Executive Preview

Cambridge IGCSE® English as a Second Language

Coursebook Fifth edition

For Cambridge IGCSE®

Peter Lucantoni

Completely Cambridge

Endorsed for full syllabus coverage

Has passed Cambridge’s rigorous quality-assurance process

Supports the full syllabus for examination from 2019

Developed by subject experts

From 2019

For Cambridge schools worldwide

Language Focus in every unit

New Word Tip features analyse aspects of vocabulary and link with examination in 2019. New videos in every unit encourage and develop students’ confidence with language, while the coursebook focuses on developing the four core skills: listening, speaking, reading and writing. Extra practice exercises in the workbook for reinforcement and consolidation the other three to deliver an engaging learning experience. Practice and include new task types skills through videos and test cards. Exam-style questions and top tips in every unit provide comprehensive extra practice and include new task types skills through videos and test cards. Exam-style questions and top tips in every unit provide comprehensive extra practice and include new task types skills through videos and test cards.
Dear Colleagues

It’s a pleasure to have the opportunity to introduce myself and give you some information about the exciting new content in the 5th edition of Cambridge IGCSE® English as a Second Language.

As you may be aware, there are some quite significant changes to the reading and writing examination syllabus from June 2019, and of course some important changes were made to the listening examination syllabus just a few years ago. The changes to Papers 1 and 2 include a redistribution of marks for each exercise, but probably the most important changes for teachers and students are the reduction from seven exercises to six, and the inclusion of a multiple-matching exercise.
In order for your students to be prepared as well as possible for these changes, the new 5th edition of Cambridge IGCSE® English as a Second Language includes some important new and exciting additions:

- Video content at the start of every unit – students talking about the unit topic, with follow-up questions for your students to respond to after watching and listening
- Videoed speaking test samples in units 5, 10, 15 and 20 – to raise your students’ awareness of the speaking test and to give them examples of the types of questions that might be asked
- Plenty of questions for exam-style practice, including the new multiple-matching task for Exercise 2, and the removal of the old information transfer task
- Revised allocation of marks for exercises and papers
- Updated texts and audio content to reflect the syllabus changes
- Word Tips in every unit focus on vocabulary items which may cause confusion or difficulty for students
- Top Tips in every unit to remind students of important strategies for exam success
- Language Tips in every unit to highlight areas of grammar
- Clear Learning Objectives at the start, and a Reflection activity at the end of every unit

I sincerely hope that you and your students will enjoy using this new 5th edition, and wish everyone success. I also hope that I may be able to meet you in person one day in the near future.

Kind regards

Peter Lucantoni
Providing the tools to succeed

“Our students have found the Cambridge University Press IGCSE® coursebook and workbook more enjoyable than the alternatives. They say the reading texts are more realistic and the audio tracks are clearer than the ELT materials. Exam tips, exam strategies and exam style questions are given at the end of each unit of study, which really helps the students to understand what the exam will be like.”

Gökçe Ece Sakaklı,
Head of English and IGCSE® Co-ordinator
Maya Anatolian High School, Turkey

Tools for every learner

*Cambridge IGCSE® English as a Second Language* takes students from end B1 to end B2 of the Common European Framework of Reference for Languages (CEFR)

*Success International English Skills for Cambridge IGCSE®* takes students from Mid B2 – Mid C1.

Tools to inspire confidence

Teachers and students can be confident of syllabus coverage. We are working towards endorsement for both comprehensive suites of resources, to ensure they are updated in line with the revised syllabus for first examination 2019.

Tools tailored for you

Written with English as a Second Language learners at the heart. We’ve taken in feedback from teachers to add language focus features, differentiation and more speaking and listening exercises.
Contents

Unit 4  Coursebook
Unit 15 Coursebook
Unit 4  Teacher’s Resource
Unit 15 Teacher’s Resource
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 4: Transport Focus on listening: short extracts

Learning objectives

In this unit you will:
- watch a video of students talking about different methods of transport, and discuss what they say
- listen to different people talking about their travel experiences, and answer questions
- listen to a Ugandan police officer talking about boda-boda taxis and answer questions
- practise using expressions of surprise
- practise listening to short extracts and answering questions

A 😊 Watch, listen and talk

1 Watch and listen to some IGCSE students talking about which methods of transport they prefer and the reasons they give.
   a Make a note of three methods of transport that the students mention and the reasons they give.

2 Talk to your partner(s) about the method of transport that you prefer and your reasons why.

B 🆕 Speaking and vocabulary

1 Look at the pictures 1–4. Which of these types of transport have you used? If you haven't used one, which one would you like to use?

2 There are ten different methods of transport hidden in the word snake. How many can you find? Are any the same as the ones you talked about in B1?

bustaxiballooncam pervanm otorbikeplanecartraincoachbicycle

3 Which method of transport do you think is the best for going on holiday? Why? Does your choice depend on the type of holiday? Discuss your ideas with a partner.

4 Copy and complete the table. Make a list of the advantages and disadvantages of some of the methods of transport from Activity B2.

<table>
<thead>
<tr>
<th>Method</th>
<th>Advantages</th>
<th>Disadvantages</th>
</tr>
</thead>
<tbody>
<tr>
<td>car</td>
<td>stop when and where you like</td>
<td>traffic jams</td>
</tr>
</tbody>
</table>

5 In Activities B3 and B4, did you consider the cost of each method of transport? With a partner, rank the methods from 1 to 10, with 1 the most expensive and 10 the cheapest. What factors do you need to think about when deciding on the cost of each method?
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C Listening 1

1 You are going to listen to four people talking about their experiences of different methods of transport. Which of the following methods do you think you will hear about? Why?

   bus  car  motorbike  balloon  train  ferry  camel  bicycle  coach  campervan  cab  quad bike  horse

2 CD1, Track 4 Listen and write the answers to these questions.
   a Which methods of transport are being talked about?
   b Which of the people enjoyed themselves?
   c Which speakers do not mention the name of a country or town?
   d What helped you to answer the three questions a–c? What information did you focus on as you were listening? Context? Vocabulary (key word/s)? Something else?

3 CD1, Track 4 Listen carefully again to each speaker. As you listen, write the answers to the following questions in your notebook.

   Speaker 1
   a Where exactly did the speaker wait for the train?
   b How many people were with the speaker?
   c How did the family feel before 8.30?
   d What made the speaker and his family become anxious?
   e What did the speaker do at 9.00?
   f What mistake had the speaker made?

   Speaker 2
   a Why was the speaker going up in a balloon?
   b How old is the speaker now?
   c Why did the speaker feel uncomfortable about the balloon trip?
   d How long was the balloon trip?
   e How did the speaker feel once the balloon had taken off?

   Speaker 3
   a What two advantages convinced the speaker to travel by coach?
   b How many disadvantages of travelling by coach does the speaker give?
   c How often did the coach stop?
   d How long did the coach journey last?
Speaker 4

a. At what time of day did the speaker depart?
b. What was the weather like?
c. Who was the speaker with?
d. How fast did they travel?
e. What two things amazed the speaker?

4. How much can you remember? With a partner, copy and complete the table of information below (not all the gaps can be filled).

<table>
<thead>
<tr>
<th></th>
<th>Speaker 1</th>
<th>Speaker 2</th>
<th>Speaker 3</th>
<th>Speaker 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Departure time</strong></td>
<td>8.30 a.m.</td>
<td>...</td>
<td>...</td>
<td>...</td>
</tr>
<tr>
<td><strong>Length of journey</strong></td>
<td>...</td>
<td>...</td>
<td>...</td>
<td>...</td>
</tr>
<tr>
<td><strong>Arrival time</strong></td>
<td>...</td>
<td>...</td>
<td>...</td>
<td>...</td>
</tr>
<tr>
<td><strong>Weather / time of year</strong></td>
<td>beautiful summer day</td>
<td>sunny, May</td>
<td>...</td>
<td>...</td>
</tr>
<tr>
<td><strong>Speaker’s feelings</strong></td>
<td>...</td>
<td>...</td>
<td>...</td>
<td>...</td>
</tr>
<tr>
<td><strong>Speaker with who?</strong></td>
<td>wife and three children</td>
<td>...</td>
<td>...</td>
<td>...</td>
</tr>
<tr>
<td><strong>Cost</strong></td>
<td>...</td>
<td>...</td>
<td>$275</td>
<td>...</td>
</tr>
</tbody>
</table>

5. Read the audioscript in Appendix 3 and check your answers to Activities C3 and C4.

6. Choose a method of transport and write a short paragraph similar to the ones in the listening activity. Remember to include:
   - information about the time and length of the journey
   - the weather
   - the time of year
   - the speaker’s feelings.

Do not mention the method of transport. Write four or five questions about your paragraph for your partner to answer. Read your paragraph to your partner, then see if they can guess the method of transport and answer your questions.

✅ Listening 2

7. You are going to listen to a Ugandan police officer talking about Uganda’s famous motorbike taxi, the *boda-boda*. Unfortunately, there are many traffic accidents involving *boda-bodas* and many people are injured as a result.
a. Work with a partner and answer the following questions.
   i. What type of taxis do you have in your country?
   ii. Who do you think rides the *boda-bodas* in Uganda?
   iii. What could be the result of having too many *boda-bodas* on the roads?
   iv. How could Uganda help young motorbike riders to be safer?

b. Work with a different partner. Read the following information and decide which numbers from the box could complete the gaps.

   twice 40% 62% 1800 3343

   i. About ……… of trauma cases at the hospital are from *boda-boda* accidents.
   ii. ……… of young people in Uganda do not have a job.
   iii. The death toll on Uganda’s roads is ……… the average across the rest of Africa.
   iv. There were ……… road deaths in Uganda in 2011.
   v. A national scheme has trained ……… *boda-boda* riders in basic road safety.

c. Work with the same partner. One of you should look at the words in column A in the table below and the other should look at the words in column B. What do the words mean? Using different reference sources to help you, make notes and then explain the words to your partner.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>ubiquitous</td>
<td>catastrophic</td>
</tr>
<tr>
<td>potholed</td>
<td>fatalities</td>
</tr>
<tr>
<td>livelihoods</td>
<td>campaigns</td>
</tr>
<tr>
<td>swelled</td>
<td>initiatives</td>
</tr>
<tr>
<td>strain</td>
<td>participant</td>
</tr>
<tr>
<td>trauma</td>
<td>slogan</td>
</tr>
</tbody>
</table>

8. **CD1, Track 5** Listen to the police officer talking about the *boda-boda* taxis. As you listen, check your answers to the previous exercises.

9. Use the numbers in the box to complete the information below from the listening text. Write your answers in your notebook, then listen again and check.

   20 25 100 1960s 20 000 250 000 300 000

   a. Since they appeared on the streets of Uganda in the *(i)* …
   b. One recent news report estimated that there were more than *(ii)* … bikes operating.
   c. There are up to *(iii)* … *boda-boda*-related cases every day.
   d. Ali Niwamanya, *(iv)* …, a *boda-boda* driver …
   e. A monthly fee of *(v)* … Ugandan shillings paid by the city’s *(vi)* … motorbike taxis.
   f. A one-day workshop for *(vii)* … riders.

**LANGUAGE TIP**

In the text you have just listened to there are some examples of nouns ending in *-ion*, for example *collision, organisation*. The verb forms of *-ion* nouns follow various patterns:

- *collision* → collide
- *organisation* → organise

Look at the audioscript. Find **three** more *-ion* nouns in the text and write the verb form for each one. Complete the exercise in your **Workbook**.
D  Language focus: tenses

1  Look at these sentences from the information you have just listened to. What verb time (e.g. present) is being referred to by the verbs in bold in each sentence?
   a  For many years, boda-bodas have been called Uganda’s silent killers.
   b  Since they appeared on the streets of Uganda in the 1960s, …
   c  They are also injuring and killing thousands every year …
   d  Some people are warning that in the very near future, the death toll from Uganda’s roads will be higher than that from diseases such as malaria.

2  Complete the rules for each of the four tenses in Activity D1. What is the function of the tenses in each sentence? The first one has been done as an example.
   a  present perfect simple  have/has + past participle
      Function = to link the past to the present
   b  past simple  …
      Function = …
   c  present continuous  am / … / … + …
      Function = …
   d  ‘will’ future  … + …
      Function = …

3  Complete these sentences, putting the verbs into the correct tense.
   a  I’m certain that traffic chaos in big cities … (get) worse over the next ten years.
   b  This week I … (see) four accidents on the roads in town.
   c  Some friends of mine … (think) of selling their car because the roads are so dangerous!
   d  When I was at the police station, a policeman … (tell) me that road cameras … (catch) a lot of speeding drivers last month.
   e  These days, the government … (try) to improve the situation on the roads.
   f  In the coming years, there … (be) an even greater increase in the number of road deaths.
   g  That’s the second time someone … (have) an accident at that junction since the traffic lights were installed.

Complete the exercise in your Workbook.

E  Speaking

1  CD1, Track 6 Listen to how we can show surprise about something.

2  CD1, Track 6 Listen again and write down the expressions that show surprise.

3  In small groups, discuss the following questions.
   a  What information from Listening 2 in Section C surprised you? Use the expressions in Activity E2 to help you.
   b  How does the situation in Uganda compare with the situation in your country? If you don’t know, how can you find out?
   c  What can be done to reduce road injuries and deaths?
4 Work in small groups. Look carefully at these statistics about traffic accidents in the Republic of Ireland, then answer the questions.

As of 2 January 2014, all other figures are current as of 5 December 2013 and are provisional figures and subject to change. Fixed charge notices are reported one month in arrears.

adapted from www.garda.ie

<table>
<thead>
<tr>
<th>Date</th>
<th>Jan</th>
<th>Feb</th>
<th>March</th>
<th>April</th>
<th>May</th>
<th>June</th>
<th>July</th>
<th>Aug</th>
<th>Sept</th>
<th>Oct</th>
<th>Nov</th>
<th>Dec</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fatalities</td>
<td>19</td>
<td>14</td>
<td>15</td>
<td>12</td>
<td>17</td>
<td>13</td>
<td>18</td>
<td>19</td>
<td>17</td>
<td>13</td>
<td>16</td>
<td>17</td>
</tr>
<tr>
<td>Section 41 RTA – Detention of Vehicles</td>
<td>1540</td>
<td>1503</td>
<td>1213</td>
<td>1816</td>
<td>2036</td>
<td>1966</td>
<td>1914</td>
<td>1712</td>
<td>1977</td>
<td>1797</td>
<td>1762</td>
<td>1738</td>
</tr>
<tr>
<td>Road Transport Offences</td>
<td>335</td>
<td>312</td>
<td>231</td>
<td>368</td>
<td>296</td>
<td>211</td>
<td>353</td>
<td>430</td>
<td>348</td>
<td>367</td>
<td>506</td>
<td></td>
</tr>
<tr>
<td>Dangerous Driving</td>
<td>33</td>
<td>220</td>
<td>196</td>
<td>211</td>
<td>221</td>
<td>207</td>
<td>146</td>
<td>184</td>
<td>186</td>
<td>215</td>
<td>167</td>
<td></td>
</tr>
</tbody>
</table>

**Fixed charge notices**

<table>
<thead>
<tr>
<th>Date</th>
<th>Jan</th>
<th>Feb</th>
<th>March</th>
<th>April</th>
<th>May</th>
<th>June</th>
<th>July</th>
<th>Aug</th>
<th>Sept</th>
<th>Oct</th>
<th>Nov</th>
<th>Dec</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seatbelts</td>
<td>734</td>
<td>865</td>
<td>877</td>
<td>1019</td>
<td>1229</td>
<td>1101</td>
<td>1029</td>
<td>1002</td>
<td>1071</td>
<td>1050</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mobile Phones</td>
<td>2210</td>
<td>2108</td>
<td>1513</td>
<td>2427</td>
<td>2335</td>
<td>2094</td>
<td>2057</td>
<td>2113</td>
<td>3058</td>
<td>3167</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Speeding</td>
<td>13,641</td>
<td>12,553</td>
<td>12,111</td>
<td>18,589</td>
<td>19,015</td>
<td>19,425</td>
<td>18,620</td>
<td>19,931</td>
<td>16,815</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Figures for fatalities are current as of 2 January 2014; all other figures are current as of 5 December 2013 and are provisional figures and subject to change. Fixed charge notices are reported one month in arrears.

adapted from www.garda.ie

**a** At the bottom of the web page, what does this phrase mean: are provisional figures and subject to change?

**b** What do you think the following mean?

i Fatalities

ii Fixed charge notices.

**c** Find out what Section 41 RTA – Detention of Vehicles means.

**d** What do you think Road Transport Offences refers to?

**e** If you were interested in working with Ireland’s national police service, which link on the webpage should you click?

**f** If you clicked on the Publications link, what information would you find?

**g** Use the information in the table to draw a graph. Choose a single month or a particular set of statistics. Your teacher will guide you.

5 Look carefully at the statistics in the table. Ask your partner five questions.

**Examples: You:** In May, how many people got a fixed charge notice for not wearing a seatbelt?

**Partner:** 1229.

**You:** What surprises you most about the statistics?

**Partner:** I couldn’t believe the number of people caught for speeding!
6 Does your country, or a country that you know, have a traffic problem? If so, what is being done to overcome the problem? What would you do if you were in charge of solving traffic problems and reducing the accident rate? Discuss in small groups.

**F 🎧 Listening**

1 Look at these exam-style questions. With your partner, decide what information each question requires you to listen for.
   a i What does Gregory want to order?  
      ii What is the product number?  
   b i What will the weather be like during the late morning?  
      ii What is the highest temperature expected?  
   c i Where does this conversation take place?  
      ii What does Marina want to do?  
   d i For which sport has the price’s changed?  
      ii How much does it cost for members to book a court on a weekday evening?

2 Here are the answers to some questions. Which of these answers could fit the questions above? Why?
   a $20  
   b a bank  
   c very hot  
   d 17 XW 3FG9  
   e a shirt  
   f 25 degrees  
   g basketball  
   h buy something

3 Listen to the audio and answer the questions in Activity F1.

4 Compare your work with your partner’s. Then use the audioscript in Appendix 3 to check your answers.

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**TOP TIP**

When listening, you will be given time to read the questions before you listen. Make sure you use this time well. Read all the questions and underline the key word/s in each one. Decide what type of information each question requires, for example a number, a place, a street name.

**LANGUAGE TIP**

Linking words and phrases are just as important in speaking as they are in writing. Make sure you use a variety of them in spoken language. Think about words or phrases that indicate when (for example firstly, subsequently, finally) as well as contrast (for example but, on the other hand, however) and in addition (for example also, furthermore, for example).

Complete the exercise in your Workbook.
Cyclists need to concentrate more than other road users, as you are much more vulnerable. Remember that when you are on a cycle, you have absolutely no protection from dangers around you. Using your mobile phone and MP3 player whilst cycling is extremely dangerous, as you need to concentrate on the road and other traffic.

Think about your clothes. Are they bright and visible to others on the road? If bright clothes are not suitable for everyday use, fluorescent and reflective jackets (which will identify you to other users) can be worn until you reach your destination. White front lights and red rear lights MUST be used after dark and in poor light conditions. They will also help you to be seen in the rain.

You should always wear a helmet, as this can reduce the risk of head injury in a crash.

Keep clear of the kerb and do not ride in the gutter. Don’t hug the kerb if a car behind you gets impatient. Don’t weave between lanes, or change direction suddenly. Show drivers what you plan to do in plenty of time. Always look and signal before you start, stop or turn. Make eye contact with drivers and let them know you have seen them.

Is your bike regularly maintained and checked? If not, why not?! Brakes MUST work well in all conditions: dry and wet. Are lights and reflectors clean and in good working order? Are the tyres in good condition and inflated to the pressure shown on the tyre? Are the gears working correctly? Is the chain properly adjusted and oiled? Are the saddle and handlebars adjusted to the correct height?

Traffic laws apply to you as a cyclist, as well as other road users. Cyclists MUST obey traffic signals and signs. Remember: it is against the law for cyclists to:

- jump red lights, including lights at pedestrian crossings unless there’s a sign showing that cyclists are allowed to do this
- cycle on pavements, unless there’s a sign showing that cyclists are allowed to do this
- cycle the wrong way up a one-way street, unless there is a sign showing that cyclists can do so
- ride across pedestrian crossings, unless there is a sign saying that cyclists can do so.

Adapted from http://think.direct.gov.uk
Exam focus

Reading, Exercise 1, skimming and scanning

1. Read the internet article about safe bicycle riding for teenagers, then answer the exercises:
   a. Why do cyclists need to focus more than other people on the road? [1]
   b. Why are making phone calls and listening to music hazardous while cycling? [1]
   c. What is the benefit of wearing a fluorescent or reflective jacket? [1]
   d. When must cycle lights be switched on? Give two examples. [1]
   e. Give five pieces of advice to help cyclists with their position on the road. [2]
   f. How can you let a driver know that you are aware of them? [1]
   g. Where can you find information about the correct pressure for tyres? [1]
   h. Who do traffic laws apply to? [1]
   i. According to traffic laws, what can a cyclist do if they see a sign giving them permission? Give four examples. [4]

Extended only [4]

[Total: 9 (Core), 13 (Extended)]

Listening, Exercise 1, Part A, short extracts

You will hear four short recordings. Write no more than three words for each detail in your notebooks. You will hear each recording twice.

1. a. What is the name of the cinema? [1]
   b. What time does the cinema open on Tuesdays? [1]

2. a. What does Daniela want to buy? [1]
   b. Which is the best place she could go to buy this and why? [1]

3. a. What job has Jason just started? [1]
   b. Who is Jason trying to find? [1]

4. a. Apart from visiting the museum and the markets, what else does the speaker suggest the tourists do when they get off the bus? [1]
   b. How long are the tourists allowed to be off the bus for? [1]

[Total: 8]

Listening, Exercise 1, Part B, short extracts

You will hear four short recordings. Write no more than three words for each detail in your notebooks. You will hear each recording twice.

1. a. Where does this conversation take place? [1]
   b. What TWO things does the woman decide to buy? [1]

2. a. Where did Muna first meet her friend? [1]
   b. When was Muna’s visit to Bahrain postponed? [1]

   b. How many matches did Ali’s team win? [1]

4. a. Where does the customer want to sit? [1]
   b. What is the problem with the table by the window? [1]

[Total: 8]
Part 3: People and achievements

In Part 3: People and achievements, there are five units (11 Achievements, 12 Organisations, 13 Famous people, 14 Medical care, 15 Healthy living). You will:

- Watch and listen to some IGCSE students talking about each unit's topic, and speaking in the IGCSE speaking exam;
- Think about and discuss what the students said;
- Read a variety of texts about Olympic sports, different organisations, famous people, becoming a paramedic, healthy foods;
- Listen to someone talking from a worldwide organisation, a report about a famous motorcycle rider, a discussion about Florence Nightingale, a talk about a medical charity;
- Practise various exam skills: informal and formal writing, listening, speaking.

Before you start Part 3, look at the picture on these pages:

a Where do you think the picture was taken? Why do you think this?

b What do you like and dislike about the picture. Why?

c What is the man in the picture doing, and what is he about to do?

d Imagine you are messaging a friend. How would you describe the picture to them?

e How important do you think it is to win? Why? Are you the type of person who needs to win, or can you accept failure? Under what circumstances?
In Part 3: People and achievements, there are five units (11 Achievements, 12 Organisations, 13 Famous people, 14 Medical care, 15 Healthy living). You will:

- watch and listen to some IGCSE students talking about each unit's topic, and speaking in the IGCSE speaking exam;
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- practise various exam skills: informal and formal writing, listening, speaking.

Before you start Part 3, look at the picture on these pages:

a. Where do you think the picture was taken? Why do you think this?
b. What do you like and dislike about the picture. Why?
c. What is the man in the picture doing, and what is he about to do?
d. Imagine you are messaging a friend. How would you describe the picture to them?
e. How important do you think it is to win? Why? Are you they type of person who needs to win, or can you accept failure? Under what circumstances?
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?

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?

Unit 15: Healthy living

Focus on speaking:

Learning objectives

In this unit you will:

/uni25A0 watch a video of students talking about healthy living, and discuss what they say
/uni25A0 talk about different activities and healthy living
/uni25A0 read about two different healthy foods and discuss them
/uni25A0 watch and listen to students taking part in a speaking role-play, and assess their performance
/uni25A0 read about gardening and make notes and write a summary
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?
2 Match the following information with the pictures in B1. You can use a phrase for more than one picture. Then discuss with your partner and add one more piece of information of your own to each picture.

<table>
<thead>
<tr>
<th>couch potatoes</th>
<th>eat what you grow</th>
<th>high in fat and calories</th>
</tr>
</thead>
<tbody>
<tr>
<td>intense aromatic flavours</td>
<td>no pain no gain</td>
<td>reduces stress and high blood pressure</td>
</tr>
</tbody>
</table>

3 Which activities in B1 would you associate with healthy living? Why? What are their benefits? What impact might they have on someone’s health and lifestyle?

4 Which activities shown in B1 do you do? Why do you do them? What other activities do you do that you associate with healthy living?

C 📚ųį_reading and speaking

1 Work with your partner and answer these questions about ginger and honey, two of nature’s most amazing and healthiest foods.

- a Have you ever eaten either of them? If yes, how often do you eat them? If not, why not?
- b Which one do you like most? Why? If you do not like them, explain why.
- c How do you eat them? As an ingredient in a dish, or as an addition to something?

2 Which of the following pieces of information do you think relates to ginger and which to honey? Why? Give reasons for your choices.

- a … has an interesting history …
- b … produces clusters of white and pink flower buds which bloom into yellow flowers …
- c A great natural source of carbohydrates which provide strength and energy to our bodies …
- d A thick, golden liquid produced by …
- e Furthermore, high blood pressure and severe headaches can also be alleviated …
- f By the 17th century, sugar was being used regularly as a sweetener …
- g Cave paintings in Spain from 7000 BCE show the earliest records …
- h It can also be brewed in boiling water to make … tea …
- i It’s definitely not pretty to look at …
- j Each flower has a varied vitamin and mineral content …

3 Find a partner, work as Student A and Student B, and do the following on your own.

- a **Student A**: Find the text: ‘Ginger – part of nature’s pharmacy’ in Appendix 2.
   **Student B**: Find the text: ‘Honey – nature’s oldest food’ in Appendix 2.
- b Quickly read your text and check your answers to Activity C2. Do not say anything to your partner yet.
- c Read your text again. Find and write notes about the following:
   - i at least three pieces of information about the history of either ginger or honey
   - ii at least four geographical locations
   - iii the production process of either ginger or honey
   - iv at least four different uses of ginger or honey
   - v at least one thing that particularly surprised/interested you.

4 Work with your partner and tell each other what you found out.
5 Discuss the following:
   a Which of the two foods do you think is the most amazing? Do you agree with each other? Why/not?
   b How popular are ginger or honey in your country? Why do you think this is so? What kind of dishes do people use them in?
   c Do people in your country use ginger or honey for medicinal purposes or remedies? How?
   d Do people in your country generally have a healthy lifestyle? Give examples to support your opinion.

D 🔄 Language focus: quantifying phrases

1 We can use certain expressions before nouns to express something about quantity. These expressions are known as quantifying phrases:
   Example: a number of honey bee fossils date back to . . .
   a What do you notice about the noun that follows the phrase a number of?
   b What do you notice about the verb that follows the noun honey bee fossils?

2 Which quantifying phrases precede these plural nouns in the two texts you have just read?
   Example: a number of + (honey bee) fossils
   a countries  e sweetmeats and cakes
   b (other) luxuries  f areas
   c (different) uses  g vitamins and minerals.
   d studies

3 Some plural-only nouns can be quantified by: a pair of.
   Example: a pair of scissors
   Think of at least three other plural-nouns which can be quantified by a pair of.

4 Which other phrases do you know which can be used to indicate quantity? Write a list.
   Examples: a bottle of, a slice of, . . .

5 Complete the gaps in this paragraph from a magazine article about high intensity exercise using four suitable quantifying phrases from the box. Could any of the quantifying phrases be used to complete more than one gap?

   a majority of  a large number of  a mix of  a few minutes of  the minority of
   one of the  a variety of  twenty hours of

**High intensity exercise: Can less really be more?**

Could just . . . exercise a week be good for your health? Apparently it can. According to . . . studies (as well as . . . fitness fanatics who can’t stop talking about it), short and intense ‘High Intensity Training’ (HIT) workouts are the way to go. Of course, not every exercise is perfect, and . . . drawbacks of HIT is that if participants increase the level of intensity of each workout too quickly, they run the risk of incurring an injury.

Adapted from: ‘High Intensity Exercise: Can less really be more?’ in Wings of Oman (Oman Air in-flight magazine) May 2016
E 🗣️ 📈 Listening and speaking

1. Look at this example role-play card from a speaking examination. Work with your partner and remind yourselves of what you need to do in the role-play.

Healthy living

More and more people are concerned about having a healthy lifestyle. Discuss this topic.

Use the following prompts, in the order given below, to develop the conversation:

- what you do to have a healthy lifestyle
- some people you know who try to have a healthy lifestyle and the reasons for this
- the advantages and disadvantages of a healthy lifestyle
- the stresses and dangers of being obsessed with health and fitness
- the suggestion that the people who profit from the health and fitness industry are not motivated by the right reasons.

You may introduce related ideas of your own to expand on these prompts. Remember, you are not allowed to make any written notes.

2. Look at each of the five prompts more carefully. Which ones do you think are the least and most challenging to answer? Why?

3. CD2, Track 6 Listen to six different students responding to the five prompts but in the wrong order. Match each student’s response to the correct prompt. One response doesn’t fit – put an X.

- Adam ________________
- Hana ________________
- Mustafa ________________
- Sara ________________
- Miska ________________
- Layla ________________

4. CD2, Track 7 Now listen to the five students who responded to the prompts. Which of the following six phrases could be added to what each student says? Which one does not fit? Match each phrase to the correct student.

- a) But I know that I should do more. The longer you wait, the more difficult it gets to change.
- b) They all say how much they enjoy it, and they never seem to be bored with nothing to do.
- c) I think the key is moderation. If you do the right amount, it is obviously very beneficial, but too much could cause an injury.
- d) This type of lifestyle can take over everything you do, and I think that can be risky and cause you to worry.
- e) I think that when you pay for something, it’s up to you to make sure you are getting good value for money.
- f) There aren’t enough opportunities for healthy living where I live.

LANGUAGE TIP: FILLERS

Notice how the speakers use different fillers in their connected speech. These make what they say sound more natural and fluent.

To be honest … ,
I guess that …

Look again at the audioscript and find more examples of fillers used by the other four speakers. Complete the exercise in your Workbook.
5 Listen to the five students again, this time responding to the prompts in the correct order. You will also hear each student saying something extra about their prompt. As you listen, decide which student:

- a believes that a healthy lifestyle involves exercising the brain as well as the body
- b is not convinced about the benefits of healthy living
- c says that making money is part of life
- d thinks that they eat well and exercise enough
- e worries about being embarrassed.

6 Read the audiostream in Appendix 3 to check your answers.

7 Look at these exam-style follow-up questions to the five responses. Discuss each question with your partner and give suitable responses. Try to use some of the fillers from the Language Tip in this and other units.

- a Tell me what you consider to be a healthy diet.
- b What do you think you are missing out on by not joining in?
- c How can mental activities lead to healthier living?
- d Why do you think that living in a healthy way is not enjoyable?
- e What motivation, apart from financial profit, might someone have for being in the health and fitness business?

F  Speaking

1 In many speaking examinations, students are assessed in several broad areas. What do you think these might be?

Example: vocabulary

2 In the Cambridge IGCSE speaking exam, the following three areas are assessed: Structure, Vocabulary, and Development and Fluency. In which of the three areas do you think you would find each of the following nine criteria (a-i)? Why?

- a Errors will occur when attempting to use more complex structures
- b Is confidently in control of the structures used
- c Makes an attempt to respond to questions and prompts
- d Pronunciation and intonation are generally clear.
- e Shades of meaning are achieved
- f Shows sustained ability to maintain a conversation
- g There is likely to be hesitation, repetition and searching for words
- h Uses a range of structures accurately
- i Uses a sufficient range of vocabulary

TOP TIP
In speaking exams, you are not being assessed on your knowledge of the topic itself, but on your ability to communicate effectively in English.
G 🎥 Watch, listen and talk

1 You are going to watch an IGCSE student talking about Healthy Living. The student is responding to the same prompts that you have already seen in Section D. Which, if any, of the criteria from Activity E2 could apply to the student? Why?

2 Now watch a second student responding to the same prompts. Do you think they perform better or worse than the first student? Why? Which, if any, of the criteria from Activity E2 could apply to the student? Why?

H 📚 Reading and writing

1 You are going to read a magazine article about gardening to keep fit. The article contains three paragraphs with the answers to these three questions:

a Is gardening good exercise?

b What makes gardening good exercise?

c How can I get the most exercise out of gardening?

Before you read, what do you think the answers to the questions are?

2 Make six complete sentences by matching the phrases in A and B. All the information comes from the article.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>a Besides the exertion involved, gardening</td>
<td>1 provide resistance training similar to weight lifting.</td>
</tr>
<tr>
<td>b Gardening definitely</td>
<td>2 can burn 150 to 300 calories.</td>
</tr>
<tr>
<td>c Gardening for 30 to 45 minutes a day</td>
<td>3 has other pluses that make it a good form of exercise and calorie burning.</td>
</tr>
<tr>
<td>d Gardening isn’t usually enough exercise to</td>
<td>4 replace your daily walk or swim.</td>
</tr>
<tr>
<td>e It takes at least 30 minutes of exercise several days a week, to really</td>
<td>5 has many health and therapeutic benefits.</td>
</tr>
<tr>
<td>f Lifting bags, pushing wheelbarrows and shovelling all</td>
<td>6 receive any health benefits from gardening.</td>
</tr>
</tbody>
</table>

3 In which of the three paragraphs do you think you will find the sentences from Activity H2? There are two sentences from each paragraph.

4 Read the text and fill the gaps using the six sentences from Activity H2.
Dig and get fit

Is gardening good exercise?
People certainly feel like they have put in a good day’s work after gardening for hours on end. But is gardening really considered good exercise? Well, for the most part, yes, it is. (a) This is especially true with ‘eat-what-you-grow’ or ‘edible’ gardening, and is just as effective as other moderate to strenuous forms of exercise, like walking and bicycling. It all depends on what gardening task you are doing and for how long. However, as with any other form of exercise, you have to be active for at least 30 minutes for there to be a benefit. (b) Be aware that this is not just standing there watering the flowers, but weeding, digging, hoeing, raking and planting.

What makes gardening good exercise?
While enjoying yourself in the garden, you are also working the full range of major muscle groups: legs, buttocks, arms, shoulders, neck, back and abdomen. Gardening tasks that use these muscles build strength and burn calories. (c) There can be a great deal of stretching involved with gardening, like reaching for weeds or tall branches, bending to plant and extending a rake. (d) This which leads to healthier bones and joints. Yet while doing all this, there is minimal jarring and stress on the body, unlike aerobics or jogging.

How can I get the most exercise out of gardening?
(e) However, researchers are now saying that you can break that 30 minutes up into shorter active periods throughout the day. As long as each activity lasts at least 8 minutes and is of moderate intensity*, when you total them up to 30 minutes per day, you’ll receive the same benefits as if you had been gardening for 30 minutes non-stop. So you can do a little weeding in the cool of the morning and go back out to the garden in the evening to do the shovelling. (f) However, it is good to know those tired muscles you feel after turning the compost are actually something good you did for your body and your health. As with any other form of exercise, check with your doctor first, if you are not used to strenuous exercise. Make sure you incorporate a little stretching before and after gardening and take things slowly in extreme heat. We garden for the pleasure, after all. Getting in shape, building up body strength* and losing weight are just the icing on the cake.

*See the WORD TIP.

Adapted from: http://gardening.about.com

5 Work alone. Read the text in more detail and find one piece of information in each paragraph that particularly surprises or interests you. Tell your partner – do you agree or disagree with each other’s choices? Why?
6 Read the text again and complete the notes. Write three pieces of information under each heading.

Is gardening good exercise?
*Has many healthy and therapeutic benefits*
- 
- 
- 

What makes gardening good exercise?
- 
- 
- 

How can I get the most out of gardening?
- 
- 
- 

7 Use your notes in Activity H6 to help you write a summary of the health benefits of gardening.

8 Do you have a garden, or access to one? If yes, how likely are you to think about doing some gardening as a form of exercise? Why? If you don’t have a garden, would you like to have one and do some gardening as a form of exercise? Why/not?

**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

<table>
<thead>
<tr>
<th>In this unit you:</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>watched a video of students talking about healthy living, and discussed what they said</td>
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Now set yourself a **personal goal** based on your scores for Unit 15.
Exam focus

Speaking, Part 2, topic cards

1. Look at this exam-style role-play card. Work with your partner and discuss how you might respond to each of the prompts.
2. In pairs, role-play a speaking exam. Then change roles.

Lifestyle changes

There have been many changes in the way people live in the past one hundred years. Discuss this topic.

Use the following prompts, in the order given below, to develop the conversation:

- things that you have today that people one hundred years ago had no idea about
- your idea of a healthy lifestyle compared to your grandparents’ lifestyles
- standards of living and differences in income and possessions
- opportunities to know more about healthy living and different lifestyles
- the idea that people in the past had a much better understanding of a healthy lifestyle than we do today.

You may introduce related ideas of your own to expand on these prompts. Remember, you are not allowed to make any written notes.
**Unit 15: Healthy living**

**Focus on speaking: topic cards**

**NOTE on Assessment Objectives (AOs):** In the IGCSE speaking examination, students need to communicate clearly, accurately and appropriately (S1), convey information and express opinions effectively (S2), employ and control a variety of grammatical structures (S3), demonstrate knowledge of a range of appropriate vocabulary (S4), engage in and influence the direction of conversation (S5), employ suitable pronunciation and stress patterns (S6).

**Learning objectives (LOs)**

**Suggested activity:** Start the unit by focusing for a few minutes on the LOs box, making sure that students understand what they are going to be doing. Using the first LO as an example, ask students to identify where in the unit they can find the activities for the other four LOs. Get students to say which of the activities appeal to them the most, and ask them for their reasons.

**A Watch, listen and talk**

**1 Whole class, then alone**

Explain that students are going to watch and listen to some IGCSE students talking about healthy living. As your students watch and listen, they should make a note of (a) what the speakers say are the reasons for taking care of our health, and (b) what the speakers do to have a healthy lifestyle, and if they could improve it. Play the video a second time so that students can check or add to their notes.

**Answers**

[depend on recording]

**2 Pairs or small groups**

Depending on the size of your class, put students into pairs or small groups. They can discuss their notes and then talk to each other about how the lifestyles of other people influence their own. Do not interfere too much, but make sure you get feedback from the class so that they know their efforts have been worthwhile. If time permits, you could write their ideas on the board and rank them according to your students’ preferences.

**B Speaking and vocabulary**

**1 Pairs**

There are 7 pictures (1–7) of people doing things. Students work together and describe what they can see in each one.

**2 Alone, then pairs**

Each of the seven phrases can be matched with one of the pictures in B1. Students need to discuss the phrases and match them, and then add one further piece of information of their own to each picture.

**Answers**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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<tr>
<td>6</td>
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</tr>
<tr>
<td>1</td>
<td>reduces stress and high blood pressure</td>
</tr>
</tbody>
</table>

**3/4 Small groups, then whole class**

Students work in small groups to discuss the questions. There are no right or wrong answers, so encourage students to speak freely. Do not interfere unless necessary, and save any language correction until students have finished. If time permits, do some class feedback, collecting students’ ideas together and perhaps writing the most popular ones on the board for further discussion.

**C Reading and speaking**

**1 Pairs**

Later in this section students are going to read about ginger and honey, two of nature’s most amazing and healthiest foods. Firstly, students need to discuss the questions (a–c), which get them to focus on and to think about the two foods. There are no right or wrong answers. You may wish to set a short time limit for each question to keep students focused and to avoid time-wasting.

**2 Pairs, then whole class**

The information (a–j) is taken from the two texts students are going to read. They need to read each piece of
information and decide to which food, ginger or honey, they think the information relates, and give a reason. Do not supply any answers at this stage as students will find out for themselves when they read the texts.

3 Alone, then A/B pairs

a Firstly, put students into A/B pairs. Then all the As find the text Ginger – part of nature’s pharmacy and all the Bs Honey – nature’s oldest food in Appendix 2.
b Then students read their text and check their answers to Exercise B5. They should not speak to their partner nor look at the other text yet.

Answers to B5

GINGER a, b, e, h, i, HONEY c, d, f, g, j

c Students need to read their text again, this time in more detail, to answer questions (i–v).

Answers

GINGER
i Widely used in Ancient China, dates back to 6th century BCE, introduced to Mediterranean before 1st century CE, 1585 Jamaican ginger first oriental spice grown in new World
ii Asia, China, Japan, India, South America, Africa, Mediterranean region, Middle East, New World, Europe
iii Ginger plant, white and pink buds, yellow flowers, rhizome gathered and boiled and scraped to stop growth, perennial plant
iv Juice from roots used as spice, root pickled in vinegar, brewed in boiling water to make tea, dry ginger root used in cooking bread, sweets and cakes, also used in medicine and healthy living
v Various answers possible

HONEY
i Cave paintings show beekeeping in Spain 7000 BCE, honey bee fossils 150 million years old, earliest record of keeping bees 2400 BCE near Cairo, Egypt
ii Spain, Cairo Egypt, Greece, Sicily, Roman Empire, Europe
iii Made using nectar of flowering plants, saved inside beehive
iv Natural sweetener, mixed with cheese to make cheescake, gift, ingredient in medicine, natural source of carbohydrates, boosts performance and endurance, reduces muscle fatigue
v Various answers possible

4 Pairs

Students now work with their partner and discuss the information they found out about in the previous activities.

5 Pairs, then whole class

The final activity in this section gives students an opportunity to further discuss ginger and honey, not only what they have read in the texts but also their own ideas. Limit the time for each question (a–d) so that students stay on task. Point out that these types of question are very similar to the type of questions they might be asked in the IGCSE speaking examination.

D Language focus: Quantifying phrases

1 Whole class

Quantifying phrases are expressions that we use before a noun to give information about quantity, and they are very common in both spoken and written language. Look at the example in the Coursebook with your students, and ask for their ideas in response to questions 1a and 1b.

Possible answers

1a it is plural (fossils);
1b it agrees with the subject (fossils + date)

2 Alone, then pairs

Students work alone to find the nouns in the texts and identify the quantifying phrases which precede them. Then they check with their partner.

Answers

a a number of countries,
b a variety of (other) luxuries,
c a range of (different) uses,
d The majority of studies,
e A range of sweetmeats and cakes,
f a variety of areas,
g the amounts of vitamins and minerals

3 Pairs

Students work together to think of other nouns which are commonly quantified by a pair of.

Possible answers

a pair of sunglasses, trousers, socks, gloves, shorts, tights, stockings, pyjamas, slippers
4 Whole class
You could turn this into a competition, with students working in small groups or pairs to think of as many quantifying phrases + nouns as possible.

Possible answers
a bottle of vinegar, a slice of apple pie, a bar of chocolate/soap, a jar of marmalade, a scoop of ice-cream, a kilo of potatoes, a litre of milk, a carton of juice, etc.

5 Alone, then pairs
Students work alone to complete the gaps in the text using the quantifying phrases in the box. Then they check with their partner to see if there are any variations.

Answer
High intensity exercise: Can less really be more?
Could just a few minutes of exercise a week be good for your health? Apparently it can. According to a variety of a large number of studies (as well as a large number of a majority of fitness fanatics who can’t stop talking about it), short and intense ‘High Intensity Training’ (HIT) workouts are the way to go. Of course, not every exercise is perfect, and one of the drawbacks of HIT is that if participants increase the level of intensity of each workout too quickly, they run the risk of incurring an injury.

E Listening and speaking
1 Pairs
In Unit 10 students discussed effective strategies for responding to questions in the speaking examination, and looked at role-play cards on the topics of Education and Studying Abroad. For this activity, students look at the role-play card about Healthy Living, and remind themselves of what they need to do.

Suggested answers
carefully read the topic, respond to all five prompts in the order given, no written notes allowed, try to develop the conversation, can introduce own related ideas, etc.

2 Alone, then pairs
Students work alone and carefully read the five prompts, deciding which ones they think are the least and most challenging. They should then discuss with their partner and give reasons for their choices. Generally speaking the last couple of prompts tend to be more challenging than the earlier ones, but it may also be the case that these give students more to talk about.

3 Alone, then pairs
Students are going to listen to six different people responding to the five prompts in the topic card they have just been studying. As they listen, students decide which person matches each of the five prompts. There is one extra person speaking, who does not match any of the prompts. After listening, students work in pairs to compare their answers.

Answers
Adam 5th prompt: the suggestion that the people who profit from the health and fitness industry are not motivated by the right reasons
Hana 3rd prompt: the advantages and disadvantages of a healthy lifestyle
Mustafa X
Sara 2nd prompt: some people you know who try to have a healthy lifestyle and the reasons for this
Miska 4th prompt: the stresses and dangers of being obsessed with health and fitness
Layla 1st prompt: what you do to have a healthy lifestyle

CD2, Track 6
Adam: I believe that health and fitness is a business like any other, and people have to profit from it.
Hana: Obviously a healthy lifestyle makes you feel better. But in my opinion a healthy lifestyle can also be expensive.
Mustafa: Healthy living is only for young people in my country, as far as I’m concerned.
Sara: Some of my school friends have a healthy lifestyle. They are very keen on sports and play in different school teams.
Miska: It seems to me that if you are really interested and involved in something I think it can become stressful and dangerous.
Layla: To be honest, I don’t think I have a particularly healthy lifestyle nowadays. I guess that I’m too busy at school, doing homework, and helping out at home.

4 Pairs
Students now think about how the five speakers’ introductory phrases could be expanded. There are six
phrases for students to look at and match to the five speakers (Mustafa has already been excluded) in E3. Students do the matching, decide which phrase does not fit, and then listen to check their answers.

Answers
a Layla, c Hana, e Adam
b Sara, d Miska,

CD2, TRACK 6
Adam: I believe that health and fitness is a business like any other, and people have to profit from it.
Hana: Obviously a healthy lifestyle makes you feel better. But in my opinion a healthy lifestyle can also be expensive.
Sara: Some of my school friends have a healthy lifestyle. They are very keen on sports and play in different school teams.
Miska: It seems to me that if you are really interested and involved in something I think it can become stressful and dangerous.
Layla: To be honest, I don’t think I have a particularly healthy lifestyle nowadays. I guess that I’m too busy at school, doing homework, and helping out at home.

5 Alone
Students are going to listen to the five speakers again, this time responding to the prompts in the correct order, and adding some extra information to their responses. During listening, students need to match the speakers to the information (a–e).

Answers
a Hana, d Layla,
b Miska, e Sara
c Adam,

CD2, Track 7
a Layla: To be honest, I don’t think I have a particularly healthy lifestyle nowadays. I guess that I’m too busy at school, doing homework, and helping out at home. But I know that I should do more. The longer you wait, the more difficult it gets to change. In addition, and having said that, I think my diet is pretty healthy, and I play sports at school and walk everywhere. It could be worse!

b Sara: Some of my school friends have a healthy lifestyle. They are very keen on sports and play in different school teams. They all say how much they enjoy it, and they never seem to be bored with nothing to do. Furthermore, they quite often ask me to join in, but I fear that I won’t be as good as them and make a fool of myself.

c Hana: Obviously a healthy lifestyle makes you feel better. But in my opinion a healthy lifestyle can also be expensive. I think the key is moderation. If you do the right amount, it is obviously very beneficial, but too much could cause an injury. So it’s probably not a bad idea to programme your healthy lifestyle, by firstly including both physical and mental activity, and secondly introducing a balanced diet.

d Miska: It seems to me that if you are really interested and involved in something I think it can become stressful and dangerous. This type of lifestyle can take over everything you do, and I think that can be risky and cause you to worry. Is it worth it? I don’t think so. There’s no need to be extreme about living in a healthy way. I’m young. I want to enjoy my life!

e Adam: I believe that health and fitness is a business like any other, and people have to profit from it. I think that when you pay for something, it’s up to you to make sure you are getting good value for money. There are cheats and people who want to make more and more everywhere, and the health and fitness scene is no different. I’m afraid there’s nothing you can do about it.

6 Pairs
Students work together to check their answers and confirm by reading the audioscript in Appendix 3.

LANGUAGE TIP
Using fillers (or fixed phrases) makes spoken language sound far more fluent and natural, so it is a good idea to highlight this importance to students and encourage them to use fillers when appropriate. Get them to re-read the audioscript in Appendix 3 to find more examples.

Suggested answers
2 Furthermore,
3 But in my opinion, So,
4 It seems to me that, I think that, is it worth it?, I don’t think so,
5 I believe that, it’s up to you, I’m afraid there’s,
7 Whole class, then pairs
For the final activity in this section, students can role-play the examiner and candidate in a speaking exam, using the five follow-up questions (a–e). Go through the questions orally first, getting some possible answers from the class, then students perform the role-play. If time permits, they can exchange roles.

F Speaking

TOP TIP
Students often worry about their lack of knowledge about the topic. Reassure them that this is not a history exam in which they are assessed on facts. They need to demonstrate that they can communicate effectively in English, and the topic is just a starting point for the communication. Examiners are trained to deal with students who may not feel comfortable talking about a particular topic.

1 Pairs
Students discuss what criteria they think are used to assess spoken language, for example vocabulary. Students will probably also think of grammar and pronunciation.

2 Alone, then pairs
Do a couple of examples and then ask students to decide which area, Structure, Vocabulary, or Development and Fluency, the descriptions relate to.

Answers
Structure: a, b, h, Vocabulary: e, g, i, Development and Fluency: c, d, f

G Watch, listen and talk

1 Alone, then pairs
Prepare students to watch a video of an IGCSE student talking to an examiner about Healthy Living. The student is responding to the same prompts that they have already seen in Section D. Students need to decide which, if any, of the criteria from Activity E2 could apply to the student, and give their reasons.

Answers
[depend on video]

2 Alone, then pairs
Students now watch a second student responding to the same prompts and decide if they perform better or worse than the first student, giving their reasons. They also need to decide again which, if any, of the criteria from Activity E2 could apply to the student, and give their reasons.

Answers
[depend on video]

H Reading and writing

1 Whole class
With books closed, ask students question 1a. Do not supply an answer yet. Then move on to question 1b, which will give students the answer to the first question. Encourage students to think carefully about the question and to supply reasons why gardening is good exercise. Then move on to question 1c and again get specific ideas from students.

2 Pairs
Students open their books and do the matching activity.

Answers
a3: Besides the exertion involved, gardening has other pluses that makes it a good form of exercise and calorie burning.
b5: Gardening definitely has many health and therapeutic benefits.
c2: Gardening for 30 to 45 minutes a day can burn 150 to 300 calories.
d4: Gardening isn’t usually enough exercise to replace your daily walk or swim.
e6: It takes at least 30 minutes of exercise several days a week, to really receive any health benefits from gardening.
f1: Lifting bags, pushing wheelbarrows and shovelling all provide resistance training similar to weight lifting.

3 Alone, then pairs
Remind students of the three paragraph headings a Is gardening good exercise?, b What makes gardening good exercise? and c How can I get the most exercise out of gardening?. Then they need to match each of the phrases from the previous activity to the correct paragraph heading.

Answers
a B5 and C2,
b A3 and F1,
c E6 and D4
4 Alone, then pairs
Students now read the text and complete the gaps (a–f) using the six sentences from Activity H2.

Answers
a b5, c a3, e e6,  
b c2, d f1, f d4

WORD TIP
Sometimes students are familiar with using adjective form of a word, but are less confident about using the noun form. This Word Tip highlights two words which are probably more familiar to students as adjectives: intense/intensive and strong. Refer students to the exercise in the Workbook.

5 Alone, then pairs
Students now re-read the text and identify one piece of information in each paragraph that particularly surprises or interests them. They should tell their partner and decide if they agree or disagree with each other’s choices, giving their reasons.

6 Whole class, then pairs
Go through the notes with the class and get them to give possible answers. Remind students that in these types of exercises there may be more answers than are actually required, i.e. while there may be three bullets, the text may contain four or five pieces of information. If this is the case, students must not try to include more than the required amount of information. After going through the notes, students on their own look at the text again and write their notes.

Sample answer from an IGCSE Core student:
Is gardening good exercise?
• Has many healthy and therapeutic benefits
• Just as effective as other moderate to strenuous forms of exercise, like walking and bicycling
• Gardening for 30 to 45 minutes a day can burn 150 to 300 calories

What makes gardening good exercise?
• Working the full range of major muscle groups: legs, buttocks, arms, shoulders, neck, back and abdomen
• Great deal of stretching involved with gardening
• Lifting bags, pushing wheelbarrows and shovelling all provide resistance training similar to weight lifting, which leads to healthier bones and joints

How can I get the most out of gardening?
• It takes at least 30 minutes of exercise several days a week, to really receive any health benefits from gardening
• Break that 30 minutes up into shorter active periods throughout the day
• Incorporate a little stretching before and after gardening and take things slowly in extreme heat

7 Alone
Now students use their notes from the previous exercise to write a summary of the health benefits of gardening.

Sample answer
Gardening has many health and therapeutic benefits. It can be just as effective as other moderate types of exercise, because gardening for 30 to 45 minutes a day can burn from 150 to 300 calories. While gardening you are using a large number of major muscle groups and you are simultaneously stretching your body. Furthermore, all the lifting and pulling, helps develop healthier bones and joints. In order to receive health benefits, you need to garden several times a week for at least 30 minutes. It is a good idea to break up 30 minutes of gardening throughout the day and to also make sure that you stretch before you garden and not to overdo it in high temperatures. [119 words]

Differentiated activities
Support
Students work in groups of three, with each student using their notes to write only one of the three paragraphs. Then they discuss each other’s paragraphs and combine the three to make one summary.

Challenge
Students write their summary without using their notes, but only by referring back to the text. They can look at their notes after they have finished writing, to make sure they have included all the necessary information in their summary.

8 Small groups, then whole class
Finish off the final section by putting students into small groups to discuss the questions. Encourage students to give reasons for their comments, reminding them that this is one thing that examiners listen for in speaking examinations.
**Reflection**

Use the Reflection to remind students of what they have achieved in the unit. Students should set themselves a personal goal based on their scores for Unit 15.

**Exam focus**

**Speaking, Part 2, topic cards**

*NOTE:* The exam focus is on speaking, and involves students in looking at a new topic card, and then taking on the roles of examiner and student, using the prompts on the card.

**1/2 Pairs**

Students work together and look at the prompts, discussing how they might respond to each one. When they are ready, students take on the roles of examiner and interviewee, using the topic of Lifestyle Changes and the prompts on the card. Your job is to monitor and encourage where necessary, and provide any language students are struggling with. However, this should be an opportunity for students to build their confidence and fluency.
The SQ3R Method (A): Instructions in Unit 10C

A: QUESTION – Help your mind engage* and concentrate*

Turn the boldface heading for each section into as many questions as you think will be answered in that section. The better the questions, the better your comprehension is likely to be. When your mind is actively searching for answers to questions, it becomes engaged in active learning.

Adapted from: www.ucc.vt.edu

*See the WORD TIP (Unit 10, Section C)

Reading texts: Instructions in Unit 12C

TEXT 1: British Virgin Islands

Situated in the western hemisphere, the British Virgin Islands are the perfect destination for both sailing and diving. Positioned right at the top of the Caribbean island chain, this group of 36 small islands is characterised by steep green hills and white-sand beaches. Around them lie the clear blue waters of the Sir Francis Drake Channel. This stunning environment is perfect for a wide range of water sports, which is why we offer our widest variety of adventure training programmes here.

Reading texts: Instructions in Unit 15C

Ginger – part of nature’s pharmacy

1. It is not pretty to look at, but the pink flesh enclosed in the brown, wrinkled skin has been adding flavour to food and drink for well over 2000 years. Ginger or ginger root is the rhizome (below the ground) of the plant Zingiber officinale, consumed as a delicacy, medicine, spice or food ingredient.

2. Ginger has an interesting history. It was widely used in ancient China, and it is known to date back to the 6th century BCE. It was introduced to the Mediterranean region some time before the 1st century CE, probably by Arabs who were travelling the Silk Road, an important trade route, carrying spices, silk and a variety of other luxuries from China to India and the Middle East and beyond. In 1585, Jamaican ginger was the first oriental spice to be grown in the New World and exported back to Europe.

3. Ginger produces clusters of white and pink flower buds which bloom into yellow flowers and as a result of its aesthetic appeal and the adaptation of the plant to warm climates, it is often used as landscaping in gardens around subtropical homes. It is a perennial plant, which means that it does not die, returning each year with its leafy stems growing to about one metre in height. Traditionally, the rhizome is gathered when the stalks wither; it is immediately scalded using boiling hot water and scraped to prevent further growth.

4. Young ginger is juicy and fleshy with a very mild taste, and it has a range of different uses. It is often pickled in vinegar and eaten as a snack or just cooked and used as an ingredient in many dishes. It can also be brewed in boiling water to make ginger tea, to which honey is often added. Mature ginger rhizomes are fibrous and nearly dry. The juice from ginger roots is often used as a spice and is a common ingredient of many cuisines for flavouring dishes such as seafood, meats and vegetables. Powdered dry ginger root is typically used as flavouring for recipes such as gingerbread, biscuits and cakes.

From ‘Ginger’ in Horus, Egypt Air’s in-flight magazine, January 2015
Honey – nature’s oldest food

1. Exactly how long honey has been in existence is hard to say because it has been around since as far back as we can record. Cave paintings in Spain from 7000 BCE show the earliest records of beekeeping. However, a number of honey bee fossils date back about 150 million years. The earliest record of keeping bees in hives was found in the sun temple erected in 2400 BCE near Cairo, Egypt, and the bee featured frequently in Egyptian hieroglyphs, often symbolising royalty.

2. A thick, golden liquid produced by industrious bees, honey is made using the nectar of flowering plants and is saved inside the beehive for eating during times of scarcity. But bees are not the only ones with a sweet tooth. Humans, bears, badgers and other animals have long been raiding the winter stores of bees to harvest their honey. In fact, until sugar became widely available in the 16th century, honey was the world’s principle sweetener, with ancient Greece and Sicily among the best-known historical centres of honey production. The ancient Egyptians used honey as a sweetener, as a gift and even as an ingredient in medicine. Honey cakes were baked by the Egyptians and the Greeks and used as offerings. Greek recipes books were full of a range of sweetmeats and cakes made from honey, and cheeses were mixed with honey to make cheesecakes. The Greeks viewed honey as not only an important food, but also as a healing medicine, while the Romans used honey as a gift and included it extensively in cooking.

3. Beekeeping flourished throughout the Roman Empire, and elsewhere honey continued to be of importance. This was particularly true in Europe until around the 16th century when the arrival of sugar from further afield meant honey was used less. By the 17th century, sugar was being used regularly as a sweetener and honey was used even less.

4. Honey’s colour, taste, aroma and texture vary greatly depending on the type of flower a bee frequents. But the benefits of honey go beyond its wonderful taste. A great natural source of carbohydrates which provide strength and energy to our bodies, honey is known for its effectiveness in a variety of areas, instantly boosting performance and endurance, and in reducing muscle fatigue in athletes. Its natural sugars play an important role in preventing fatigue during exercise. The glucose in honey is absorbed by the body quickly and gives an immediate energy boost, while the fructose is absorbed more slowly, providing sustained energy over a period of time.

5. Scientific tests show that the various types of honey differ in the amounts of vitamins and minerals they contain because every honey sample is made up of a different mix of nectars. Depending which plants bees are visiting, honey can take on different levels of certain nutrients and beneficial chemicals. Each flower has a varied vitamin and mineral content, so the bee is really filling her larder with a balanced diet just as we do with our grains, beans, vegetables and dairy.

Adapted from: www.livescience.com
www.benefits-of-honey.com
www.honeyassociation.com
www.motherearthliving.com
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Adapted from: www.livescience.com
www.benefits-of-honey.com
www.honeyassociation.com
www.motherearthliving.com
Appendix 3: Audioscript of accompanying CD

Unit 1: E Speaking
Activity 1 CD1, Track 2

Maria: Hi Christos, how are you?
Christos: Hey Maria, I’m really great, what about you?
Maria: Everything’s fine! Why don’t we go to the shopping centre later? I want to see if I can get some new trainers.
Christos: Yes, we could do that, but I’d rather go at the weekend. Can you wait until then?
Maria: I suppose so, but why?
Christos: Well, I get paid for my part-time job tomorrow, so I’ll have some money to spend.
Maria: Fair enough! So let’s go at the weekend instead. But what are we going to do today?

Unit 3: F Speaking
Activity 1 CD1, Track 3

Anna: To my mind, fast-food restaurants are here to stay.
Terry: If you ask me, people are starting to realise how unhealthy fast food is.
A: But it’s so convenient! In my opinion, people are not going to give that up.
T: Know what I think? People are lazy and will always take the easy option!

Unit 4: C Listening Activities 2 and 3 CD1, Track 4

Speaker 1
Well, of course, we had booked everything well in advance, because in Britain these services get full very early, and we didn’t want to be disappointed. Anyway, we got to the terminus in central London in plenty of time and we stood on platform 13E for Edinburgh.

Unit 4: C Listening
Activity 8 CD1, Track 5

For many years, boda-bodas have been called Uganda’s silent killers. Boda-bodas, our country’s ubiquitous motorbike taxis, snake through traffic jams, navigate potholed roads and...
provide much-needed employment for young people. They are also injuring and killing thousands every year, monopolising hospital budgets and destroying livelihoods. Since they appeared on the streets of Uganda in the 1960s, the number of boda-bodas has swelled. One recent news report estimated that there were more than 300,000 bikes operating in the capital, Kampala.

As a result, the number of motorbike accidents has increased dramatically. According to the Injury Control Centre, there are up to 20 boda-boda-related cases at Mulago National Referral Hospital in Kampala every day and the strain on the country’s limited health budget is growing. About 40% of trauma cases at the hospital are from boda-boda accidents. The treatment of injured passengers and pedestrians accounts for almost two-thirds of the hospital’s annual surgery budget.

While boda-bodas are helping to reduce youth unemployment – one recent study estimated that 62% of young people in Uganda are jobless – the impact of a serious injury can be catastrophic for riders and their families. Ali Niwamanya, 25, a boda-boda driver, spent three months in Mulago hospital and another five at home recovering after a collision with a car in the capital in September. Niwamanya is now in debt after taking out a 3 million Ugandan shilling loan (that’s about 1,200 US dollars) for a new bike.

While the human impact of the boda-boda craze is evident in the packed hospital wards, the strain that road fatalities could have on the economy is worrying politicians. The death toll on Uganda’s roads is twice the average across the rest of Africa. There were 3,343 road deaths in 2011, but the World Health Organization believes the figure could be more than double that. Some people are warning that, in the very near future, the death toll from Uganda’s roads will be higher than that from diseases such as malaria.

Some measures are being taken to try to halt the problem. Last month, the government announced that more money would be available to improve and maintain roads. Even though road safety measures were not specifically included within the budget, the government is establishing a national agency to run campaigns and manage roads. In Kampala, the Capital City Authority is introducing regulations, including registration of drivers, first-aid training, reflector jackets and helmets, and a monthly fee of 20,000 Ugandan shillings paid by the city’s 250,000 motorbike taxis.

Other initiatives are also springing up. The Global Helmet Vaccine Initiative is holding a one-day workshop for 100 riders, part of a national scheme under which it has trained 1,800 boda-boda riders in basic road safety. On completion, each participant receives a yellow helmet bearing the slogan: ‘Your life is your wealth.’

Adapted from www.theguardian.com

Unit 4: E Speaking Activities 1 and 2
CD1, Track 6

Male teenager: The thing that surprised me more than anything was the number of boda-bodas on the roads.

Female teenager: What surprised me most was the number of injuries and deaths.

MT: I couldn’t believe how long Ali Niwamanya was in hospital for.

FT: I had no idea about the rate of unemployment.

Unit 4: F Listening Activity 3
CD1, Track 7

A
Woman: Good morning, Mega Music Store, how can I help you?
Gregory: Hi, I’d like to know if I can order something from you.
W: Yes, of course – we can help you with DVDs and MP3 downloads, as well as other software and tablets, and so on.
G: Actually, I don’t want any of those; I just want to order a power cable. The product number is CD39 dash 2BK. Can you do that?
W: Certainly. Let me take your details …

B
Here is the weather forecast for tomorrow for your local area. There will be some light rain overnight, turning to sunny spells in the early morning and there will be high clouds by the end of the morning. Heavy showers are forecast for the late afternoon and evening. The top temperature is expected to be 18 degrees Celsius.

C
Marina: Hello, could I have some information about your evening classes, please?
College secretary: Of course. Are you interested in anything in particular, or do you want details of everything we offer?
M: I’m interested in learning a new language. I want to learn Italian!
CS: If you look over there, behind those bookshelves, you’ll find leaflets about all our evening classes, or you could use one of the computers to check online.
Cambridge IGCSE® English as a Second Language Coursebook Fifth edition
Peter Lucantoni

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