

Peter Lucantoni

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

Fifth edition

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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

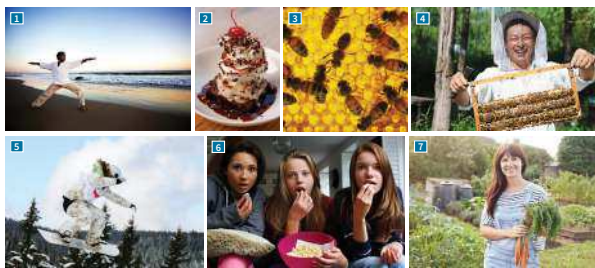
### Learning objectives

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.



## 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   | Vocabulary |
| Speaking  | Video      |
| Writing   | Language   |
| Listening |            |

## 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

## 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)

## Cambridge IGCSE English as a Second Language

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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>Part 2: Education and work</b>				<b>54</b>
<b>Unit 6: Learning</b>	<b>Focus on reading and writing</b>			<b>56</b>
Talk, read and make notes about school facilities, give advice and make suggestions, read an article about teens getting up, write notes about a language school	Prefixes and suffixes	Reading and writing, Exercise 3, note-making	R1, R2, R3	
<b>Unit 7: Jobs</b>	<b>Focus on reading and writing</b>			<b>67</b>
Discuss jobs, read an article about a cosmetic scientist, listen to someone talk about jobs with NASA, practise making notes, writing a paragraph and writing a summary	Modals for advice and suggestions	Reading and writing, Exercise 3, note-making; Exercise 4, summary writing	R2, W2	
<b>Unit 8: Communication</b>	<b>Focus on writing</b>			<b>78</b>
Discuss communication and British and American English, read two articles about spelling and the decline in letter writing, analyse and practise writing	Passive voice	Writing, Exercise 6	W1, W2, W5	
<b>Unit 9: Interviews</b>	<b>Focus on listening</b>			<b>90</b>
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<b>Unit 10: Education</b>	<b>Focus on speaking</b>			<b>99</b>
Discuss education, read a web article about studying, practise talking about the speaking examination and listen to students discussions.	'Alternative' conditional structures	Speaking, Part 2, topic cards	S1, S5	



<b>Part 3: People and achievements</b>					<b>108</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>Part 4: Ideas and the modern world</b>					<b>164</b>
<b>Unit 16: Social media</b>		<b>Focus on reading</b>			<b>166</b>
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<b>Unit 17: The environment</b>		<b>Focus on reading and writing</b>			<b>176</b>
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<b>Unit 18: Hunger</b>		<b>Focus on writing</b>			<b>188</b>
Discuss hunger and chewing gum, listen to an interview about chewing gum, read and talk about biotechnology in food production, read and write a report about harmful foods		Word building	Writing, Exercise 6	W2, W3, W4	
<b>Unit 19: Fashions</b>		<b>Focus on listening</b>			<b>200</b>
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