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

COURSEBOOK

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Sixth edition

Digital access



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Endorsed for full syllabus coverage

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› Part 1

Leisure and travel

UNITS IN PART 1

- Unit 1: Sports and free time
- Unit 2: Digital life
- Unit 3: Food
- Unit 4: Transport
- Unit 5: Holidays

An underwater photograph showing a diver in silhouette swimming towards the right. On the left, there is a large, branching coral structure. The water is clear blue with some bubbles visible. A large, faint watermark is visible across the center of the image.

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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** Is it possible to do this activity in your country, or in a country nearby?
- c** What do you think the person in this picture has just done or is about to do?
- d** Have you ever done this activity? If not, would you like to? Why, or why not?
- e** Imagine you are messaging a friend. How would you describe the picture to them?

Unit 1: Sports and free time

SKILLS FOCUS: Reading

You will read texts and write short answers to questions about them, to show that you have understood factual information and ideas.

LEARNING INTENTIONS

By the end of this unit you will be able to:

- understand and use a range of vocabulary related to the topic of sport and leisure activities
- understand and use verbs followed by the *-ing* form and *to* + infinitive
- communicate ideas effectively in speech by making suggestions and expressing preferences
- understand the difference between skimming and scanning, and use both techniques
- identify and select information from a personal blog and an online article about sports and pastimes.

A Watch and talk



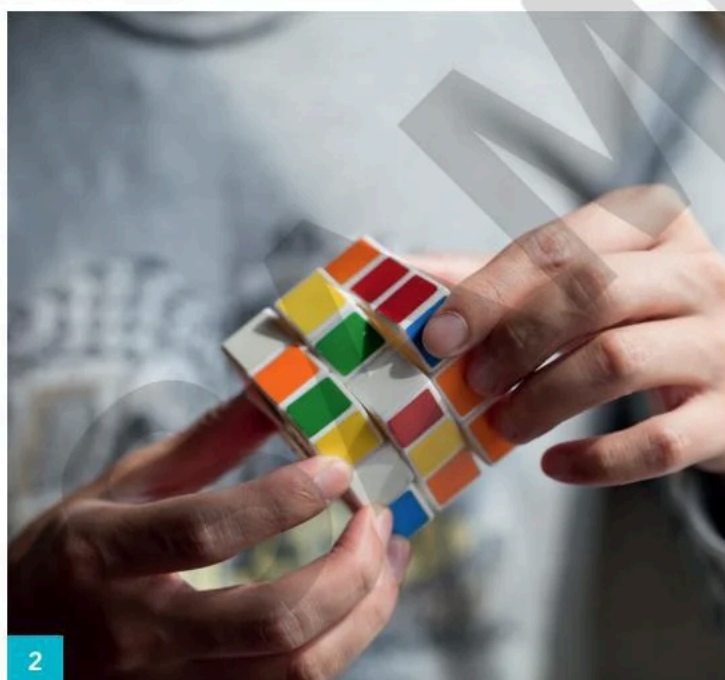
- 1 Watch the video on [Digital Classroom](#) about sports and free time. Your teacher will give you a task to complete.



B Speaking and vocabulary

- 1 Look at the pictures. What does each one show? Discuss your ideas in pairs and write down any words or phrases you can think of.

Example: *a family playing a board game*



- 2 Do you prefer to take part in team sports and leisure activities or individual ones? Why?
- 3 Which sports and leisure activities are popular in your country? Why do you think this is the case?

- 4 Which of the activities in the pictures do you like or dislike doing? What other activities do you enjoy? Are there any that you particularly dislike? Write a list, then compare it with your partner's. Which activities do you both like?

I like . . .	I dislike . . .
watching movies	playing tennis

LANGUAGE FOCUS: Verbs followed by other verbs

You can see from the table in Activity B4 that *like* and *dislike* belong to a group of verbs that can be followed by other verbs: *I like **watching** movies.*

The second verb can take one of two forms:

- the present participle (verb + *-ing*)
- the infinitive (*to* + verb).

Verbs followed by **verb + *-ing*** include *finish*, *stop*, *give up*, *practise*, etc.

For example:

- I **finished** **watching** the movie.*

Verbs followed by **to + infinitive** include *decide*, *agree*, *choose*, *learn*, *seem*, etc. For example:

- I **decided** **to watch** a movie.*

Note that with some verbs, this second form includes a noun, so the verb is followed by **noun + to + infinitive**. These include *invite*, *order*, *force*, *allow*, etc. For example:

- I **invited** **my friends** **to watch** a movie.*

Some verbs can be followed by either of these two forms without any difference in meaning, including *love*, *like*, *prefer*, etc. For example:

- I **love** **watching** movies.*
- I **love** **to watch** movies.*

However, there is a small group of verbs where the form of the second verb changes the meaning of the sentence. These verbs include *remember*, *stop*, *go on*. For example:

- I **remembered** **watching** the movie.*
- I **remembered** **to watch** the movie.*

- 1 Look again at the final two examples. What is the difference in meaning between the two sentences?

- I **remembered** **watching** the movie.*
- I **remembered** **to watch** the movie.*



CONTINUED

- 2 Create a table like the one below, then look at sentences a–l. Write the underlined verbs in the correct column of the table. The first one has been done as an example.
- We avoided going out because of the snow.
 - The doctor advised me to stay home.
 - I could not afford to buy the shirt.
 - We did not begin eating until nine o'clock.
 - My dad taught my sister to ride a bike.
 - The manager denied doing anything wrong.
 - Let's discuss changing the whole programme.
 - We were permitted to wear casual clothes instead of school uniform.
 - The team arranged to meet an hour before the match.
 - I enjoy eating in Japanese restaurants.
 - The teacher urged the students to study much harder.
 - I suggested spending less time on social media.

verb + -ing	to + infinitive	noun + to + infinitive
<i>avoid</i>		

- 3 Use any resources available to check the verb patterns for the verbs in the box. Add them to your table in the correct column.

allow appreciate consider demand dislike force
dread mind recommend threaten miss resent

- 4 Choose **three** verbs from each column in your table and write sentences using each verb. Read your sentences to a partner.
- 5 The verbs in the box can all be followed by either **verb + -ing** or **to + infinitive**. With which verbs would the meaning of the sentence stay the same? With which ones would the meaning change? Write sentences to help you work them out if you need to.

hate forget regret start try continue

Complete the activities in your Workbook.



READING TIP: Using resources

These resources are available in print and online versions and can be used to help while you are learning:

- A **dictionary** gives you definitions of words and examples of how they are used.
- A **thesaurus** offers explanations and examples of similar and opposite words (synonyms and antonyms).
- A **grammar** gives you explanations and examples of how grammar is used in both spoken and written English.



LANGUAGE TIP: Getting verb + verb right

When using verbs followed by *to* + infinitive, always remember to include the *to*:

- Incorrect: *I hope hear from you soon.*
- Correct: *I hope to hear from you soon.*

Remember, too, that you should use either the *to* infinitive or the *-ing* form, not both:

- Incorrect: *We will spend time to go shopping.*
- Correct: *We will spend time shopping.*

LANGUAGE TIP: Suggestions and preferences

Phrases for making suggestions and expressing preferences can be followed by three different verb patterns:

- infinitive:
Why don't we go to the cinema?
- *to* + infinitive:
I'd prefer to go to the cinema.
- *-ing* form:
I suggest going to the cinema.

C Speaking: Making suggestions and expressing preferences



- 1 You are going to listen to friends Maria and Christos talking. As you listen, note down the expressions they use to make a suggestion or to express a preference in a table like this.

Making a suggestion	Expressing a preference
Why don't we . . . ?	I'd rather . . .

- 2 Check your answers by looking at the audioscript in Appendix 3. Did you note all the underlined expressions in your table?
- 3 What other ways can you think of to make suggestions and show preferences? Add your expressions to the table.



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- 4 Copy the table and add the following phrases to it. One example of each verb pattern from the Language tip has been included.

- *Can't we go to the cinema?*
- *I suggest we go to the cinema.*
- *I think we should go to the cinema.*
- *I'd like to go to the cinema.*
- *I'd rather go to the cinema.*
- *Let's go to the cinema.*
- *What do you think about going to the cinema?*
- *What about going to the cinema?*
- *Would you like to go to the cinema?*
- *I hate sitting in the front row at the cinema.*

	Expressing a preference	Making a suggestion
infinitive		Why don't we go to the cinema?
to + infinitive	I'd prefer to go to the cinema	
-ing form		I suggest going to the cinema.

- 5 Work in pairs: A and B. Look at the four situations a–d. For each situation, one of you should make a suggestion and the other should state a preference in response. Alternate suggestions and preferences so you do two of each. Use a variety of phrases from Activity C4, and give reasons for your choices.

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

Student A:

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

Student B:

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

- a Going shopping or staying home to study.
- b Eating Italian or Japanese food in a restaurant.
- c Watching a film online or going to the cinema.
- d Playing basketball or going swimming.

SPEAKING TIP:
Explaining preferences/suggestions

In conversation, we usually give a reason for a preference or a suggestion, to explain our choice. For example, in the conversation between Maria and Christos, Maria explains why she wants to go the shopping centre: *Why don't we go to the shopping centre later? I want to get some new trainers.* Christos also gives a reason for his preference: *I'd rather go at the weekend. [...] I'll have some money to spend.*



- 6 An area of land near your school is available for development. A competition has been announced, asking people to put forward ideas for what to do with the land. For the competition, you need to make a short speech to your school friends, making suggestions for the development of the land and expressing your preferences, as well as giving your reasons.

Plan your speech. Make brief notes under these headings:

- Idea for the land
- Why this is needed in the area
- Benefits for the school

You might consider using the land for a car park, a shopping centre, a restaurant, a sports field, a library . . . or an idea of your own!

REFLECTION

After you have given your speech, reflect on how it went. What did you do well? What could have gone better? Write down **one** thing that you will do differently next time you make a speech.



D Reading 1

Before reading

- 1 Discuss these questions in pairs.
- When you want to find information in a text quickly, how do you read it?
 - When you read something for pleasure, such as a magazine or a blog, do you read it in the same way as you read a school Chemistry book? Why, or why not?
 - What other ways can you think of to read a text?

READING TIP: Skimming and scanning

Skimming and scanning are both reading skills in which you look quickly through a text to find information.

- Skimming means reading quickly to get a general overview of a text (gist) or to identify what information is in a particular section or paragraph. You can skim a text before reading it in detail (this is called 'previewing') or after reading ('reviewing').
- Scanning is a way of finding specific information or details, usually to answer a particular question. Scanning can also help you to locate facts that might be useful in research.

- 2 You are going to read a blog written by Fatima Al Azzeh, one of the first female professional squash players in the Middle East. Quickly read the blog and answer these questions.
- How many paragraphs are there in the text?
 - Which **two** paragraphs do *not* contain a date or a number?
 - Which picture from Activity B1 best matches this text?
 - Choose the best title for Fatima's blog:
 - A winner at all costs
 - The rules of squash
 - Future sports in the Middle East.

Text 1.1

Blog

by Fatima Al Azzeh

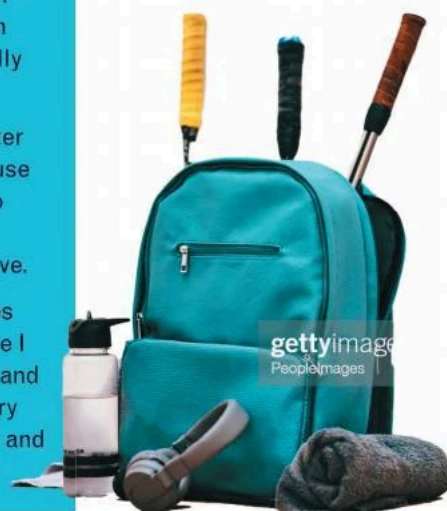
[1] I saw my first squash court in 2008 at my local gym. At that time, I was looking for a sport to add to my fitness routine. Little did I know that ten years later I would be famous as one of the first professional female squash players in the Middle East!

[2] For those of you who are unfamiliar with squash, it is not like tennis nor badminton. Even though both sports use a racquet and a ball, and can be played by either two or four players, a game of squash takes place on a four-walled court. The ball is small (about the same size as a golf ball) and is made of rubber. The aim of the game is to hit the ball in such a way that your opponent cannot return it. As far as I know, there are about 20 million squash players in something like 185 countries worldwide. For me, squash is perfect. I can train alone, yet I burn 1000 calories every hour. Because it is mentally and physically **intense**, I never get bored.

[3] I went from playing squash for fun to becoming a real force on the court after suffering several defeats. At first, other players refused to play with me because I was just a beginner, and not very good. But I was determined to get better, so I joined a local tournament at my gym. I lost loads of games, and I was really disappointed, but I made a promise to myself that I would keep trying to improve.

[4] This pushed me into learning particular movements and the finer techniques of the game. I went to Italy to study for an economics degree, but in my free time I trained with other players at a nearby squash centre. When I finished studying and returned home, I had to go back to training alone because there just weren't very many good squash players. There were also very few coaches in my home town and opportunities to compete with other female players were particularly limited.

intense (adjective):
very strong or
powerful



[5] Today, my training has to follow a system so it requires a great deal of discipline. This is something that I value in every part of my life, not just when I train and play squash. I have a goal-oriented style, and I'm like that at work too. I set goals for myself and really work hard to achieve them, putting in all the hours and energy necessary. In short, I don't stop until everything is right!

[6] In 2020 at a Professional Squash Association regional event, I had the opportunity not only to meet **elite** international players, but also to actually get on a court with some of the world's best players. This was a completely **overwhelming** experience – and one that I'll never forget!

[7] Early in 2021, I won my first women's squash tournament, and I hope my success will inspire the next generation of women athletes. Of course, there are challenges – as with any dream – and we're not there yet, but if we can find solutions to helping more women play squash, establish more clubs and build more courts, who knows what levels we can reach?

elite (adjective):
describing people
who are the very best
at what they do

overwhelming
(adjective):
describing a very
strong emotional
experience, or a large
amount of something



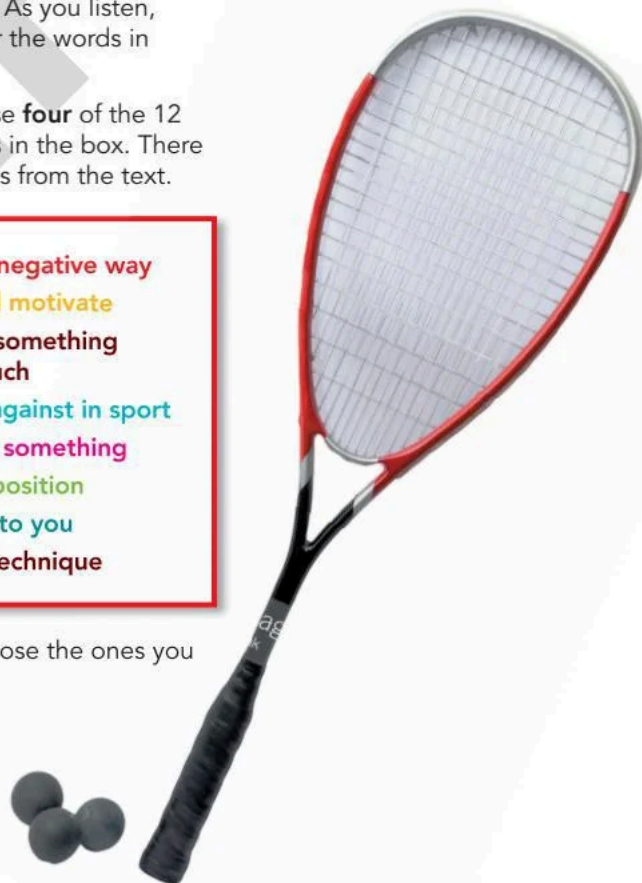
You can download a copy of Text 1.1 from the Teacher's Resource.

- 3 Which reading skill or skills did you use to answer the questions in Activity D2? Did you read every word in the text? Did you read quickly or slowly? Were you able to understand the main idea of the text?
- 4 Your teacher is going to read 12 words and phrases to you. As you listen, find and underline them on a copy of Text 1.1. You will hear the words in the same order as they appear in the text.
- 5 Work in groups of three. Each group member should choose **four** of the 12 words from Activity D4 and match them with the definitions in the box. There are four extra definitions that do *not* match any of the words from the text.

age group
a country or state
to decide to definitely do
something
a group
a target or goal
totally
personal control
encouraging people to buy things

experiencing in a negative way
encourage and motivate
wanting to do something
very much
someone you play against in sport
to get better at something
changes of position
not known to you
approach or technique

- 6 In your groups, discuss the definitions. What made you choose the ones you did for each of your four words?



While reading

- 7 Now read the text in more detail. In which paragraph does information about each of the following appear?
- a a memorable experience in the writer's sporting career
 - b the equipment needed to play squash
 - c the reason the writer started playing this sport
 - d comments about the future of women's squash
 - e the number of squash players in the world
 - f training goals
 - g travel to a different country
- 8 Work in pairs. Take turns to ask each other questions a–g and find the answers in the text. Do not write anything yet.
- a What was Fatima searching for in 2008?
 - b What is **one** similarity between squash and tennis?
 - c How many people play squash globally?
 - d What are **two** benefits of playing squash, according to Fatima?
 - e Why didn't other squash players want to play against Fatima?
 - f When was Fatima able to play squash with the world's best players?
 - g What is Fatima's wish for the future?
- 9 Now write the answers to the questions in Activity D8. Afterwards, swap your answers with a different pair and check them. Use the Writing tip to help you.

WRITING TIP: Answering questions

You do not always need to write full sentences when answering questions. Sometimes a single word, a few words or just a number is enough. However, it is important to show that you have understood the question and to provide all the information it asks for. If you are writing numbers, be careful to spell them correctly. If the answer is a quantity, make sure you include a symbol or a unit of measurement – \$35.10, 10 kilometres (or 10 km), two hours, etc.

After reading

- 10 In groups of four, discuss the following questions.
- a Do you think that squash is a good way to stay healthy? Why, or why not?
 - b Why is it important to be determined and disciplined in sport?
 - c What should healthy people *avoid* doing in order to stay fit and well?
 - d Which sportsperson has inspired you? Why?



Masayuki Higuchi of Japan competes in the Men's 5000 m in the Kanto Para Athletics Championships in Japan, November 2020.

E Reading 2

Before reading

- 1 You are going to read another text, about a hobby called 'speedcubing'. First, read the following words and their definitions. Then decide which word fits the gap in sentences a–e.

hence (adverb): as a result; for this reason
regardless (adverb): despite everything
feat (noun): an achievement that requires great skill or strength
monetary (adjective): relating to money or currency
pastime (noun): an activity that someone does regularly for enjoyment

- a Unless you have time for plenty of practice, you probably won't achieve the amazing . . . of high speed.
b Rubik's Cubes are not expensive, . . . most people can afford one.
c The only . . . young people seem to have nowadays is social media.
d . . . prizes are never given, but everyone receives a certificate.
e He was still only a beginner, but he decided to go ahead . . .
- 2 Discuss the following questions in pairs.
a When do you think Rubik's Cubes were first sold in shops – 1960, 1980 or 2000?
b What do you think 'speedcubing' is?
c What do you think the record speed for solving a Rubik's Cube might be?
- 3 Scan the text and check your answers to the questions in Activity D2.

Text 1.2



What is Rubik's speedcubing?

[1] Ever since its worldwide release in 1980, the Rubik's Cube has been an entertaining pastime for millions. In fact, it is estimated that over one billion people globally have played around with one, or tried to solve it at some point during their lives. Some struggle to solve the cube for just a few minutes before putting it back in its box and forgetting it existed. Others see cubing as a relaxing hobby, and

they may collect different types, shapes, colours or sizes – all variations of the original Rubik's Cube. But for many others, simply completing the puzzle was too easy. They needed a new challenge – hence, speedcubing was born.

[2] Ever since people first learnt how to solve the cube, they have wanted to do so faster and more efficiently. Some have devoted their lives to this, and worked hard to discover the minimum number of moves required to solve the cube. Others focused on the speed aspect – how *quickly* could the puzzle be solved?

[3] Interest grew when the first Rubik's Cube World Championship was held in Hungary in 1982. Nineteen competitors, each the fastest solver in their own country, were invited to compete. Each competitor had to solve the cube three times, and the world record was set by American teenager Minh Thai, in 22.95 seconds. But after this first championship, speedcubing was forgotten again for over two decades. Nobody held another competition until 2003. In fact, only four of the original 19 competitors from 1982 ever took part in another competition.

[4] Starting speedcubing is relatively easy but it is unlike many other hobbies. You don't need a lot of money for expensive equipment, so anyone can have a go. You might pick up a cube that you tucked inside a box years ago, or purchase one online for a few dollars. The monetary demands are fairly low – but time and patience are key. Solving the cube for the first time can take weeks!

[5] Competitions are fun. Moreover, they are an exciting way to meet other speedcubers from your country. Organised by the World Cube Association, competitions are normally held for either one or two days (sometimes three for the largest competitions). Don't be put off by the word 'competition' – everybody is welcome, regardless of speed. If you make friends and ask around, people may even give you some tips on improving. The first competition is always the most worrying, as it will probably be the first time you have ever been in a room with other people solving the cube. It is probably the only place in the world where being able to solve the cube is not a massive feat. Nevertheless, the atmosphere is incredible, and it is something everybody should experience. Today, the world record for solving a Rubik's Cube is less than 3.5 seconds!

Adapted from <https://ruwix.com/the-rubiks-cube/speedcubing-speedsolving/>



You can download a copy of Text 1.2 from the Teacher's Resource.

While reading

- 4 Read the text again. Which paragraph describes each of the following?
- a the cost of speedcubing
 - b how to take part in competitions
 - c how many people enjoy solving a Rubik's Cube
 - d the original word record speed

- 5 Rewrite these sentences in full, correcting the factual errors.
- a More than one billion people compete in speedcubing competitions.
 - b Some people try to discover the maximum number of moves required to solve a cube.
 - c The fastest solvers in 19 countries competed in 2003.
 - d A Rubik's Cube is expensive if you buy it online.
 - e You need to solve a cube quickly in order to join a competition.

After reading

- 6 Discuss the following questions in pairs.
- a Have you ever tried to solve a Rubik's Cube? Did you manage it?
 - b Do you think speedcubing is a sport? Why, or why not?
 - c Which would you rather do: squash or speedcubing? Give reasons for your choice.

PROJECT: Create a display on leisure activities

How do you think successful people spend their free time? You are going to work in pairs to discuss this question, then present your ideas to the class in the form of a display or poster.

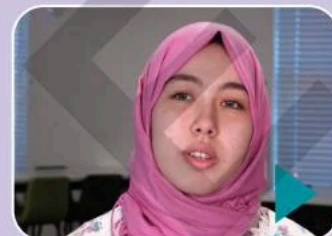
- 1 In pairs, discuss your ideas about the following questions:
 - What does *success* mean?
 - How does someone become successful?
- 2 Some say that successful people spend their free time doing seven specific activities. One of these is exercise, which is important for both physical and mental health. What do you think the other six activities are? Why? Make a list on your own.
- 3 Compare your list with your partner's. Add your ideas together and then reduce the list from 14 to seven. How are you going to decide which ideas to keep? What criteria will you use?
- 4 Make written notes about why you and your partner chose your seven activities.
- 5 Create an online display or a poster to present your list and reasons to the class.
- 6 When you have presented your own ideas and looked at other pairs' presentations, compare the ideas. What criteria did everyone use for coming up with their lists? Were other pairs' reasons the same as yours or different?





STUDENTS SPEAK

- 1 Watch and listen to some IGCSE students talking about their free time on **Digital Classroom**.
 - a Make a note of **three** things that they enjoy doing and **three** things that they do not enjoy doing in their free time.
 - b Talk to your partner(s) about the things that you like and do not like doing in your free time.
- 2 Watch again.
 - a What does each student do well?
 - b What could each student improve on?
 - c How does this relate to your own speaking skills?



EXAM-STYLE QUESTION

Reading, Exercise 1, open response

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

Cambridge offers you more than you would expect

General market

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

Food, arts and crafts market

The food, arts and crafts market is in the same location as the general market, but it's held every Sunday. Here you can find a wide selection of produce from the region's finest artists, craftspeople, photographers and farmers. It's where Cambridge residents go for the highest quality, though affordable, fresh fruit, vegetables and dairy products, but it also features a great mix of antiques, books, pictures and jewellery. This is where many visitors to Cambridge, very sensibly, often look for gifts to take home to family and friends, or even things for themselves as reminders of their stay.

CONTINUED

Street traders' market

Cambridge offers an excellent range of street traders located around the historic centre, along Silver Street and other streets nearby. They include a huge number of food and drink sellers, offering burgers, jacket potatoes, savoury and sweet crepes, and the last few years have seen a significant increase in the vegetarian options, so, all in all, there's no excuse to go hungry while shopping.

Garden art and craft market

The garden art and craft market can be found opposite Trinity College every Saturday and some weekdays during busier months. Started in the summer of 1975, it has become increasingly popular with both locals and tourists. The summer months of June, July, August and September see large numbers of visitors, but it's over the

Christmas period when it gets particularly lively and crowded, as is the case with many other markets in the city. The art and craft market encourages local artists and craftspeople by giving them somewhere to sell the things they make, such as designer jewellery, ceramics, wood carvings, artwork and much more. In the early days, the stalls had no roofs, and if it rained, the artists had to throw plastic sheets over their displays, and then hide under umbrellas. Nowadays shelter is provided for both shoppers and stallholders, not just by the many trees, which also give shade in hot weather, but by purpose-built covers. Over the years, the market has flourished, not only due to its reputation for beautiful quality items on sale but, more importantly, as a result of its affordable prices. Furthermore, improved public transport links have made it easier for more people to travel to Cambridge and the market. However, perhaps the most important factor behind its increased popularity and expansion is that visitors can talk to the makers of the products they want to buy. A market truly not to be missed.

Adapted from www.cambridgeid.co.uk



CONTINUED

- a Where in the city centre is the general market located? [1]
- b Why might it be a bad idea to delay buying something at the general market? [1]
- c What service is offered for people who have time to wait? [1]
- d Which is the best day to buy food grown locally? [1]
- e Which market is recommended as a good place to buy souvenirs? [1]
- f What type of food has become more available in the street traders' market in recent times? [1]
- g Which is the busiest time of the year for markets in Cambridge? [1]
- h What protects people at the garden art and craft market nowadays? Give **two** details. [2]
- i Why has the garden art and craft market grown so much? Give **four** reasons. [4]

[Total: 13]

CHECK YOUR PROGRESS

How well do you think you have achieved the learning intentions for this unit?
Give yourself a score from 1 (still need a lot of practice) to 5 (feeling very confident about this). For each learning intention, provide an example to support your score.

Now I can . . .	Score	Example
understand and use a range of vocabulary related to the topic of sport and leisure activities	5	<i>I enjoy riding my bike to school.</i>
understand and use verbs followed by the <i>-ing</i> form and <i>to + infinitive</i>		
communicate ideas in speech by making suggestions and expressing preferences		
understand the difference between skimming and scanning, and use both techniques		
identify and select information from a personal blog and an online article about sports and pastimes		

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