAGE TIP

Remember that the verbs *enjoy* and *dislike* are both followed by *-ing* **NOT** *to*

**Example:** *I enjoy watching movies on TV, but I dislike tidying my room.* ✓

**NOT** *I enjoy to watching movies on TV, but I dislike to tidying my room.* ✗

**NOT** *I enjoy to watch movies on TV, but I dislike to tidy my room.* ✗

Complete the exercises in your **Workbook**.



#### TOP TIP

**Skimming** and **scanning** are two very different strategies for *speed reading*. They each have a different purpose, and they are not meant to be used all of the time.

**Skimming** is used to quickly identify the main ideas of a text and is done at a speed three to four times faster than normal reading.

**Scanning** is a technique you often use when searching for key words or ideas. In most cases, you know what you're looking for, so you concentrate on finding a particular answer. Scanning involves moving your eyes quickly down the page looking for specific words and phrases.

Remember that it is usually not necessary to read and understand every word in a text to find the answers to questions.

## C Reading

- Discuss these questions with a partner.
  - When you want to find something quickly in a text, how do you read it? Which reading skills do you use?
  - When you read something for pleasure, such as a book or a magazine, do you read it in the same way as you read a school Chemistry textbook?
  - What other ways are there to read a text?
- Look at the advertisement for Datasource products. Answer these two questions. You have ten seconds!
  - How many different products are advertised?
  - Which product is the most expensive?
- Which reading skill or skills did you use to answer Activity C2? Did you read every word in the text? Did you read quickly or slowly?

New apps available to download now from **Datasource.com!**

**Datasource**



**Datasource Puzzle Finder** – special discount price of \$1 (normal download price: \$2 – save 50%!)

This amazing app is the one that sold a million in a month in the USA! If you're a puzzle lover, now's your chance to get the most up-to-date app for finding literally hundreds of online puzzles.



**Datasource Photo Squeeze** – discount price of \$2 (normal download price: \$6 – save 66%!)

Now you can create your own amazing images using Photo Squeeze! Take a pic using your smartphone or tablet and then squeeze it into something awesome.



**Datasource Trainer** – amazing price – it's FREE! (normal download price: \$2 – save 100%!)

If you are into keeping fit, you need this incredible app right now! Download onto your smartphone and keep track of your fitness level. This app will even tell you when you're not running fast enough!



**Datasource NewsFeed** – discount price of \$6 (normal download price: \$8 – save 25%!)

Keep in touch with what's going on in the world by using this fantastic app! NewsFeed will keep you informed about whatever you choose – sports, entertainment, music ... for up to 60 free minutes every day!



**Datasource My Movies** – discount price of \$3 (normal download price: \$6 – save 50%!)

This incredible app stores a list of your favourite movies and lets you know about new releases. My Movies also lets you share your list with your friends.



**Datasource Comic Fun** – discount price of \$1 (normal download price: \$4 – save 75%!)

Everyone loves comics and this delightful but simple app gives you access to a huge number of titles. And for all you language learners, there are **five** languages to choose from!

### \$5 OFFER!

You can save even more by signing up to the Datasource loyalty scheme. Download a minimum of **three** apps today and get a voucher for **\$5** to use on your next purchase. You also get a 21-day money-back, no-questions-asked guarantee on all our apps, a monthly digital newsletter, and a membership card and number.

- 4 Answer the following question. Do **not** write anything yet.  
Which product has the biggest percentage reduction?
- 5 Which of the following is the best answer to the question in Activity C4? Is more than one answer possible? If so, why?
- Datasource Trainer has the biggest percentage reduction.
  - The product with the biggest percentage reduction is Datasource Trainer.
  - It's Datasource Trainer.
  - Datasource Trainer.
  - Trainer.
- 6 With your partner, ask and answer the following questions. Do **not** write anything yet.
- How many products have a normal download price of less than \$5?
  - How can you save an additional \$5?
  - Which product offers the smallest cash saving?
  - How many Datasource Puzzle Finder apps were sold in a month in the USA?
  - Give **three** advantages of joining the Datasource loyalty scheme.
  - Which product offers you 60 minutes free of charge?
  - Which product is available in different languages?
- 7 Write the answers to the questions in Activity C6. Exchange your answers with a different pair and check them. Use the **Top Tip** to help you.
- 8 Have a quick look at the second text, *You Write!* Where might you find a text like this? Why? Choose one or more from the list.

a dictionary an email a newspaper a comic a TV magazine a children's magazine  
a blog a shop window a leaflet an encyclopaedia a website

- 9 What is the best strategy for addressing short-answer questions? Put the following points into a logical order. Be prepared to explain your order.
- Search likely sections of the text.
  - Read the question.
  - Underline the key word/s.
  - Ask yourself what information the question is asking for.
- 10 Look at these questions based on the *You Write!* webzine. Do **not** write anything yet. Find and note down the key word/s in each question.
- Who is *You Write!* for?
  - When can you read the next publication?
  - How many sections are there in the webzine?
  - What is the maximum number of words for a creative story?
  - If something has made you angry, for which section should you write?
  - Which section does **not** tell you how many words to write?
  - After you have finished your writing, what do you have to do?
  - How long can the title for your writing be?
  - If you select the final box, what will you **not** receive?
- 11 Now write the answers to the questions in Activity C10. Keep your answers short, but remember to include all the information that the questions ask for. Exchange your answers with a partner and check them.

**TOP TIP**

Often, you do not need to write full sentences for your answers. Sometimes a single word, a few words, or even a number, will be enough. However, you must show that you have understood the question and you must provide all of the information required. If you are writing numbers, be careful to spell them correctly. Also, if the answer is a quantity, make sure you include a symbol or a unit of measurement – for example \$35, 10 kilometres, 2 hours.

**TOP TIP**

Notices, leaflets, signs, advertisements and timetables can contain a lot of information in various formats. The best strategy for answering questions on sources like these is to decide which word or words in the question will lead you to the place in the text that contains the answer. These words are called *key words*.



# You Write!



The amazing and unique\* online webzine for teenagers who want to share their writing!

Send us your writing by 30th June for a chance to see it in the next issue (publication date 31st July) of **You Write!**

Choose which section you want your work to appear in: **MY STORY**, **MY POEM**, **MY OPINION**, **MY REPORT**

### MY STORY:

For those of you with a story to tell, this is the section for you! We will consider your funny or serious, original\*, creative stories up to a maximum of 275 words.

### MY POEM:

What has inspired you to write a poem? An interesting person? An unusual place? A funny pet? Extreme weather? Send us up to 25 lines of your inspired writing in order to be considered for this section.

### MY OPINION:

Use this section if you want to get something off your chest! Has something annoying happened that makes you want to put pen to paper? If you are feeling particularly angry, upset, or even happy about something, share your opinion by writing no more than 200 words.

### MY REPORT:

Seen or heard something interesting locally that you want to tell others about? Perhaps a new cinema has opened in your town, or your local team won its most recent match? Maybe you want to write about something that you were personally involved in, such as a music or drama festival? Send us your report, up to 275 words.

## What do I do next?

Complete and submit the form below. You **must** do this electronically. Do not forget to attach your piece of writing!

UPLOAD YOUR  
ARTICLE

SUBMIT

First name:

Family name:

Email:

Age last birthday:

Name of school:

Which section are you writing for? Please select.

My Story  My Poem  My Opinion  My Report

Title for your writing (maximum **FIVE** words): \_\_\_\_\_

Number of words: \_\_\_\_\_

I have my parent's/guardian's permission to submit my writing to **You Write!** Please select **YES** **NO**

**Data Protection Act:** Sometimes we may wish to send you information about other products that we feel may be of interest to you. Select this box if you do **NOT** wish to receive such information

Need to contact us? [Click here](#) or email us: info@youwrite.eu

\*See the **WORD TIP** in **Section D**.

## D Language focus: adjective + noun

- 1 Notice the use of adjectives in the two texts you have read in this unit:  
*amazing app up-to-date app amazing online webzine creative stories*
- a Copy and complete this sentence.  
*Adjectives are used to provide..... about..... In English, adjectives usually come..... the noun.*
- b What happens in **your** language? What is the usual order for adjectives and nouns?
- 2 Quickly read through the two texts in Section C again. Find **at least three** more examples of adjective + noun combinations in each text. Compare your examples with a partner's.
- 3 Adjectives can often be formed from other parts of speech. Copy and complete the table with the correct words. You may not be able to fill in all the gaps.

Adjective	Noun	Adverb	Verb
amazing	amazement	amazingly	amaze
special	...	...	...
incredible	...	...	...
delightful	...	...	...
funny	...	...	...
serious	...	...	...
original	...	...	...
creative	...	...	...

- 4 Look back at the two texts in this unit and find **at least five** more adjectives. Add them to your table and then complete the other parts of speech (noun, adverb and verb) where possible.
- 5 Notice that there are different possible endings for adjectives in English. Using the words from Activities D3 and D4, list some of these possible endings. Then think of **three** more examples for each ending.
- Example:** *-ing: interesting, amazing, tiring, fascinating, boring*
- 6 Choose **eight** adjectives from Activity D5, then combine them with nouns and use them in sentences of your own.

**Example:** *That webzine was full of interesting stories and ideas.*

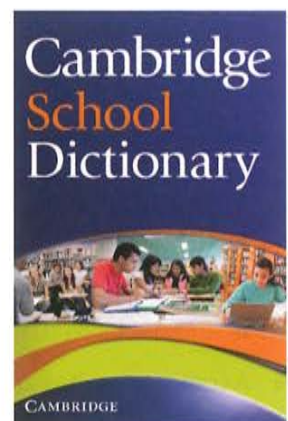
Complete the exercises in your **Workbook**.

ABC  
XYZ


### WORD TIP

original = 1  
 INTERESTING: not the same as others;  
 2 FIRST: the earliest form of something  
 unique = 1 NOT THE SAME: different from everyone and everything;  
 2 SPECIAL: unusual and special;  
 3 BE UNIQUE TO: to exist in only one place, or connected to only one person or thing  
 Use either original or unique to complete the sentences in your **Workbook**.

Adapted from  
 Cambridge School  
 Dictionary 2008



## E Speaking: Showing preferences and making suggestions

-  **CD1, Track 2** Listen to Maria and Christos talking. How many different ways do they use to show a preference or to make a suggestion?
- Look at the audioscript in Appendix 3 and check the meaning of the phrases that are underlined.
- Think of more ways to show a preference and to make a suggestion. Copy the table below and add more phrases. Compare your answers with your partner's.

Showing a preference	Making a suggestion
I'd rather go ...	Why don't we go ... ?
	Let's go ...

- Usually when we **show a preference** for something or **make a suggestion**, we also give a **reason**. What reason does Maria give for wanting to go to the shopping centre later? What reason does Christos give for wanting to go to the shopping centre at the weekend?



### LANGUAGE TIP

Look at how **preference** and **suggestion** phrases are followed by infinitive, *to* infinitive or *-ing* forms of the verb.

+ infinitive	+ <i>to</i> infinitive	+ <i>-ing</i>
Why don't we + do?	Would you like + to do?	What/How about + doing?
Let's + do	I'd like + to do	What do you think about + doing?
I suggest we + do	I('d) prefer + to do	I suggest + doing
Can't we + do?		
I think we should + do		
I'd rather + do		

Complete the exercises in your **Workbook**.

- Work with your partner. For each of the following examples, one of you makes a suggestion and the other gives a preference. Use a variety of phrases from the Language Tip, and support your suggestions and preferences with reasons.

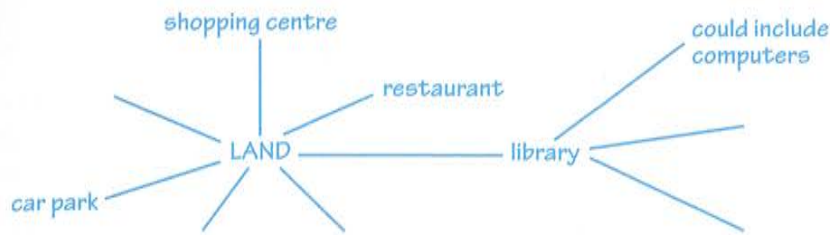
**Example:** Buying new trainers or a birthday present for someone.

**Maria:** *Why don't you buy those new trainers we saw in town?*

**Christos:** *No, I don't think so, Maria. It's my mum's birthday next month and I'd prefer to save my money for her present.*

- Going shopping or staying home to study.
  - Eating Italian or Japanese food in a restaurant.
  - Watching a film at the cinema or on TV.
  - Playing basketball or going swimming.
- A competition has just been announced. An area of land near your school is going to be developed. For the competition, you need to make a short speech to your school friends,

giving your preferences and reasons for the development of the land. Plan your speech. It might be helpful to write down some ideas, like this:



## F Reading

- 1 You are going to read a newsletter about a sports centre. There are six sections:

Welcome! Opening hours Membership Facilities Focus on gyms Personal fitness

In which sections do you think you will read the following information (a–f)? Why?

- Adults
  - and make you feel at home!
  - Olympic and children's starter pools
  - increase your strength
  - reach your potential
  - Monday–Saturday
- Write a list of other information you would expect to find in each of the six sections. Write **two** things for each section. Give reasons for your choices.
  - Quickly read the Achileas Sports Centre newsletter and check your answers to Activities F1 and F2.
  - Read the newsletter in more detail and write answers for questions a–h.
    - How often is the newsletter published?
    - What time does the sports centre close on public holidays?
    - What is the cost for a family for a six-month membership?
    - How many swimming pools are there?
    - What non-sport facilities does the complex offer? Give **two** examples.
    - How many different 'fitness goals' are mentioned?
    - What do you need to do before the staff can design your personal fitness programme?
    - How is your progress assessed?
    - What is the main goal of the sports centre?
    - What two things do all the 'focus' gyms offer?
  - Follow these instructions and design your own information leaflet.
    - Choose somewhere for your leaflet. It could be another sports centre, a shopping mall, an entertainment complex, or somewhere else of your choice.
    - Include **four** different sections of information, which could be similar to the ones you have seen here, or different ones.
    - Write about **50 words** for each section.
    - Write **two** questions per section (total **eight** questions) for your partner to answer.



### TOP TIP

Making suggestions and expressing preferences about a particular topic are important aspects of speaking effectively. Although it is important to speak accurately (and using set phrases like the ones in this unit will be very helpful) in order to ensure that no misunderstandings take place, the most important thing is to talk confidently. Also, try to avoid using slang expressions (say *yes* not *yeah*) and vocabulary, and single-word answers to questions.

## Welcome!

Welcome to the new Achileas Sports Centre and Swimming Pool Complex monthly newsletter! We offer a wide variety of activities for you and all your family and friends. Whether your interest is fitness, football, tennis, basketball or swimming, we can offer you an excellent range of activities to suit all your needs. We hope you will enjoy your visit to the new Achileas Complex and take advantage of the many facilities available.

### Opening hours

<i>Swimming Pool</i>	
Monday–Friday	07.00–22.00
Saturday–Sunday & public holidays	08.00–21.00
<i>Sports Centre</i>	
Monday–Friday	06.00–22.00
Saturday–Sunday & public holidays	09.00–20.00
<i>Achileas Restaurant</i>	
Monday–Saturday	12.00–15.00 & 19.00–23.00
Sunday & public holidays	12.00–15.00 only

### Membership

	<b>Children</b> (6–17)	<b>Adults</b> (18+)	<b>Couples</b> (2 adults)	<b>Family</b> (2 adults + 2 children)
<b>Annual</b>	\$250	\$400	\$350 each	\$1,000
<b>6-monthly</b>	\$130	\$210	\$180 each	\$600
<b>3-monthly</b>	\$70	\$110	\$100 each	\$330
<b>Monthly</b>	\$25	\$45	\$40 each	\$120
<b>Weekly</b>	\$20	\$40	\$35 each	\$105
<b>Daily</b>	\$10	\$20	\$15 each	\$45

### Facilities

Five fitness and special-focus gyms, one children's gym, Olympic pool and children's starter pool, four squash courts, four badminton courts, two basketball courts, eight outdoor tennis courts, two

all-weather football pitches, Achileas Sports Shop, Achileas Restaurant.

### Focus on gyms

Whatever your fitness level, whatever your age and whatever your fitness goals, we have something to offer you in one of our special-focus gyms! If you would like to lose weight, tone up, increase your strength or improve your health, we have highly qualified staff on hand to motivate you in one of our focus gyms.

All of this takes place in one of our five focus gyms: cardiovascular, resistance training, free weights, general and sports injury. All our focus gyms offer state-of-the-art machines and excellent user-friendly equipment, catering for all your health and fitness needs.

### Personal fitness

Whether you wish to work out once a week or every day, for ten minutes or an hour, after an initial consultation, our staff will design your own personal-fitness programme, tailored to suit your individual needs. You will also benefit from regular reviews, where your progress will be monitored and your programme updated or adjusted accordingly.



## REFLECTION

How well do you think you can do each of these things now?

Give yourself a score from 1: Still need a lot of practice to 5: Feeling very confident about this

In this unit you:	1	2	3	4	5
watched a video of students talking about their free time, and discussed what they said					
read an advertisement about apps and answered questions on it					
thought about the best strategies for providing short answers to questions					
read an online advertisement for a webzine for teenagers and answered questions on it					
practised speaking about your preferences and making suggestions.					

Now set yourself a **personal goal** based on your scores for Unit 1.

## Exam focus

## Reading, Exercise 1, skimming and scanning

- 1 Read the following visitor information leaflet about markets in Cambridge, and then answer the exercises.

## Cambridge offers you more than you would expect



### General market

Cambridge is a market city, and people have been trading at the historic market square in the city centre for hundreds of years. The general market is open Monday to Saturday in the main Market Square opposite the City Hall. Between 10 a.m. and 4 p.m. the market is busy with around 100 stalls selling fruit, vegetables, plants and flowers, but also on sale are books, clothes and even electrical items. Many of these stalls change on a daily basis, so you may not find the same things from one day to the next. You can even have your trousers, shoes, bike or sewing machine mended if you are not in a rush.

### Arts, crafts and local produce market

The arts, crafts and local produce market is also situated in the main Market Square, and is open every Sunday. Here you can find a wide selection of produce from the region's finest artists, craftspeople, photographers and farmers. The market is a great mix of everyday items such as organic fruit and vegetables, unique gift ideas, antiques, books, pictures and jewellery. You can also find personalised gifts at this market, which make ideal presents for family members and friends, or even something for yourself as a reminder of your visit to Cambridge.

### Street traders' market

Cambridge offers an excellent range of street traders located around the historic centre, along Silver Street and other streets nearby. They include a huge number

of food and drink sellers, offering burgers, jacket potatoes, savoury and sweet crepes, and plenty of vegetarian options, so there's no excuse to go hungry while shopping.

### Garden art and craft market

This garden art and craft market started in the summer of 1975, and since then has become increasingly popular with locals and tourists. The market encourages Cambridge artists and craftspeople by giving them somewhere to sell the things they make, such as designer jewellery, ceramics, wood carvings, artwork and much more. In the early days, when the market first opened, it was a fair-weather, summer only event. The stalls had no roofs, and if it rained, the artists had to throw plastic sheets over their displays, and then hide under umbrellas or trees for shelter. Nowadays the stalls are protected, not just by the many trees which also provide shade, but by purpose-built covers. Over the years, the garden art and craft market has quickly flourished, not only due to its reputation for beautiful quality arts and crafts but more importantly as a result of its affordable prices. Furthermore, improved public transport links have made it easier for more people to visit Cambridge and the market. However, perhaps the most important reason for the increase in the market's popularity is the chance for people to talk to the makers of the products that they want to buy. The market, just opposite Trinity College, is held every Saturday and some weekdays during the peak holiday season, and is truly not to be missed.

Adapted from [www.cambridgebid.co.uk](http://www.cambridgebid.co.uk)

- a** Where exactly is the general market located? [1]
- b** Why might it be a bad idea to delay buying something at the general market? [1]
- c** What service is offered for people who have time to wait? [1]
- d** Which is the best day to buy home-grown food? [1]
- e** Which market would be a good place to buy a souvenir? [1]
- f** Where would you go to find the largest choice of food and drinks? [1]
- g** How does the garden art and craft market support local traders? [1]
- h** What nowadays protects buyers and sellers at the garden art and craft market? Give two examples. [2]
- i** Why has the market grown so fast? Give **four** examples. **Extended only** [4]

**Total: 9 (Core) 13 (Extended)**

# Cambridge IGCSE® English as a Second Language Coursebook Fifth edition

Peter Lucantoni

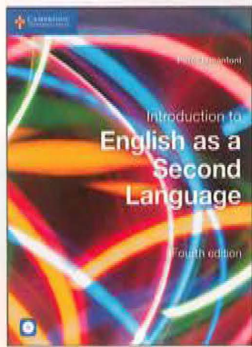
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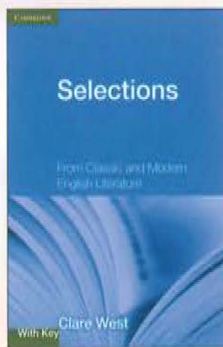
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