

Cambridge  
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# English

**as a second language**

# Workbook

John Reynolds



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# Acknowledgements

p.2 'Only by Highway' – Greyhound bus advert, adapted from <http://library.duke.edu/digitalcollections/adaccess/guide/transportation/carandbus/>; p.3 Ivory Soap advert from Proctor & Gamble, from [http://library.duke.edu/digitalcollections/adaccess\\_BH0840/](http://library.duke.edu/digitalcollections/adaccess_BH0840/); pp.6–7 Travel information about Venezuela, adapted from <http://beforeitsnews.com/june-art/2012/11/35-inspirational-examples-of-travel-brochures-2452924.html>; pp.9–11 'Where the sky's the limit' from Hawk Conservancy Trust leaflet, [www.hawkconservancy.org](http://www.hawkconservancy.org); reproduced by permission of the Hawk Conservancy Trust; p.13 Turning your system on and off (PCH-1000 series) from Playstation manual, <http://www.consumerreports.org/era/magazine/2013/01/spread-it-on-best-jellies-and-jams/index.htm>, © 2014 Sony Computer Entertainment Inc.; pp.15–16 'Spread it On: Best Jams & Jellies', from <http://www.consumerreports.org/era/magazine/2013/01/spread-it-on-best-jellies-and-jams/index.htm>, copyright 2013 Consumers Union of U.S., Inc. Yonkers, NY 10703-1057, the nonprofit organization and publisher of Consumer Reports magazine. Reprinted with permission from the January 2013 issue of *Consumer Reports*® for educational purposes only; p.17 Kate Ravilious, 'Earthwatch: In the shadow of Eyjafjallajökull', from *The Guardian* (4 April 2014), <http://www.theguardian.com/science/2014/apr/04/earthwatch-shadow-eyjafjallajokull>, copyright Guardian News & Media Ltd 2014, reproduced by permission of the publisher; pp.19–20 Suzanne Goldenberg, 'Climate change 'already affecting food supply' – UN', from *The Guardian* (31 March 2014), <http://www.theguardian.com/environment/2014/mar/31/climate-change-food-supply-un>, copyright Guardian News & Media Ltd 2014, reproduced by permission of the publisher; pp.21–2 Ian Johnson, 'Gaia visionary advocates city living to sit out the worst extremes of climate change', from *The Independent* (30 March 2014), <http://www.independent.co.uk/news/uk/home-news/gaia-visionary-advocates-city-living-to-sit-out-the-worst-extremes-of-climate-change-9223781.html>, reproduced by permission of Independent Print Ltd.; pp.24–5 TEA report on theme-park attendance numbers includes small bar graph, adapted from <http://www.insiderbomagis.net/2011/06/tea-releases-2010-theme-park-attendance-numbers-potter-and-kong-give-universal-bugz-growth-but-disney-remains-on-top/>; pp.26–7 Passage A: 'Best time to visit Thailand', from [http://www.discoverthailand.com/best\\_time\\_to\\_visit.asp](http://www.discoverthailand.com/best_time_to_visit.asp), reproduced by permission of Clicksee Network Co. Ltd., [www.DiscoveryThailand.com](http://www.DiscoveryThailand.com); p.28 'When to travel to Thailand', from <http://www.visit-thailand.info/information/when-to-travel-to-thailand.htm>, reproduced by permission of Clicksee Network Co. Ltd., [www.DiscoveryThailand.com](http://www.DiscoveryThailand.com); p.34 and p.36 Gerald Durrell, from *My Family and Other Animals* (Rupert Hart-Davis, 1956), reproduced by permission of Curtis Brown Literary Agency; p.37–8 and p.39 Andrew Leonard, from 'Unplugged: A Peaceful Holiday', from *Islands Magazine* (December, 2000); pp.40–1 and p.42 Mary Seacole, adapted from *Every Generation*, [http://www.100greatblackbritons.com/bios/mary\\_seacole.html](http://www.100greatblackbritons.com/bios/mary_seacole.html); p.44 and p.46 Annetta Black, Stepwells in India, from <http://www.atlasobscura.com/places/ancient-stepwells-india>; p.56 H. Briscoe, 'The Scream', from <http://eastoftheweb.com/short-stories>.

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# Contents

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<b>Introduction</b>	<b>iv</b>
<b>Section 1    <b>Becoming a better reader</b>    Student's Book Chapters 1 and 2</b>	<b>1</b>
Reading informative texts: advertisements, brochures, leaflets, guides, reports, manuals, instructions (Question 1, Papers 1 and 2)	1
<b>Section 2    <b>Applying your reading skills</b>    Student's Book Chapters 2 and 3</b>	<b>17</b>
Newspaper/magazine articles, reports with a graphical element (Questions 2 and 3, Papers 1 and 2)	17
Information transfer: form-filling (Questions 2 and 3, Papers 1 and 2)	30
<b>Section 3    <b>Reading and summarising</b>    Student's Book Chapters 3 and 4</b>	<b>34</b>
Note-making and summary writing (Questions 4 and 5, Papers 1 and 2)	34
<b>Section 4    <b>Becoming a better writer</b>    Student's Book Chapter 5 and Appendix</b>	<b>49</b>
Informative writing: reports, letters (Questions 6 and 7, Papers 1 and 2).	
Argumentative writing: articles, speech (Questions 6 and 7, Papers 1 and 2)	49
Test paper	55
Writing skills practice: contractions, apostrophes, subject/verb agreement, adjective/verb confusion, verbs, tenses, choosing the right word, idioms, vocabulary, synonyms	60



# Introduction

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Welcome to the *Cambridge IGCSE® English as a second language workbook*. The aim of this book is to provide you with further opportunity to practise the skills you have acquired by using the *Cambridge IGCSE® English as a second language student's book*. This workbook is designed to complement the third edition of the student's book and to provide additional exercises to help you in your preparation for the Cambridge IGCSE English as a Second Language examination.

The sections in this workbook reflect the topics in the student's book. Links to the relevant chapters in the student's book can be found in the contents list as well as at the start of each section. Each of the sections contains a range of practice exercises covering the types of questions that are set for both Core and Extended tiers. As the book is intended for students to use, both in lessons and individually, its focus is on the main written papers of the examination. Advice on preparing for the Listening and Speaking components can be found in the student's book. However, you should bear in mind that the skills of focused and concentrated reading that you acquire in order to answer the comprehension questions in Papers 1 and 2 can be applied effectively to answering successfully the Listening comprehension tasks in Papers 3 and 4.

You should use this workbook to support your studies throughout the two years leading up to the Cambridge IGCSE English as a Second Language examination. You may wish to use it to supplement your understanding of the different topics as you work through each chapter of the student's book or you may prefer to use it to reinforce your skills at dealing with particular topics. Alternatively, you may prefer to use it to reinforce your skills at dealing with particular topics as you prepare for the examination. The book is intended to be sufficiently flexible to suit whichever approach best suits an individual's needs.

The exercises in this workbook reflect the types of questions that will be set for your Cambridge IGCSE English as a Second Language examination. They vary in demand and difficulty in order to meet the requirements of both Core and Extended candidates. Some of the tasks are designated as 'Extension work' and the intention of these is to allow you to stretch your skills by providing extra challenge and to form a link with the types of questions that feature on the Cambridge IGCSE English as a First Language examination papers for students who may be considering transferring to this syllabus.

It is also intended that this book should be used in conjunction with the *Cambridge IGCSE® English as a second language Teacher's CD*, on which will be found a range of suggestions and stimulus material relating to the Second Language examination as well as suggested answers to the exercises in this workbook.

## Student's Book Chapters 1 and 2

### ● Reading informative texts

One group of questions in your Cambridge IGCSE English as a Second Language examination (for both Paper 1 and Paper 2) will require you to show your understanding of the language and content of one or more of the following:

- advertisements
- brochures
- leaflets
- guides
- reports
- manuals
- instructions.

As with all comprehension questions, it is important that you apply the following approach to ensure that you achieve the best result of which you are capable:

- read both the passage and the questions carefully before you start to answer the questions
- underline or highlight the key words in each question
- use your own words whenever possible when answering the questions in order to show your understanding of what you have read
- remember, the mark total at the end of each question indicates how many points you should make in your answer. For example, if there are two marks available for the question, then you should give two distinct points.

### ● Advertisements

The two texts that follow are both magazine advertisements that were produced over 50 years ago. You may find them interesting from an historical point of view.

#### Exercise 1

Read the advertisement on the next page carefully and then answer the questions that follow. Try to use your own words as far as possible in your answers.

## ■ Advertisement A

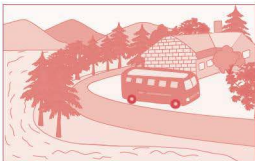
# ONLY BY HIGHWAY

you go straight to the choicest vacation spots

When you've picked a place for relaxation and fun – whether it's a pine-fringed lake in Michigan or a dude ranch in Texas – whether it's a vibrant Atlantic shore resort or a sunny Pacific beach – it's pretty sure that Greyhound can take you straight to the spot you've chosen.

That's because Greyhound follows the great highways – and only the highways reach all the lovely, uncrowded vacation areas, the National Parks, the best bathing, golfing, boating and fishing places ... anywhere in the USA and Canada.

Here's a tip from travel experts on this year's vacation: Go early, go now, while travel is less crowded and there are still hotel and resort accommodations to be had – or else go just after the midsummer rush. And go Greyhound because ...



*Scenes like this are typical of Michigan's lovely lake country, and Minnesota's 'Land of sky blue waters' – along the Theodore Roosevelt Highway (US 23 and US 2).*

'by Highway' means by Greyhound

From <http://library.duke.edu>

- 1 What reason does paragraph 1 of the advertisement give as to why people should travel by Greyhound bus?

.....

- 2 From paragraph 1, state **two** places that people might travel to by Greyhound bus.

.....

- 3 Why does the advertisement say that it is important to 'follow the great highways'?

.....

- 4 From paragraph 2, state **two** activities that travellers by Greyhound bus might take part in.

.....

- 5 What is the tip given by travel experts in paragraph 3? Why is it helpful?

.....

.....

- 6 Which period of time does the advertisement suggest it is better to avoid when travelling by Greyhound?

.....

## Exercise 2

Read this advertisement carefully and then answer the questions that follow. Try to use your own words as far as possible in your answers.

### ■ Advertisement B

**TICK! TOCK! GET READY,  
GET SET, GO!**

**IT'S TIME YOU! YOU WHIZ THROUGH DISHES FAST WITH SPEEDY NEW IVORY—AT THE SAME TIME YOU'RE PROTECTING THE LOVELINESS OF YOUR HANDS!**

**BIG SURPRISE COMING, LADY! Start saying goodbye to red, rough, "dishpan hands"—the minute you change from strong washday soaps to gentle New Ivory Soap!**

**DISHES ALL DONE! IVORY'S "VELVET SUDS" WHISK 'EM CLEAN FAST—AND HANDS ARE ON THE WAY TO LOOKING SMOOTHER, WHITER!**

**SEE! ROWS OF SHINING-CLEAN dishes already! How quickly—even in hard water. And look at your hands—see them improve. Why put up with strong washday soaps any more?**

**NICE GOING, LADY! I KNEW HE'D WANNA HOLD THOSE SMOOTH LITTLE HANDS!**

**SCENE AT YOUR HOUSE (12 days after you change to New Ivory): He (tenderly): "Darling, your hands are smoother!" You (modestly): "Thanks to New Ivory—it's so mild it's baby's own complexion soap." Note: for economy, get several bars right now!**

**≡≡ SPEED DISHWASHING... NO RISK OF 'STRONG-SOAP' HANDS!**

**NEW VELVET-SUDS IVORY SOAP 99% PURE**

ILLUSTRATION BY G. E. DRY, DRY, & BROTHERS A SAMPLE

From <http://library.duke.edu>



- 7 Advertisements A and B are over 50 years old. Comment as fully as you can on how they differ from advertisements that you are familiar with in your own life. You should consider the language they use, the use of pictures and cartoons, the ways they address their readers and their attitudes towards women in particular.

- Leaflets

The next two texts are examples of leaflets that are intended both to give information and to encourage people to visit the country or attraction.

### Exercise 3

Read the leaflet on the next page carefully and then answer the questions that follow. Try to use your own words as far as possible in your answers.

# Venezuela

## Caracas

The country's modern capital. With a population of around 4 million, Caracas is the capital and most populated city in Venezuela.

It is located close to the coast (La Guaira Port), but at an altitude of 800 metres (2400 feet), which gives it a unique climate.

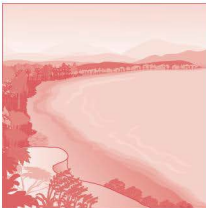
## The Andes/Los Andes

High mountains in the tropics. Venezuela, although a Caribbean country, enjoys a wide variety of climates and landscapes thanks to

the presence of the Andean range. This region offers extraordinary views and picturesque spots which make it an authentic tourist pole.

## Los Roques

The white sand and crystalline waters archipelago. Los Roques is an archipelago of Venezuela, located in the Caribbean, at 168 km (100 miles) north of La Guaira, Caracas's port. For its beauty and ecological importance it was declared a national park in 1972.



## Margarita

The Caribbean pearl, one of the main tourist attractions. Margarita is well known for the quality of its beaches. Being an island, it is surrounded by beaches, and there is one

for every taste. You can find a beach with or without waves, large or small, crowded or not, deep or not, cold or warm, windy or not, just select what you want, and you'll get it.

## Morrocay

One of the most spectacular national parks. To enjoy Morrocay, you must visit the keys (cayos) in a boat. It can be a private boat or you can get a ride in a 'pefiero', a small boat that

you can share with other passengers or that you can hire to take you and pick you up where you prefer.

## West

Oil zone with interesting tourist destinations. The western region, besides being a booming

industrial and commercial pole, offers many tourist attractions.

## Region Central

Northern central part of the country. Cities, beaches, typical villages. In this region are located the states of Carabobo and the booming city of Valencia (and its Puerto

Cabello), Aragua and its capital Maracay, Chuno, Cuyagua and Colonia Tovar, a unique German village in the tropics.

## East

With its beaches and interesting places. You will find there spectacular beaches, such as Playa Colorada and others in the National

Park Mochima, or such as Playa Medina in the Paria Peninsula, that can be considered as one of the best in the country.

## Los Llanos

The plains with their beautiful nature and variety of animals and birds. One of the most beautiful regions in Venezuela is 'Los Llanos', those huge plains where only the horizon stops

your sight. Both the vegetation and the fauna are full of beauty. Several ecosystems will make a trip to this region an unforgettable one.

## La Gran Sabana

One of the oldest and more spectacular places on earth. La Gran Sabana (The Great Plain) is located inside Venezuela's biggest national park: Canaima, in the Bolivar state south. It is

a unique place with views that you will not see anywhere else in the world.

From <http://beforeitsnews.com>

- 1 Give the name of the capital of Venezuela and state **two** facts that the leaflet tells you about it.

---



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- 2 What geographical feature causes Venezuela to possess such a varied climate?

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- 3 Los Roques is described as an archipelago; explain what is meant by this term.

---



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- 4 Name **two** places mentioned in the leaflet that you could visit if you wanted to spend your holiday enjoying swimming and relaxing on a beach.

---



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- 5 Explain what you understand by the western region of Venezuela being a 'booming industrial and commercial pole'.

---



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6 What is interesting about Colonia Tovar?

7 State two places in Venezuela that would appeal to tourists who were particularly interested in nature and wildlife.

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50 51 52 53 54 55 56 57 58 59 60 61 62 63 64 65 66 67 68 69 70 71 72 73 74 75 76 77 78 79 80 81 82 83 84 85 86 87 88 89 90 91 92 93 94 95 96 97 98 99 100 101 102 103 104 105 106 107 108 109 110 111 112 113 114 115 116 117 118 119 120 121 122 123 124 125 126 127 128 129 130 131 132 133 134 135 136 137 138 139 140 141 142 143 144 145 146 147 148 149 150 151 152 153 154 155 156 157 158 159 160 161 162 163 164 165 166 167 168 169 170 171 172 173 174 175 176 177 178 179 180 181 182 183 184 185 186 187 188 189 190 191 192 193 194 195 196 197 198 199 200 201 202 203 204 205 206 207 208 209 210 211 212 213 214 215 216 217 218 219 220 221 222 223 224 225 226 227 228 229 230 231 232 233 234 235 236 237 238 239 240 241 242 243 244 245 246 247 248 249 250 251 252 253 254 255 256 257 258 259 260 261 262 263 264 265 266 267 268 269 270 271 272 273 274 275 276 277 278 279 280 281 282 283 284 285 286 287 288 289 290 291 292 293 294 295 296 297 298 299 300 301 302 303 304 305 306 307 308 309 310 311 312 313 314 315 316 317 318 319 320 321 322 323 324 325 326 327 328 329 330 331 332 333 334 335 336 337 338 339 340 341 342 343 344 345 346 347 348 349 350 351 352 353 354 355 356 357 358 359 360 361 362 363 364 365 366 367 368 369 370 371 372 373 374 375 376 377 378 379 380 381 382 383 384 385 386 387 388 389 390 391 392 393 394 395 396 397 398 399 400 401 402 403 404 405 406 407 408 409 410 411 412 413 414 415 416 417 418 419 420 421 422 423 424 425 426 427 428 429 430 431 432 433 434 435 436 437 438 439 440 441 442 443 444 445 446 447 448 449 450 451 452 453 454 455 456 457 458 459 460 461 462 463 464 465 466 467 468 469 470 471 472 473 474 475 476 477 478 479 480 481 482 483 484 485 486 487 488 489 490 491 492 493 494 495 496 497 498 499 500 501 502 503 504 505 506 507 508 509 510 511 512 513 514 515 516 517 518 519 520 521 522 523 524 525 526 527 528 529 530 531 532 533 534 535 536 537 538 539 540 541 542 543 544 545 546 547 548 549 550 551 552 553 554 555 556 557 558 559 560 561 562 563 564 565 566 567 568 569 570 571 572 573 574 575 576 577 578 579 580 581 582 583 584 585 586 587 588 589 590 591 592 593 594 595 596 597 598 599 600 601 602 603 604 605 606 607 608 609 610 611 612 613 614 615 616 617 618 619 620 621 622 623 624 625 626 627 628 629 630 631 632 633 634 635 636 637 638 639 640 641 642 643 644 645 646 647 648 649 650 651 652 653 654 655 656 657 658 659 660 661 662 663 664 665 666 667 668 669 670 671 672 673 674 675 676 677 678 679 680 681 682 683 684 685 686 687 688 689 690 691 692 693 694 695 696 697 698 699 700 701 702 703 704 705 706 707 708 709 710 711 712 713 714 715 716 717 718 719 720 721 722 723 724 725 726 727 728 729 730 731 732 733 734 735 736 737 738 739 740 741 742 743 744 745 746 747 748 749 750 751 752 753 754 755 756 757 758 759 760 761 762 763 764 765 766 767 768 769 770 771 772 773 774 775 776 777 778 779 780 781 782 783 784 785 786 787 788 789 790 791 792 793 794 795 796 797 798 799 800 801 802 803 804 805 806 807 808 809 810 811 812 813 814 815 816 817 818 819 820 821 822 823 824 825 826 827 828 829 830 831 832 833 834 835 836 837 838 839 840 841 842 843 844 845 846 847 848 849 850 851 852 853 854 855 856 857 858 859 860 861 862 863 864 865 866 867 868 869 870 871 872 873 874 875 876 877 878 879 880 881 882 883 884 885 886 887 888 889 890 891 892 893 894 895 896 897 898 899 900 901 902 903 904 905 906 907 908 909 910 911 912 913 914 915 916 917 918 919 920 921 922 923 924 925 926 927 928 929 930 931 932 933 934 935 936 937 938 939 940 941 942 943 944 945 946 947 948 949 950 951 952 953 954 955 956 957 958 959 960 961 962 963 964 965 966 967 968 969 970 971 972 973 974 975 976 977 978 979 980 981 982 983 984 985 986 987 988 989 990 991 992 993 994 995 996 997 998 999 1000 1001 1002 1003 1004 1005 1006 1007 1008 1009 1010 1011 1012 1013 1014 1015 1016 1017 1018 1019 1020 1021 1022 1023 1024 1025 1026 1027 1028 1029 1030 1031 1032 1033 1034 1035 1036 1037 1038 1039 1040 1

[illegible]

8 What is the meaning of the name 'La Gran Sabana'?

## Extension work

9 Using information contained in the leaflet, explain which region of Venezuela you would most like to visit and give reasons for your choice.

How effective do you think this leaflet is in giving information about Venezuela to visitors and

10 How effective do you think this leaflet is in giving information about Venezuela to visitors and making it appear an interesting place to visit? Answer as fully as you can. You should think about the use of pictures and the appearance of the leaflet as well as the words it uses.

[illegible]

### Exercise 4

Read this leaflet carefully and then answer the questions that follow. Try to use your own words as far as possible in your answers.

# HAWK CONSERVANCY TRUST

## Where the sky's the limit

Our Visitor Centre is located just outside Andover, off the A303



### About the Hawk Conservancy Trust

The Hawk Conservancy Trust is a registered charity that has worked in the fields of conservation, education, research and rehabilitation for many years.

Set in 22 acres of woodland and wildflower meadow, there are more than 150 birds of prey on view, from owls to eagles. Many of these birds are involved in our spectacular flying demonstrations, whilst others are part of important breeding or environmental enrichment projects.

Around the grounds you will find information about our many conservation projects in the UK and overseas. Visit our **British Raptor Programme HQ** and learn about our nest box scheme for Barn Owls, Tawny Owls, Little Owls and Kestrels. View the **National Bird of Prey Hospital** where sick, injured or orphaned raptors are cared for, and find out about our rehabilitation work.

#### How to find us

We are 6 kilometres west of Andover, just off the main A303 road and 19 kilometres from Stonehenge, one of the UK's major historical sites.

#### Opening times

**Summer season** runs from Saturday 8 February 2014 to Sunday 2 November 2014, 10.00am–5.30pm (last admission at 4.30pm).

Special events at the Trust include **Owls by Moonlight** evenings, **Experience Days** for adults and children, and **Photographic Days** that enable the participants to get closer to our birds in a more intimate setting.

Our fully catered corporate facilities are ideal for meetings and training sessions, and make a unique setting for private functions and parties. The Trust is also licensed for civil weddings.

**Feathers Restaurant** offers a range of catering options from snacks to meals, and has free Wi-Fi for patrons. The **Trust Shop** sells a range of gifts, souvenirs and branded merchandise.

Located just off the A303, the Trust has ample free parking, with designated disabled spaces. Coaches and group bookings welcome, by prior arrangement.

Winter season runs from Monday 3 November 2014 to Tuesday 6 January 2015, 10.00am–4.30pm (last admission at 3.30pm).

The **Trust grounds and aviaries** are open to the public every day except **Christmas Day and Boxing Day**; and are closed from Tuesday 7 January to Friday 7 February 2014. **Trust Shop and Reception** are open every day except Christmas Day and Boxing Day. **Feathers Restaurant** is open from 9.00am every day except Christmas Day and Boxing Day.

**Witness the magic of over 150 birds of prey on what will be a truly memorable day.**

Explore 22 acres of stunning woodland and wildflower meadow as you meet our beautiful birds of prey and other animals. During your visit you will learn more about each species and our efforts to protect them.

You will have the opportunity to experience spectacular daily flying demonstrations, each with its own team of birds and own unique setting, and every visitor can get close to and hold a bird of prey.

### DON'T MISS OUR HISTORIC THE SARSON FALCONER COSTUMED MEDIEVAL DISPLAY\*

\*Display takes place at the 2.00pm 'Valley of the Eagles' flying demonstration during summer holidays (weather permitting).

If you would like to appear in the show please inform Reception on arrival.

Activities and attractions include:

- viewing hides and nest box cameras
- Vulture Restaurant and keeper's talk
- National Bird of Prey Hospital
- British Raptor Programme HQ
- The Sarson Falconer medieval display
- Raptor Passport Trail
- adventure playground
- 6.5 acres chalk downland wildflower meadow
- opportunities to hold a British bird of prey

In addition we have tractor rides, duck racing and ferret racing at weekends and during school holidays.

With so much to see and do, allow at least half a day for your visit to the Hawk Conservancy Trust.

Your day with us will include:

- 10.00am Grounds open to visitors
- 10.45am Heron and Wild Raptor feed
- 11.15am Vulture Restaurant and keeper's talk
- 11.45am World of Birds of Prey flying demonstration (opportunity for children to hold a British bird of prey)

- 2.00pm Valley of the Eagles flying demonstration
- 3.00pm Opportunity for adults to fly a Harris Hawk

**Afternoon timetable for summer months (s)**

- 3.45pm Woodland Owls and Hawks demonstration (s)
- 4.30pm Opportunity to hold a British bird of prey (s)
- 4.45pm Heron and Wild Raptor feed (s)

**Afternoon timetable for winter months (w)**

- 2.50pm Opportunity to hold a British bird of prey (w)
- 3.30pm Heron and Wild Raptor feed (w) (plus meet a British bird of prey)

*Times and activities may vary – please see information boards.*

Support our work

Your visit is important to us. We want to share with you our passion and love for birds of prey and encourage you to join in our mission to conserve them. Your admission fee is a vital method of funding the work of the Trust.

You can also help to support some of our most important projects by becoming a **Trust Member**, **Friend of the National Bird of Prey Hospital**, or **Supporter of the British Raptor Programme**. By **Adopting** or becoming a **Friend** of a bird of prey, other animal or feature of flora and fauna, you will

be directly contributing to the care of your Adoptee or Friend and in return you will receive benefits not available to others.

See our website for special events including **Owls by Moonlight** evenings, **Birds of Prey Flying Experiences** and **Photographic Days**.

For further information about how you can support our work, or for details about our experiences, events or activities, please visit [www.hawkconservancy.org](http://www.hawkconservancy.org) or call the Trust on 01264 773 850.

Source: Hawk Conservancy Trust

- 1 In what country is the Hawk Conservancy Trust located? .....
- 2 What is the purpose of the Trust?  
.....
- 3 State three types of birds that can be found in the Hawk Conservancy Trust.  
.....
- 4 At what times of the year are you not able to visit the grounds?  
.....

- 5 How large are the grounds of the Hawk Conservancy Trust? .....
- 6 What facilities are offered by the Hawk Conservancy Trust as well as the opportunity to watch and get to know the birds? .....
- 7 What other activities are offered that might appeal especially to young children? .....
- 8 Where would you go to watch the Sarson Falconer display, and what might you find interesting about it? .....
- 9 What should you do if you would like to be part of this display? .....
- 10 Explain in detail how you can help to support the work of the Hawk Conservancy Trust. ....

## ● Manuals and reports

The following two passages give instructions or information. The first is an extract from a handbook for a PlayStation® and gives information about how to perform some basic actions.

### Exercise 5

Read this passage carefully and then answer the questions that follow. Try to use your own words as far as possible in your answers.

# Turning your system on and off (PCH-1000 series)

## Turning the power on

Press and hold the power button for two seconds. When the system is turned on, the PS button lights up blue.

- When turning on your system for the first time, press and hold the power button for five seconds.
- If your system does not turn on even when you press and hold the power button, the battery charge might be too low to turn on the system. Use the AC adaptor to charge your system, and then try turning on the system again.

## Putting your system into standby mode

You can put your system into standby mode by pressing the power button. When the power button is pressed, the screen (touchscreen) is turned off, the PS button blinks in blue, and the system enters standby mode.

To exit standby mode, press the power button or the PS button.

- When your system is in standby mode, network features remain enabled. The PS button blinks slowly in blue when there are new notifications, such as those generated when messages arrive.
- With the default setting, when your system is idle for three minutes, it automatically

enters standby mode. However, your system does not enter standby mode automatically in some cases, depending on the status of the application. For example, when you are viewing a slideshow or video, your system does not enter standby mode.

- When your system is in either of the following states while it is in standby mode, the PS button either lights up blue or blinks in blue:
  - applications or features for which the auto-start setting is enabled have started automatically
  - power is being supplied to the system by a USB device such as a computer.

## Turning off the power completely

Press and hold the power button for two seconds and then select [Power Off] on the screen that appears.

## When your system is not operating correctly

If you cannot turn off your system or your system is not operating correctly, you might be able to solve the problem by using safe mode.

Safe mode is a start-up mode for your system that helps with solving problems. In this mode, only a few system functions are available. To start your system in safe mode, press and hold the power button until the safe mode menu appears. Use your system's buttons to operate the menu.

When you press and hold the power button for more than 30 seconds and your system still does not start in safe mode, the battery charge might be too low to turn on your system. In this case, charge your system using the included AC adaptor.

From PlayStation® manual, Sony

1 How can you tell when your system is turned on?

2 If your system does not turn on at first, what is the likely reason?

- 3 Explain, using your own words, what is meant by 'standby mode'.

[illegible]

- 4 For what reason may your system not go into standby mode automatically?

- 5 What do you understand by the phrase 'default setting'?

What two things must you do to turn the power off completely?

- 7 Explain, using your own words, what happens if the PlayStation® is in safe mode.

- 8 What do you have to do to start safe mode?

What should you do if you cannot start safe mode after trying for 30 seconds?

- 9 What should you do if you cannot start safe mode after trying for 30 seconds?

tension work

## Extension work

- 10 How easy do you think it would be for people of an older generation, such as your grandparents, to follow and understand the instructions in this guide? You should refer closely to the language of the passage in your answer. Do you think that diagrams and illustrations would help to make the instructions easier to follow?

[illegible]

## Exercise 6

The following passage is a report for consumers, giving information about a survey of the comparative prices of different brands of jam.

Read this passage carefully and then answer the questions that follow. Try to use your own words as far as possible in your answers.

### Spread it on: Best jellies and jams

#### Some inexpensive brands tasted better than pricier ones

Smucker's ('bringing you the goodness of jams, jellies, preserves, and smiles') and Welch's ('makes the most delicious jams, jellies, and spreads') are two of the biggest names in jellies and jams. And most of their products did well in our tests. But other brands – 365 Everyday Value grape, Bonne Maman, and Trader Joe's strawberry – scored at least as highly. And Smucker's Simply Fruit was just OK.

Among the lower-rated products was the priciest one in the bunch. The label on Stonewall Kitchen, \$7.05 per jar (31 cents per tablespoon), says, 'Whole, sun-ripened, sweet strawberries make our strawberry jam an exceptional American classic bursting with memories of summer.' Not according to our trained tasters, who found a musty off-taste in some of our samples.

Ratings are based on how the products tasted plain.

#### Grape jellies

The top four all have a strong grape flavour and are quite sweet. Differences weren't very noticeable. The lower-rated Market Pantry is a

looser gel and creates a gummy feeling in the mouth. 'Concord', by the way, simply refers to the type of grape used to make jelly and juice.

#### Strawberry jams

Bonne Maman and Trader Joe's have big fruit flavour and big strawberry pieces; Welch's strawberry flavour has a hint of grape; Smucker's Seedless is thicker than most of the tested jams, with a uniform texture; and Smucker's Low Sugar has some fresh

strawberry flavour but is a bit sour and more runny than others. The lower-rated strawberry jams have off-tastes. Archer Farms lost points for a slight medicinal flavour; Polaner and Smucker's Simply Fruit taste a tad prune.

#### Summary of Taste Tests

The very good grape jellies taste similar, so choose by price. The very good strawberry jams have slightly different textures. Choose Bonne Maman or Trader Joe's if you favour strawberry chunks; Smucker's Seedless if you don't like seeds. Try Smucker's Low Sugar if you're looking to limit sugar. And note that the words 'all fruit' or 'simply fruit' didn't guarantee a tastier jam. Our experts also rated

the nutrition of each jelly and jam – based on calories, sodium, and sugars – and judged the products good or very good. Polaner All Fruit is the only one with fibre (3 grams).

Since you might want to eat your jam or jelly with toast, see our report on sliced bread alternatives and buying guide and ratings for toasters and toaster ovens.





## What's the difference between jams and jellies?

Jellies are made from fruit juice and may include sweeteners, spices, pectin, or preservatives.

**Jams and preserves** (the two terms can be used interchangeably, according to federal rules) blend crushed or chopped fruit with the ingredients in jellies.

**Spreadable fruit**, by the way, is a term that's sometimes seen on products but has no official federal definition.

**Reduced-sugar products** contain at least 25 per cent less sugar per serving than a specified alternative product. There's no federal definition of 'low sugar', as claimed by one Smucker's jam.

*From Consumer Reports magazine, January 2013*

- 1 Who do you think is the intended audience for this report?  
.....
- 2 According to paragraph 1, what is the report's overall opinion of Smucker's products?  
.....
- 3 State two things you learn from paragraph 2 about the Stonewall Kitchen jam.  
.....
- 4 What do you understand by the statement 'Ratings are based on how the products tasted plain'?  
.....
- 5 What do you learn about the term 'Concord'?  
.....
- 6 For what reason did the testers approve of the Bonne Maman strawberry jam?  
.....
- 7 What was their complaint about Archer Farms' jam?  
.....
- 8 What advice are you given about choosing grape jellies?  
.....
- 9 What makes Polaner's All Fruit Jam different from the others tested?  
.....
- 10 Using your own words, explain fully the difference between jams and jellies.  
.....  
.....  
.....

## Student's Book Chapters 2 and 3

In this section you will be able to practise reading and answering questions on the types of passages that will be set for Questions 2 and 3 for both Core and Extended papers of your IGCSE English as a Second Language examination.

### ● Newspaper articles

The first three passages in this section are taken from newspaper articles.

#### Exercise 1

Read this passage carefully and then answer the questions that follow. Try to use your own words as far as possible in your answers.

## Earthwatch: In the shadow of Eyjafjallajökull

Four years ago the Icelandic volcano Eyjafjallajökull was just bursting into life. The ash cloud brought European airspace to a standstill during the latter half of April 2010, and cost billions of euros in delays. The impact was felt as far afield as Kenya, where women were laid off by the floral industry after their flowers were left rotting at airports.

But in volcano terms Eyjafjallajökull was not exceptional. Some 15 eruptions of similar size occur every century on Iceland and on the volcanic explosivity index (VEI) it ranked as a mere three out of eight. In this case a combination of a settled weather pattern with winds blowing towards Europe, very fine ash and a persistent eruption lasting 39 days magnified the impact of a relatively ordinary event.

So what if a larger eruption were to occur tomorrow? In their new book, *Island on Fire*, Alexandra Witze and Jeff Kanipe explore this question, starting with the consequences of a repetition of the 1783 eruption of Icelandic volcano Laki. In 1783 Laki (a VEI 4 eruption) spewed out a poisonous fog that billowed across Europe for eight months, killing hundreds of thousands of people.

Today, our increased population and dependence on transportation networks make us far more vulnerable, and a Laki-style eruption (they occur roughly every 200 to 500 years) would probably bring Europe to its knees. From a volcanic perspective, Europe may be entering interesting times.

From *The Guardian*, 4 April 2014

- 1 What was the main result of the eruption of Eyjafjallajökull in April 2010?  
.....
- 2 In what way did the eruption of the volcano affect workers in Kenya?  
.....  
.....  
.....
- 3 Explain, using your own words as far as possible, why the writer says that the eruption of Eyjafjallajökull 'was not exceptional'.  
.....  
.....  
.....  
.....

4 What reason is given for this eruption causing so much disruption in Europe?

.....

.....

5 From the first half of paragraph 3, what do you learn about the subject matter of the book *Island on Fire*?

.....

.....

6 State **three** differences mentioned in the passage between the eruption of Laki in 1783 and Eyjafjallajökull in 2010.

.....

.....

.....

7 What does the writer mean by saying that we are now 'more vulnerable'?

.....

.....

8 Using your own words, explain the **two** reasons the writer gives as to why we are now more vulnerable.

.....

.....

.....

.....

9 Explain, in your own words, what is meant by the expression 'bring Europe to its knees'.

.....

.....

.....

.....

10 Why do you think the writer suggests that 'Europe may be entering interesting times'?

.....

.....

.....

.....

.....

## Exercise 2

The next passage is an edited version of a newspaper article about a report on the effects of climate change.

Read it carefully and then answer the questions that follow. Try to use your own words as far as possible in your answers.

## Climate change 'already affecting food supply' – UN

*A report by a climate change panel says global warming is fuelling not only natural disasters, but potentially famine – and war.*

Climate change has already cut into the global food supply and is fuelling wars and natural disasters according to a report from the UN's climate science panel. The report is the first update in seven years from the UN's international panel of experts, which is charged with producing the definitive account of climate change.

In that time, climate change has ceased to be a distant threat and made an impact much closer to home, the report's authors say. 'It's about people now,' said Virginia Burkett, the chief scientist for global change at the US geological survey and one of the report's authors. 'It's more relevant to the man on the street. It's more relevant to communities because the impacts are directly affecting people – not just butterflies and sea ice.'

The scientists of the Intergovernmental Panel on Climate Change found evidence of climate change far beyond thawing Arctic permafrost and crumbling coral reefs – 'on all continents and across the oceans'.

But it was the finding that climate change could threaten global food security that caught the attention of government officials from 115 countries who reviewed the report. 'All aspects of food security are potentially affected by climate change,' the report said.

The scientists said there was enough evidence to say for certain that climate change is affecting food production on land and sea.

The rate of increase in crop yields is slowing – especially in wheat – raising doubts as to whether food production will keep up with the demand of a growing population. Changes in temperature and rainfall patterns could lead to food price rises of between 3% and 84% by 2050.

'Climate change is acting as a brake. We need yields to grow to meet growing demand, but already climate change is slowing those yields,' said Michael Oppenheimer, a Princeton professor and an author of the report.

Other food sources are also under threat. Fish catches in some areas of the tropics are projected to fall by between 40% and 60%, according to the report.

The report also connected climate change to rising food prices and political instability, for instance the riots in Asia and Africa after food price shocks in 2008.

'The impacts are already evident in many places in the world. It is not something that is [only] going to happen in the future,' said David Lobell, a professor at Stanford University's centre for food security, who devised the models.

'Almost everywhere you see that warming effects have a negative effect on wheat and there is a similar story for corn as well. These are not yet enormous effects but they show clearly that the trends are big enough to be important,' Lobell said.

The report also warned for the first time that climate change, combined with poverty



and economic shocks, could lead to war and drive people to leave their homes. 'Climate change can indirectly increase risks of violent conflicts,' the report said. It also warned that hundreds of millions of people in south Asia and south-east Asia will be affected by coastal flooding and land loss by 2100.

'The main way that most people will experience climate change is through the impact on food: the food they eat, the price they pay for it, and

the availability and choice that they have,' said Tim Gore, head of food policy and climate change for Oxfam.

Friends of the Earth's executive director, Andy Atkins, said: 'We can't continue to ignore the stark warnings of the catastrophic consequences of climate change for the lives and livelihoods of people across the planet.'

From the Guardian, 31 March 2014

- 1 According to paragraph 2 of the passage, what was the main conclusion of the UN report into climate change?  
.....  
.....
- 2 Before the publication of this report, what had been the main concerns about the effects of climate change (paragraph 3)?  
.....  
.....
- 3 As a result of this report, what has now emerged as the most serious concern?  
.....  
.....
- 4 What is the effect of climate change on the growing of wheat?  
.....  
.....
- 5 What led to the riots in Asia and Africa in 2008?  
.....  
.....
- 6 Explain what is meant by 'Climate change is acting as a brake' (paragraph 8).  
.....  
.....  
.....
- 7 By referring closely to the start of paragraph 13 ('The report also warned ...'), explain the reasons why people could be driven from their homes.  
.....  
.....  
.....
- 8 What future problems may affect people living in south and south-east Asia?  
.....  
.....  
.....

- 9 According to Tim Gore, what are the three main effects that people might suffer from climate change?

- 10 What do you understand by the phrase 'stark warnings of the catastrophic consequences'?

### Exercise 3: Extension task

Here is another newspaper article dealing with the topic of climate change.

Read it carefully and then answer the questions that follow. Try to use your own words as far as possible in your answers.

## Gaia visionary advocates city living to sit out the worst extremes of climate change

Ian Johnston

Sunday 30 March 2014

Dr James Lovelock, famed for his Gaia theory of the Earth as a self-regulating organism, says humanity should take inspiration from termites who build giant nests with air-conditioning towers to regulate the temperature. He cited Singapore as an example of a place where people had found a way to live happily despite the heat.

In the past he predicted a future in which humanity would be forced to flee towards the Poles as much of the planet was rendered uninhabitable by soaring temperatures; but in his forthcoming book, *A Rough Ride to the Future*, he says this was a mistake. However, people would still have to embrace significant changes in their way of life, because humans are having such a profound impact on the climate. 'I think it's not surprising that insects have found that the best way of living is to live in nests,' he told an audience at the Oxford Literary Festival yesterday.

'Termites in Australia have nests with huge air-conditioning towers on top of them to keep the internal climate just right,' he said. 'When people

talk about saving the planet, I get very depressed because I think this is entirely the wrong way to look at things ... It's remarkably inexpensive to keep Singapore cool enough for the inhabitants, despite the fact it's 12 degrees hotter than the global average.'

Dr Lovelock, 94, who lives in Chesil Beach in Dorset in the UK, said this might mean adjusting aspirations. Many people dream of having 'a home in the countryside with a nice big garden,' he said. 'But that will use a lot of energy compared with flats in the city ... An awful lot of people would think they were in heaven if they had got a flat in a skyscraper in New York. Those same people would think they were condemned almost to a prison sentence to live where Sandy [his wife] and I live, on the beach.'

Despite having inspired generations of environmentalists, he has attracted controversy because of his support for nuclear power and, more recently, shale gas obtained by fracking.



And he seemed delighted by the recent turbulent weather – something that climate scientists have said will increase as the world warms. He spoke of his seafront view of five hurricane-force storms in a month over the winter as ‘exciting beyond belief’.

But he is keen to convince humanity that it is fundamentally changing the world in a way not seen since the rise of photosynthesising plants. The solution is not ‘sustainable development’ but ‘sustainable retreat’.

From *The Independent*, 30 March 2014

- 1 What do you understand by the Earth being described as ‘a self-regulating organism’?

.....

.....

- 2 What does Dr Lovelock say that human beings can learn from termites?

.....

.....

- 3 Explain the ‘mistake’ that Dr Lovelock believes he made in his earlier work.

.....

.....

- 4 What phrase of three words in paragraph 2 tells us that Dr Lovelock believes that in future human beings will have to adopt a very different lifestyle?

.....

.....

- 5 Explain the point Dr Lovelock is making when he refers to termites in Australia and the way people live in Singapore in paragraph 3.

.....

.....

- 6 Why does Dr Lovelock warn people against wanting to live in a house in the countryside with a large garden?

.....

.....

- 7 What two reasons are given in the passage as to why some of Dr Lovelock’s ideas have angered other scientists?

.....

.....

- 8 Why is Dr Lovelock ‘delighted’ by the recent stormy weather?

.....

.....

- 9 Explain the point made by Dr Lovelock in the final sentence of the passage.

.....

.....

- 10 Write a comparison of this passage with the previous article on climate change (in Exercise 2). In particular, you should consider the different points each makes about climate change and the ways in which they are reported.

- Reports

The three passages that follow are all reports that include a graphical element.

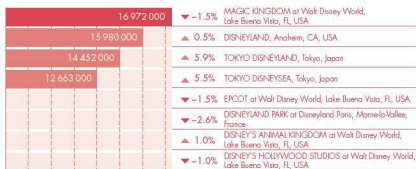
### Exercise 4

The report on the next page gives details of the world's most popular theme parks in 2010.

Read it carefully and then answer the questions that follow. Try to use your own words as far as possible in your answers.



### TEA releases 2010 theme park attendance numbers, Potter and Kong give Universal huge growth but Disney remains on top



Theme park attendance, 2010

The annual Global Attractions Attendance Report from the Themed Entertainment Association (TEA) has been released for 2010 revealing, once again, that Disney leads the pack with 9 of the 11 top spots on the list. But Harry Potter and King Kong have propelled Universal Studios forward on both United States coasts, drawing millions of additional guests in the past year.

Walt Disney World's Magic Kingdom in Orlando, Florida remains at the top of the list with 16.97 million visitors in 2010, a giant number that's surprisingly a 1.5% decrease over 2009, when the park welcomed more than 17 million guests. Likewise, Epcot dropped 1.5% to 10.83 million guests, putting it in fifth place. But Disney's decline in 2010 ends there, with Disneyland park in Anaheim, California sticking at the number two spot with 15.98 million visitors, up 0.5% over 2009.

Disney's Animal Kingdom and Hollywood Studios theme parks round out the Orlando rankings at seventh and eighth place, both with just under 10 million guests, and Disney California Adventure again takes 11th place, with 6.28 million visitors, up 3.0% from 2009, in part due to the debut of World of Color.

But it was Universal Studios, both in Florida and California, that saw the biggest increases in attendance in 2010. The introduction of The Wizarding World of Harry Potter to Universal Orlando created attendance leaps for both of its theme parks. Islands of Adventure, which saw a 13.8% drop in attendance in 2009, jumped an astounding 30.2% to 5.95 million visitors as a result of Potter excitement. Universal Studios Florida enjoyed the Potter ride as well, with a 6.1% attendance increase in 2010 up to 5.93 million visitors after having been down 12% in 2009. While they still sit at 12th and 13th place on the list and are still millions of guests behind Disney's Orlando parks, these numbers are a huge boost to what were in 2009 two failing theme parks.

Meanwhile in California, Universal Studios Hollywood enjoyed a chest-pounding 26% jump in attendance to 5.04 million visitors as a result of the debut of King Kong 3-D. King Kong may not be Harry Potter, but the big ape did work some magic on the park.

But none of that Disney or Potter magic rubbed off on SeaWorld Orlando in 2010. That park dropped 12.1% in attendance, reaching 16th place on the list with 5.1 million guests. Tampa sister park Busch Gardens increased 2.4% to 4.2 million visitors. And Sea World California dropped several spots to 25th (and last) place

on the TEA attendance list, falling 9.5% to 3.80 million visitors.

Overseas, Disney enjoyed more dominance with Tokyo Disneyland and Tokyo DisneySea both rising nearly 6% and taking hold of the third and fourth places on the list with just under 15 and 13 million visitors in 2010, respectively. However, the recent earthquake disaster will likely leave the parks recovering in many ways when 2011's results are released next year. The same should be true for Universal Studios Japan, which increased by 2% in 2010, up to 8.16 million visitors.

Disneyland Park in Paris dropped by 17.6% in 2010 to 10.5 million visitors. Walt Disney Studios Park, however, saw a massive increase in guests, jumping to 4.5 million visitors, a 69.5% increase over 2009.

But out of all of Disney's overseas parks, Hong Kong Disneyland did the best with an increase of 13.0% to 5.2 million visitors, a number that's sure to rise when the park's expansion completes in the coming years.

When the 2011 attendance report is released next year, Disney will likely see boosts from the introduction of The Little Mermaid – Ariel's Undersea Adventure at Disney California Adventure and the updated Star Tours: The Adventures Continue at Disneyland and Disney's Hollywood Studios. But Harry Potter will continue to cast a spell over Universal Orlando, drawing solid crowds throughout the year.

The full 2010 TEA Global Attractions Attendance Report can be viewed online.

From TEA report.

- 1 Which was the most visited attraction in 2010 and how many visitors did it have?  
.....
- 2 What does the report say was surprising about the number of visitors to this attraction in 2010?  
.....
- 3 In percentage terms, how great was the increase in visitors to Disney's Animal Kingdom in 2010? .....
- 4 What does the table tell you about the number of visitors to Disney's Hollywood Studios in 2010?  
.....
- 5 What reason is given for the rise in visitors to both Universal Studios parks in the USA in 2010?  
.....
- 6 Which of the two Universal Studios parks in the USA had the greater increase in visitors in 2010?  
.....
- 7 What further reason is given for the increase in visitors to this park?  
.....
- 8 Which was the least visited of the theme parks in the report?  
.....

- 9 What reason is given for the likely fall in visitors to theme parks in Japan in 2011?
- 10 What do you learn from the report about what was happening in Hong Kong Disneyland in 2010?
- 11 By referring to the statistics given throughout the report, throughout the world, which park had the greatest percentage increase in visitors in 2010?
- 12 Why does the report suggest that there is likely to be an increase in visitors to Disneyland California in 2011?

## Exercise 5

The next two passages both contain information for people wishing to visit Thailand for a holiday and include a chart or graph. Read them both carefully and then answer the questions that follow.

### ■ Passage A

## Best time to visit Thailand

Looking for the best time to go to Thailand? Wherever you travel in the world, it is important to get the timing right. As far as Thailand is concerned, there are no absolute extremes. If you can **avoid the rainy season (July to October)**, it would probably be best, but if you can't, the rain isn't permanent – it comes in bursts and cools things down after it has gone.

The weather in Thailand is reasonable most times of year, although it certainly gets hot during the summer. November to February is the coolest time of year and there is less rain then than at other times in the year. However,

Thailand is a big country with a diverse landscape. There is somewhere to visit whatever time of the year you visit the kingdom.

### Thailand's seasons

Thailand's seasons are reasonably uniform through the country, but there are some regional differences. Basically Thailand has three seasons: summer, rainy and winter. The southern part of Thailand, however, does not have a winter. What follows is a summary of the seasons and their effect on the kingdom's various regions.

### Central Thailand and the East

In central Thailand and the eastern provinces, the hot summer weather starts around mid-February and goes on to April. In April, the extreme temperatures can go up to the 40°C mark. The winter months are from

mid-November to mid-February. There may be only a few days of genuinely cold weather during these months, but the period leading up to the New Year is a welcome respite from the heat throughout the rest of the year.

Aside from these days, visitors from Europe still may feel the temperatures as being a bit warm during Thailand's winter, although not uncomfortably so. The rainy season kicks in around May and goes on until October. The

rain is frequent and sometimes fierce. Usually rainstorms go on for 30 minutes or so. If you're visiting the beach destinations in the East (Pattaya, Rayong, Koh Chang), the best time is from December to May.

## Northern Thailand and the North-East

Northern Thailand and the North-East have the same basic seasons as those in the central and eastern regions. The winters are, though, significantly cooler. Mountainous regions can get particularly cold, on some occasions down to 0°C. In these parts, winter starts in November and goes on to February. Without doubt these are the best months for a visit to

the North and North-East – flowers are in bloom, it is dry and cool, and in the mountains mists and fogs often form, making what is already wonderful scenery quite exquisite. However, although hot, April is also a great month – during the Songkran Festival people will most likely throw water at you ... You will be drenched so that will keep you cool!

## Southern Thailand

Southern Thailand's seasons are less distinct and really there are only two proper seasons – summer and the rainy season. The Gulf of Thailand lies to the east of the Thai peninsula while the Andaman Sea lies to the west. Visiting areas west of the peninsula (Phuket, Phang-Nga, Krabi) is best done between mid-November and April to avoid the monsoons that occur during other months – monsoons obviously make visiting islands by boat difficult

and sometimes dangerous. Clearly they are best avoided. Areas east of the peninsula (Koh Samui, Hat Yai) are best visited from December to June. However, visiting the Gulf of Thailand region is possible throughout the year but those going to this region should check the current weather situation to avoid rain. If you are planning to visit both sides of the coast during your stay in Thailand, December to April would be best.

**Chart 1** Thailand's average temperatures in degrees Celsius

	Bangkok/Central/East	South	North	North-East
Summer (mid Feb to Apr)	27–36	27–34	22–37	25–37
Rainy (May to Oct)	25–33	26–32	24–31	25–33
Winter (Nov to mid Feb)	22–32	25–32	15–28	17–30

## Recommended destinations

Beaches and islands: Phuket, Krabi, Phang-Nga, Phi Phi Islands, Koh Samui, Pattaya, Koh Chang

History and culture: Chiang Mai, Chiang Rai, Mae Hong Son, Sukhothai, Ayutthaya, Khon Kaen

From [www.discoverythailand.com](http://www.discoverythailand.com)

## ■ Passage B

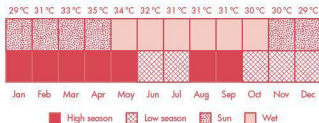
# When to travel to Thailand

The best time of year (with the most comfortable climate) for visiting most of Thailand falls between November and March – during these months it rains the least and is not too hot. Remember that the temperatures are less dramatic in the south, so the south makes a good refuge when the rest of Thailand is miserably hot (April to June).

The north is best from mid-November to December or in February, when it begins warming up again. If you're spending time in Bangkok, be prepared to roast in April and do some flood-water wading in October – these are probably the worst two months to visit the capital.

The peak months for tourism are August, November, December, February and March, with secondary peak months in January and July. You should consider travelling during the least crowded months (April, May, June, September and October) if your main objective is to avoid holiday makers and to take advantage of discounted rooms and other low-season rates. On the other hand it's not difficult to leave the crowds behind, even during the peak months, if you simply avoid some of the most popular destinations (e.g. Chiang Mai and all islands and beaches).

Chart 2 When tourists visit Thailand (average weather conditions)



Thailand is 7 hours ahead of Greenwich Mean Time (GMT +7). Thailand's position within the tropical zone means that the number of daylight hours varies little throughout the year

From [www.visit-thailand.info/](http://www.visit-thailand.info/)

## From Passage A

- 1 What do you learn from paragraph 1 about the rain in Thailand?

.....

.....

- 2 What do you learn from the paragraph headed 'Thailand's seasons' about the difference between southern Thailand and the rest of the country?

.....

.....

- 3 Give two details from the passage about the winter in northern Thailand.

.....

.....

- 4 For what reasons does the article suggest that November to February are the best months to visit the north and north-east of Thailand?

.....

.....

- 5 What unusual way of keeping cool can visitors to north Thailand find in April?

- 6 Why is it recommended to visit Phuket between November and April?

- 7 From Chart 1, state at what times of the year and in which parts of Thailand you are likely to find the lowest and highest temperatures.

From Passage B

- 8 Why does the article suggest that you should not visit Bangkok in October?

Give two reasons from the passage why you might benefit from visiting the south of Thailand

- 9 Give **two** reasons from the passage why you might benefit from visiting the south of Thailand in April.

- 10 From Chart 2, explain what you would find if you visited Thailand in May and in December.

### Extension work

- 11 What similarities and differences do you find between Passages A and B? In your answer you should consider the information that they give and also the language and tone used by the writers.

The diagram consists of a 10x10 grid of dots. The dots are arranged in a regular pattern, with each dot representing a data point. The grid is composed of 10 rows and 10 columns of dots.

## ● Form-filling

### Exercise 6

Read carefully the advertisement for Penguin Fun Clubs and the accompanying details, and then complete the task that follows.

## Penguin Fun Clubs

Penguin Fun Clubs are found on campsites throughout Europe. They offer a range of enjoyable activities for children aged 4–14 years and we pride ourselves on delivering exciting times that children love and parents trust. Our fun-packed clubs are located throughout France, Spain, Italy, Germany and the UK, where our reputation for high quality childcare depends on the utmost professionalism and hard work of our on-camp staff.

In all our clubs we offer a varied timetable jam-packed with exciting activities.

We are looking for enthusiastic and caring young adults to work in our camps for all or part of the coming Summer season.

### Why work for Penguin Fun Clubs?

- You will meet and work with like-minded individuals.
  - We will pay expenses to cover your return journey to the campsite where you are based.
  - You will be given accommodation and food throughout your time at the camp.
  - You will be given a fixed amount of pocket money each week (amount depending on age and the country in which you are based).
  - You will gain valuable experience for any future career, especially one which involves working with children.
  - We are flexible if you're only able to work for part of the season.
  - Impress us on camp and there's the opportunity to work with us for many seasons to come.
  - We run Penguin Fun Clubs throughout the summer from July to September.
- Penguin Fun Clubs offer full in-house training by our experienced training team, including a course in basic first aid.

## Job description

As a Penguin Fun Club helper you will work with small groups of children supervising them in a range of structured activities and using equipment provided by the camp. (There is plenty of opportunity to think up your own activities for your group.) Clubs will run in the mornings from 10.00 to 12.30 and in the evenings from 17.00 to 19.00. All Penguin Fun Club helpers will work for six days a week on a rota basis. In your free time you will have full access to all the campsite facilities.

Penguin Fun Club helpers should show enthusiasm at all times and encourage maximum participation in the activities from the children with whom they are working.

## Requirements

All applicants:

- must be over 16 years of age
- should have an interest in/previous experience of working with children
- have some knowledge of the language of the country in which they wish to work
- be enthusiastic and organised with excellent communication skills and a good sense of initiative
- work well in a team with other like-minded individuals.

Your name is Alex Ambrose. You live at 37 Kingsmere Road, Birmingham, Warwickshire, UK with your parents and two younger sisters. Your telephone number is 07205868322 and your email address is AlexAm@hotmail.com. You are a Year 11 school student and will be taking your IGCSE examinations this summer in nine subjects, including English and Maths. After IGCSEs, you intend to go on to sixth form to study French, English and Psychology and then to university as you wish to be a teacher of English. You are a keen swimmer (and hold certificates for lifesaving) and have helped at your local swimming club with coaching younger children. You also enjoy travelling and play the guitar proficiently.

You wish to spend your summer vacation working for Penguin Fun Clubs in France as this will help to improve your French conversation skills.

Complete the application form below, using appropriate details from the information above.

**Note:** you will need to make up some details of your own in order to complete all sections of the form.

# Penguin Fun Clubs: Employee application form

Position applied for .....

Applicant name .....

Address .....

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 .....  
 .....





Telephone contact number/email address

.....

Age on 1 January

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Dates available to work

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Name(s) of next of kin/contact number (in case of emergencies)

.....

.....

Educational qualifications

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Sporting and other interests

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Languages spoken

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Experience of working with children

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In the space below write **two sentences** stating (i) why you consider you are suitable for the position that you have applied for and (ii) what you can offer Penguin Fun Clubs.

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## Exercise 7

You have a part-time job, working as a shelf-stacker in a small supermarket. While at work on Saturday, 17 May 2014 you witnessed an accident in the store. You were working in the fruit and vegetable section of the store, shortly before lunch, filling up the display of bananas. A fellow worker in the store, whose job it is to change and replace items for customers at the check-out, was hurrying towards the check-outs carrying a large bottle of fizzy drink when he tripped over an empty basket which a customer had left on the ground while she was taking items off the shelf. The bottle of drink smashed and the contents spread over the shop floor. Your colleague hit his head as he fell and badly twisted his ankle. It was necessary to send for the paramedics to treat him.

As you were a witness to the accident, you have been asked to complete the accident report form that follows.

Complete the form using the information given above.

Note: you will need to make up some details of your own in order to complete all sections of the form.

# Accident report form

Date and time of accident

Injured employee names

Witness names and contact information

Where did the accident occur?

Where were you located when the accident occurred?

Did you see the accident occur?

Describe what happened before the accident and during the accident.

What happened immediately after the accident?

Witness signature Date

## Student's Book Chapters 3 and 4

## ● Note-making and summary writing

The exercises in this section are intended to help you to practise your note-making and summary writing skills. In the Cambridge Core IGCSE English as a Second Language Paper 1, the note-making and summary tasks are both based on the same reading passage, whereas for the Extended Paper 2, the note-making and summary tasks are based on two different passages (although the note-making task is based on the same passage as that used for the Core paper). The intention of this section, however, is to help you to develop your reading skills in particular, and for this reason we have deliberately not separated the tasks or passages into Core and Extended exercises. All the questions will allow you to practise both note-making and summary writing.

The passages are of varying difficulty and you can choose to answer whichever questions you consider most appropriate for your own needs. However, don't be afraid to challenge yourself and attempt passages that look a little more difficult even if you answer just the note-making questions on them.

Note-making and summary writing are key skills which are applicable to many subjects that you study and not only for English. They are skills that you are likely to have to use in different circumstances throughout your working life. For this reason, gaining competence in them at this stage of your educational development is of great importance.

Remember, for the summary questions you should use your own words where possible. It is not necessary to use your own words when answering the note-making questions.

The first two passages in this section are from *My Family and Other Animals* by the naturalist Gerald Durrell. In them, he describes Achilles, a tortoise that he kept as a pet when he was a child living with his family on the Greek island of Corfu.

## Exercise 1

Read this passage carefully and then answer the questions that follow.

## ■ Passage A

The new arrival was christened Achilles, and turned out to be a most intelligent and lovable beast, possessed of an unusual sense of humour. At first he was tied up by a leg in the garden, but as he grew tamer we let him go where he pleased. He learnt his name in a very short time, and we had only to call out once or twice and then wait patiently for a while and he would appear, lumbering along the narrow stone paths on tiptoe, his head and neck stretched out eagerly. He loved being fed, and would squat regally in the sun while we held out bits of lettuce, dandelions, or grapes for him. He loved grapes as much as Roger our dog did, so there was always great rivalry. Achilles would sit mumbling the grapes in his mouth, the juice running down his chin, and Roger would lie nearby, watching him with agonised eyes, his mouth drooling saliva.

But the fruit that Achilles liked best were wild strawberries. He would become very excited at the mere sight of them, lumbering to and fro, craning his head to see if you were going to give him any, gazing at you pleadingly with his tiny boot-button eyes. The very small strawberries he could devour at a gulp, for they were only the size of a fat pea. But if you gave him a big one, say the size of a hazelnut, he behaved in a way unlike any other tortoise I have ever seen. He would grab the fruit and, holding it firmly in his mouth, would stumble off at top speed until he reached a safe and secluded spot among the flower beds, where he would drop the fruit and then eat it at leisure, returning for another one when he had finished.

From *My Family and Other Animals* by Gerald Durrell

- 1 Make notes of what the passage tells you about Achilles and what you learn about his eating habits.

- 2 You have been asked to write a guide for someone looking after the writer's pets while he is away on holiday. Write a summary of the points in your notes as a guide to looking after Achilles. You should write 80–110 words.

[illegible]

## Exercise 2

In the next extract Gerald Durrell tells you more about Achilles the tortoise.

Read this passage carefully and then answer the questions that follow.

### ■ Passage B

As well as developing a passion for strawberries, Achilles also developed a passion for human company. Let anyone come into the garden to sit and sunbathe, to read or for any other reason and before long there would be a rustling among the grass, and Achilles's wrinkled face would be poked through. If you were sitting in a chair, he contented himself with getting as close to your feet as possible, and there he would sink into a deep and peaceful sleep, his head drooping out of his shell, his nose resting on the ground. If, however, you were lying on a rug, sunbathing, Achilles would be convinced that you were lying on the ground simply in order to provide him with amusement. He would surge down the path and onto

the rug with an expression of bemused good humour on his face. He would pause, look at you thoughtfully, and then choose a portion of your anatomy on which to practise mountaineering. Suddenly to have the sharp claws of a determined tortoise embedded in your thigh as he tries to lever himself up on to your stomach is not conducive to relaxation. If you shook him off and moved the rug it would only give you temporary respite, for Achilles would circle the garden grimly until he found you again. This habit became so tiresome that, after many complaints and threats from the family, I had to lock him up whenever we lay in the garden.

From *My Family and Other Animals* by Gerald Durrell

- 1 Make notes of what Passage B tells you about Achilles's behaviour and the way he treated the members of the family.

*(This area contains horizontal lines for writing.)*

- 2 Imagine that you have visited the writer and his family. Using the notes you have made, write a letter to your parents summarising your experience with Achilles.

You may choose to base your letter on Passage B only (in which case your summary should be 80–100 words in length) or on both Passage A and Passage B (in which case you should write 150–200 words).

This image shows a full page of primary-ruled notebook paper. It features ten sets of horizontal lines designed for teaching handwriting. Each set consists of three parallel lines: a solid top blue line, a dashed middle blue line, and a solid bottom blue line. These lines are repeated down the entire page, providing ample space for practicing letter formation and alignment. The margins are consistent throughout, and there are no other markings or text on the page.

### Exercise 3

In the next passage, the writer, Andrew Leonard, describes how, while on holiday on the island of Kauai, he finally managed to escape from the computer and all other electronic machinery which controls his life when he is at work.

Read this passage carefully and then answer the questions that follow.

### ■ Passage C

## Unplugged: A peaceful holiday

After bouncing my rental car across several miles of red-dirt cane roads I walked for nearly another mile down the beach to a deserted cove. It was comforting to think that at the very least I was finally out of cell-phone range.

However, even on Kauai, Hawaii's 'Garden Island', complete escape wasn't all that easy to achieve. Noisy helicopters full of tourists buzzed and darted overhead like so many dragonflies. Every 20 minutes or so the soothing sounds of wind and water were

broken by the rumble of a speeding tour boat racing to complete another lap around the island. Worst of all, not more than five minutes by car from the resort where I was staying, the Atomic Clock Internet Café beckoned with promises of instant email.

I felt uncomfortable every time I drove by the Atomic Clock Café. I am a technology reporter for an online magazine – my life is driven and dominated by email. I'm drowned in it, usually 400 or 500 messages a day.



The main reason for my visit to Kauai was to unplug, disconnect, log off, and get away from it all. No cell phone, no electronic organiser, no laptop. And definitely, no email.

Yes, my plan was to lie on the beach and not check my email. My friends and family were outraged as they could not understand how I could bear to live without email. But they didn't understand. In my job, I am online, permanently. Cyberspace is more familiar to me than my backyard. While I am awake, my email is always on. I don't like to be without it for too long. A few hours away from it, and I start to shiver. I am, however, no stranger to beaches and their relaxing

qualities and so I knew, even when arriving well after dark at the comfortable cottage in the town of Waimea, that the island of Kauai gave me a good chance of beating my addiction to electronic gadgets.

Maybe it was the full moon illuminating the black-sand beach not 30 feet [10metres] from my door. Or the mango trees casting shadows across the veranda. Or the driftwood piled in loose heaps for as far as I could see along the shore. Without question, the long, slow sound of the waves rolling in calmed my restless soul, and I found I could, in fact, log off.

From *Islands Magazine*, December 2000

- 1 Make notes of what you learn from this passage about the writer's work; why he wanted to escape from electronic devices and the problems he had in doing so.

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- 2 Imagine you are the writer. Write an entry for your journal in which you summarise your thoughts about electronic devices and the part they play in your life. You should use the points made in your notes and write 100–150 words.

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## Exercise 4

Andrew Leonard's account of his holiday continues as follows.

Read this passage carefully and then answer the questions that follow.

### ■ Passage D

That accomplished, the next morning I turned to the second part of my plan. The island offered all varieties of beach pleasures: bodysurfing beaches, wading beaches, secluded beaches. There were also classic South Pacific semicircular beaches of white sand lined with palm trees that stretched for miles. Black sand, white sand, brown sand, sugar sand ... I could hike 12 miles [20 kilometres] to the far-away isolation of Kalalau, drive a sport-utility vehicle onto Polihale Beach, or stroll from some hotel into the welcoming waters at Kalapaki or Poipu.

After looking at a few guidebooks, I began to feel worried. So many beaches, so little time! I planned ways to pack in as many different beaches as possible into a single afternoon. What would be most efficient, I wondered – driving north to Hanelei Bay and working my way south? Or just picking out one specific beach?

But then I thought again. Going to the beach should not be about efficiency. That's the world of email – the world I was leaving behind. Forget efficiency. The beach, after all, wasn't about satisfying immediate urges. The beach was about surrendering to the *lack* of urgency.

At my cottage, I finally found myself sitting motionless in my chair, book closed on my lap, a drink untouched by my side, idly watching a lizard skitter across the ceiling. That evening, staring with pleasure at the sun sinking slowly beneath the waves, I discovered that I wasn't in the least bit alarmed when a gentle shower of rain came down on me. No matter – whether I was wet, dry, on the sand, in the water – the beach had a way of making time nonexistent. On the beach I could wait for the coconut to fall; I didn't need to shake the tree.

From *Islands Magazine*, December 2000

- 1 Make notes of the writer's thoughts about how he should spend his time while on the island and of what he actually did and what his feelings were about this.



- 2 Imagine you are the writer. On your return from holiday you write an article for your online magazine in which you summarise your time on the island and your feelings about the time you spent there.

You may choose to base your article on Passage D only (in which case your summary should be 80–100 words in length) or on both Passage C and Passage D (in which case you should write 150–200 words).

[illegible]

### Exercise 5

Read this passage about Mary Seacole carefully and then answer the questions that follow.

### ■ Passage E

Mary Seacole was born in Kingston, Jamaica, in 1805. Her father was a Scottish soldier, and her mother practised traditional Jamaican medicine and ran a small hostel in Jamaica where she cared for injured soldiers and their wives. Mary helped her mother and learned about medicine from her; she soon gained her own reputation as a 'skilful nurse'.

Mary travelled widely. In 1851, she joined her brother Edward in Panama, where she opened a hotel. Whilst she was there, she caught and recovered from cholera. She then gained extensive knowledge of the disease, and saved her first cholera patients.

She next travelled to London, where she heard about the Crimean War between Britain and

Russia and now the nursing system there had collapsed. She applied to go to the Crimea to tend to the sick and wounded. She pointed out that she had wide experience, excellent references and knew many of the British soldiers and regiments. She had nursed them while they were stationed in Jamaica.

But she was rejected by everybody, including one of Florence Nightingale's assistants. 'Is it possible,' she asked herself, 'that people are not accepting my aid because my blood flows beneath a somewhat darker skin than theirs?' In her disappointment, Mary cried in the street.

Adapted from [www.100greatblackbritons.com](http://www.100greatblackbritons.com)

- 1 Make notes from the passage of what you learn about Mary Seacole and her early life.

- 2 Now turn your notes into a summary of the early life and character of Mary Seacole. You should write 70–100 words.

### Exercise 6

The next passage tells you more about Mary Seacole's life.

Read it carefully and then answer the questions that follow.

### ■ Passage F

A distant relative of hers, called Day, was going to the Crimea on business, and they agreed to start a general store and hostel called Seacole and Day, near the British Army camp. So, at the age of 50, with her large stock of medicines, Mary went to the battle zone. The moment she arrived there were sick and wounded to attend to. She opened her British Hotel in the summer of 1855, near the city of Sevastopol. Soon the entire British Army knew of 'Mother Seacole'. The soldiers were her sons and she was their mother.

Though some of the army doctors had little respect for her work, others were more supportive. One army surgeon watched with admiration as she, numb with cold, looked after some soldiers, giving them tea and food and words of comfort. She was often on the front line and frequently under fire in the middle of the battle.

It was W.H. Russell, the first modern war correspondent, who made Mary Seacole's

deeds in the Crimea famous. He described her as 'a warm and successful physician, who doctors and cures all manner of men with extraordinary success. She is always near the battlefield ready to aid the wounded, and has earned many a poor soldier's blessings'.

When the war finished Mary came back to London as a famous figure – well known and well loved by the British people, but completely bankrupt as a result of her work. Some of the officers and soldiers who knew her raised money for her, but she still had financial problems. So Mary once again decided to do something herself. She wrote her autobiography called *The Wonderful Adventures of Mrs Seacole in Many Lands*. This was the only book she ever wrote, but it was very successful and generated enough money to allow her to live the rest of her life in comfort, dividing her time between Jamaica and London. She died in 1881 and was buried in London.

Adapted from [www.100greatblackbritons.com](http://www.100greatblackbritons.com)

- 1 Make notes of what Passage F tells you about Mary Seacole's work in the Crimea; her life after she returned to England and what other people thought of her.

- 2 Using the notes you have made, write a summary of Mary Seacole's life and reputation.

You may choose to base your summary on Passage F only (in which case your summary should be 80–100 words in length) or on both Passage E and Passage F (in which case you should write 150–200 words).

The last two passages in this section are both about stepwells in India and are longer than the earlier ones. The questions are also harder and closer to those set for the IGCSE English as a First Language examination. If you feel you want to stretch yourself, have a go at these tasks!

## Exercise 7

Read this passage carefully and then answer the questions that follow.

## ■ Passage G

## Stepwells in India

In 1864, the famous French world traveller Louis Rousselet described 'a vast sheet of water, covered with lotuses in flower, amid which thousands of aquatic birds are sporting' at the shores of which bathers washed, surrounded by jungle greenery. He was not describing a lakeside scene or one of India's famous riverside ghats, but an ancient well, as big as a large pond.

In the northern Indian states of Rajasthan and Gujarat, the problem of water is a profound one. At the edge of the Thar desert, the area sees torrential seasonal monsoons, and then watches the water disappear almost immediately. With summers routinely over 38 DegC, and silty soil that would not hold water in ponds, a practical solution was needed for locals and travellers along the local trade routes.

In the first century CE, the slippery shores of the major rivers were tamed by the construction of ghats, long, shallow sets of stairs and landings. The same approach was applied to the construction of a new kind of well.

The earliest stepwells most likely date from about 550 CE, but the most famous were built in medieval times. It is estimated that over 3000 stepwells were built in the two northern states. Although many have fallen into disrepair, were silted in at some point in antiquity, or were filled in with trash in the modern era, hundreds of wells still exist. In New Delhi alone, there are more than 30.

Water plays a special part in Hindu mythology, as a boundary between heaven and earth known as tirtha.

As manmade tirtha, the stepwells became not only sources of drinking water, but cool sanctuaries for bathing, prayer, and meditation.

The wells are called by many names. In Hindu they are *baori*, *baoli*, *baudi*, *bawdi*, or *bavadi*. In Gujarati, spoken in Gujarat, they are commonly called *vav*.

The architecture of the wells varies by type and by location, and when they were built. Two common types are a step pond, with a large open top and graduated sides meeting at a relatively shallow depth. The stepwell type usually incorporates a narrow shaft, protected from direct sunlight by a full or partial roof, ending in a deeper, rounded well-end. Temples and resting areas with beautiful carvings are built into many of the wells. In their prime, many of them were painted in bright colours of lime-based paint, and now traces of ancient colours cling to dark corners.

The use and conditions of stepwells began to decline in the years when the British governed India as they were horrified by the unsanitary conditions of these drinking water bathing spots. They began to install pumps and pipes, and eventually outlawed the use of stepwells in some places.

The remaining stepwells are in varying states of preservation, and some have gone dry. Local kids seem to find the ones with water to be terrific diving spots, which seems insanely hazardous.

From [www.atlasobscura.com/places](http://www.atlasobscura.com/places)

1 Make notes on the following:

- where stepwells are to be found in India and when they were constructed
- why it was necessary for stepwells to be built and the main features of their design
- what has happened to stepwells in more recent times.

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- 2 Write a summary of the points you have made in your notes, ensuring that you use your own words. You should write about 80–110 words for each section of your summary.

## Exercise 8

Now read this passage carefully and then answer the questions that follow.

### ■ Passage H

**Adalaj Vav** One of the most famous stepwells is the Adalaj Vav, located 18 kilometres north of Ahmedabad. It is an average of six degrees cooler at the depths at the end of 75 metres of stairs in this beautifully preserved five-storey well with octagonal landings.

It is one of the few wells with a richly documented history – featuring the tragic love story of its creation carved on a wall inside the structure in Sanskrit and Pali.

According to the story, in 1499 the area then known as Dandai Desh was brutally sacked and the ruler killed, leaving behind a beautiful young queen. The conquering king, a neighbouring Muslim ruler named Mohammed Begda, fell in love with the bereaved queen, who demanded he complete the stepwell her husband had started if he wanted her hand in marriage. He agreed, and set to work building the most beautiful well, five storeys deep, adding intricate carvings of leaves, flowers, fish, and animals in a blend of Islamic architecture and Hindu symbolism.

When the well was complete except for the crowning dome, Begda presented his work, and asked the queen to honour her promise. She inspected his work, walked around the beautiful well, said a prayer, and threw herself into the depths.

Nearby are the graves of six masons who worked on the construction. Legend holds that when the stone carvers were asked by their proud patron whether they might be able to build another well so beautiful, their answer of ‘yes’ sealed their fate.

**Chand Baori** in Abhaneri, near Jaipur, Rajasthan. Among the largest, if not the largest, and perhaps the most visually spectacular stepwells, Chand Baori is a deep four-sided structure with an immense temple on one face. 3500 terraced steps march down the other three sides 13 storeys to a depth of 30 metres. The construction dates to the tenth century, and is dedicated to Harshat Mata, goddess of joy and happiness.

**Agrasen Ki Baoli**, New Delhi. In 2002, more than two months of digging removed centuries of silt and trash from the Agrasen well in Delhi. Located close to the famous Jantar Mantar observatory, the well is deep and rectangular in shape, 60 metres long, by 15 metres wide, with 103 steps, some of which are submerged. The construction date is unknown, but it most likely dates to the mid-1300s. A new appreciation for these wells comes both from renewed cultural and architectural pride, but also in realising that the ancient system of holding water still makes a lot of sense.

From [www.atlasobscura.com/places](http://www.atlasobscura.com/places)

- 1 Make notes of the main points of interest about the three stepwells described in Passage H.

- 2 Imagine that you have visited all the wells mentioned in Passage H. Write a letter to your aunt who is planning to visit India. In your letter give her information about the different wells and advise her as to which she should visit. You should summarise the points contained in your notes. You may choose to base your letter on Passage H only (in which case your summary should be 150–200 words in length) or on both Passage G and Passage H (in which case you should write 250–300 words).



Handwriting practice lines consisting of multiple rows of dotted lines on a light blue background, intended for students to practice summarizing text.

## Becoming a better writer

## Student's Book Chapter 5 and Appendix

The exercises in the first part of this section will provide you with practice for the writing questions in your Cambridge IGCSE English as a Second Language paper. As in the examination papers, the same tasks are intended for both Core and Extended candidates. However, it is expected that Extended candidates will write at greater length, as will be indicated in each question. After these writing tasks you will find a Test paper which will allow further practice of a range of skills.

The exercises in the second half of the section cover a range of topics which will help you to improve both the accuracy of your writing and your range of vocabulary.

- Continuous writing

## Exercise 1



Your parents have both been very busy and you have had to spend the whole day doing the shopping for the whole family. At the end of the day you have been successful but are very tired.

Write a letter to a cousin who lives in a different country in which you describe your day's experience.

In your letter you should:

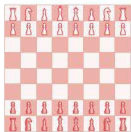
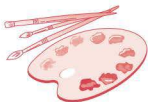
- explain why it was necessary for you to spend the day shopping
- say which shops you visited and what you bought in them
- explain to your cousin what you found most difficult and most enjoyable about your experience.

Your letter should be 100–150 words (Core Tier) or 150–200 words (Extended Tier) in length. Do not write an address, but begin your letter 'Dear ....'.

The pictures above may give you ideas as to what to write but you are free to use ideas of your own.

*[The following section contains several horizontal bars made of asterisks (\*), likely representing redacted information or decorative elements.]*

## Exercise 2



You have recently taken up a new pastime or hobby which you are very excited about. Write the words of a talk that you would give to members of your class at school to inform them about the hobby and to encourage them to become involved in it.

In your talk you should:

- say what the hobby or pastime is and what it involves
- give information about the equipment, and so on, that is needed to start the hobby or pastime
- explain why you find it enjoyable and why your classmates should also take up the hobby or pastime.

Your talk should be 100–150 words (Core Tier) or 150–200 words (Extended Tier) in length.

The pictures above may give you ideas as to what to write but you are free to use ideas of your own.

### Exercise 3



Your family has just held a special celebration at your home which was attended by many family members of all ages.

Write a letter to your uncle, who was unable to attend the celebration, informing him about what happened.

In your letter you should:

- say what the celebration was for and why it was held
- describe what happened during the celebration and some of the people who were present
- explain what you most enjoyed and what your uncle would have liked most about the celebration.

Your letter should be 100–150 words (Core Tier) or 150–200 words (Extended Tier) in length. Do not write an address, but begin your letter 'Dear Uncle ...'.

The pictures above may give you ideas as to what to write but you are free to use ideas of your own.

## Exercise 4

Should we spend so much money on designer goods when there are people starving?

I'd never trust a person who couldn't be bothered to clean their shoes.

I must have the latest fashion items. I like to look stylish.

The clothes someone wears aren't important – it's the person underneath that matters.

Write an article for your school magazine giving your views about the importance of fashion and the need to look smart.

Your article should be 100–150 words (Core Tier) or 150–200 words (Extended Tier) in length.

The comments above may give you some ideas, but you are free to use any ideas of your own.

## Exercise 5

I love this social media website – I've made hundreds of friends since I joined.

I wish the bullies would realise how much their comments are hurting my child.

Chatting with my friends online is a great help in doing my coursework assignments.

I can still chat online to my sister even though she's far away at university – it's like she's still here with me.

Write a letter to a magazine for people of your age group giving your views about the influence of social media on our lives.

Your letter should be 100–150 words (Core Tier) or 150–200 words (Extended Tier) in length. Do not write an address, but begin your letter 'Dear Editor ...'.

The comments above may give you some ideas, but you are free to use any ideas of your own.

## Exercise 6

If I won lots of money I'd spend it all on luxuries for myself and my family – why should I think about saving any of it?

Money can't buy you love – I'd rather be poor and happy than rich and miserable.

I think it's only right that those with a lot of money should help the poor and needy.

I don't care what anyone says. Being rich is a good thing.

Write the words of a speech you would give as part of a debating competition in which you give your views about the importance of having money and wealth.

Your speech should be 100–150 words (Core Tier) or 150–200 words (Extended Tier) in length.

The comments above may give you some ideas, but you are free to use any ideas of your own.

- Test paper

Now that you've worked your way through the different tasks in this workbook, here are some more challenging tasks to test your reading and writing skills.

Read carefully the passage on the next page and then answer all three tasks based on it (a set of comprehension questions, a summary and a writing task). The passage is an extract from a short story, describing the feelings of a young girl, Anna, during a ride on a roller coaster.



The front car gave a lurch forwards, and the five other cars followed jerkily. Anna was strapped helplessly to the seat, and paralysed by fear, unable to twist her head or do anything except seal her eyes shut against the red lights fading behind her as the roller coaster advanced into the tunnel.

At first the rocking motion of the car over the uneven track, and the rhythmic pounding against the underside of the car, was like being on a train. She felt like a baby being rocked to sleep with the approach of night and the enveloping blackness of the tunnel. Feeling the sudden warmth of the sun on her chilled limbs, Anna became aware that they had emerged into the daylight, and were now slowly ascending a steep section of the course. The car was tipped at such an angle, Anna lay almost horizontally against the back of her seat. She prayed for the climb to go on and on, never reaching its peak so that she would not have to suffer the speedy descent. She was rigid with terror at the very thought of it.

Anna felt the car teetering on the brink at the high point of the track and was sure they would either tumble backwards or forwards. She snapped open her eyes for a split second, long enough to see the two silver runners of the track sliding down the other side of the mountain. Her breath was torn from her lungs as they plunged head first towards the ground.

It was not a straight drop. There was a violent bend in the track half way down and Anna was thrown sideways against the protective metal bar as the car swung round into a corkscrew spin, winding down, down, only to level out literally metres above the concrete.

Anna gulped in air and the car began to rise again, a ceiling of blue sky visible behind the black frame. She could hear the creak of the cable pulling the car against the gravity, straining with the tension. Please don't let it break, her mind called out. Plummeting down the other side, she became conscious of the deafening shrieks and cries from the cars behind her. One person screamed and the others copied, one by one like falling dominoes, cries of mock horror and pretend fear. Anna's fear was real, deep inside her like an icicle in her heart. She was suffocating, unable to take in oxygen and the scream wedged in her throat. The roller coaster pulled out of its dive and into the first loop, Anna was hanging the wrong way up, her legs jammed into the metal bar, the blood rushing to her head. There was hardly time to catch her breath before the roller coaster launched into the second, moving faster and faster, the world spinning, dizzy. The third and final loop rushed by but Anna barely noticed – to her they seemed to all run into one horrific spiral.

The chain of golden cars was going up again for the last time, unhurried, creeping inch by inch. 'Hurry,' prayed Anna, 'get it over with, let me die soon.' She was filled with fear, dreading the near vertical drop. High in the air, Anna could see the whole of the theme park spread out beneath, miniature people scurrying from place to place like hungry insects. She saw the tiny camera half hidden at the top, and the faint flash as she sped past it, already on her way to the bottom. The wind flew past her ears, catching hold of her hair and making it stand out behind. Her stomach left her body, suspended in the air as she proceeded on without it. Her fear abandoned her and at last she could scream, as loudly as was possible, the rest of the way down.

*From The Scream by H. Briscoe*

## Comprehension questions

1 In total, how many cars make up the roller coaster on which Anna is riding?

.....

2 From paragraph 1, give two reasons why Anna finds it difficult to turn her head.

.....

.....

.....

3 Using your own words, explain why Anna at first felt as if she was on a train.

.....

.....

.....

4 Why did Anna not want the climb to reach its peak (paragraph 2)?

.....

.....

5 Find words in paragraph 2 which mean: (a) surrounding and covering; (b) stiff and not moving.

.....

.....

6 Explain as fully as you can, using your own words, Anna's experience when she reached the top of the ride and plunged downwards (paragraphs 3 and 4).

.....

.....

.....

.....

7 Explain, using your own words, why Anna was unable to scream (paragraph 5).

.....

.....

.....

8 How many loops were there on the roller coaster ride?

.....

9 What was the feature of the roller coaster ride that Anna felt was most frightening?

.....

10 Why was Anna finally able to scream?

.....

.....

.....

## Note-making and summary questions

1 Make notes on the following:

- a the different stages of the roller coaster ride
- b what Anna saw during her roller coaster ride
- c Anna's thoughts and feelings during the ride.

.....

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2 Now use your notes to write a summary of what the passage tells you about the features of the roller coaster and Anna's thoughts and feelings during the ride. You should write 150–200 words and use your own words as far as possible.

.....

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.....

## Writing task

Describe your feelings at the time when you took part in a scary activity which you finally enjoyed.  
Write 150–200 words.

## ● Writing skills practice

This section contains a range of exercises of varying difficulty, covering the areas where IGCSE English Language candidates most frequently make errors in their writing. You can choose whichever you think will help you improve your writing skills.

### Exercise 7: Contractions

These questions will test your knowledge of the correct use of contractions in English. Remember, you should only use contracted forms when the tone of what you are writing is appropriate for you to do so.

Read the sentences and then fill in the gaps with the correct alternative given in the brackets.

- 1 He ..... want to go to school. (didn't; do not)
- 2 He ..... take part in the marathon as he has not done sufficient training. (don't; should not)
- 3 Because she finds Maths easy, she ..... get worried when there is a test. (doesn't; shouldnt)
- 4 They have spent the whole day studying so it's very likely they ..... want to join us for dinner this evening. (wont; will)
- 5 He ..... as clever as he thinks he is. (is'n't; isn't)
- 6 My parents ..... left for work yet. (havent; haven't)
- 7 I ..... come to school this morning as I have to visit the dentist. (can't; wouldn't)
- 8 The new teachers ..... seem very confident. (don't; do'nt)
- 9 You ..... go swimming immediately after a heavy meal. (should'nt; shouldn't)
- 10 My parents ..... coming with us to the cinema. (can't; aren't)

### Exercise 8: Apostrophes

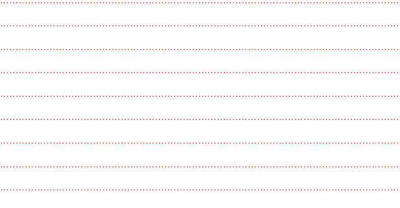
This exercise tests your understanding of when you should use apostrophes – and when you should not. Read the sentences and fill in the gaps with the correct alternative given in the brackets.

- 1 His ..... car was very dirty. (brothers; brother's)
- 2 The ability to listen carefully is one of the main ..... when answering spoken comprehension questions. (skills'; skills)
- 3 He was feeling very ill as he had eaten all the ..... very quickly. (cakes; cake's)
- 4 The ..... windows were broken by the heavy hailstorm. (house's; houses)
- 5 Success in your studies ..... consistent hard work. (requires; require's)
- 6 To make a tasty pizza you should include many ..... (ingredients'; ingredients)
- 7 My ..... sister is my aunt. (mother's; mothers')
- 8 The ..... coursework was of a very high standard. (student's; students)
- 9 In the ICT suite were many modern ..... (computers'; computers)
- 10 The car park was full of the ..... cars. (teachers'; teachers)

### Exercise 9: Subject/verb agreement

Some, but not all, of the following sentences contain errors of subject/verb agreement. Pick out the incorrect sentences and rewrite them correctly.

- 1 The rules of soccer are very different from the rules of table tennis.
- 2 The birds nesting in the tree in the park is crows.
- 3 China, a country with a large population of people, have many dialects.
- 4 The library, with its thousands of books and magazines, is moving to a new building next week.
- 5 The people who live in the house next door holds very noisy parties.
- 6 The trainers I bought last month, although very expensive, is no longer fashionable.
- 7 Many animals from different parts of the world have much more acute senses than human beings.
- 8 Some countries of Europe, especially those in the north, has very cold winters.
- 9 My bicycle, despite being old and rusty, is very reliable.
- 10 My birthday party, to which all the family were invited, were held in April last year.



## Exercise 10: Adjective/adverb confusion

Fill in the gaps in these sentences by choosing the correct alternative given in the brackets.

- 1 He dressed himself very ..... in preparation for the interview. (neat; neatly)
- 2 Buses from here to the city run very ..... (frequent; frequently)
- 3 The teacher was very ..... and allowed me an extra day to finish my assignment. (kind; kindly)
- 4 She rode her bicycle very ..... in order to reach school on time. (quick; quickly)
- 5 We watched the rain as it fell ..... and put a stop to any hope of playing outside. (heavy; heavily)
- 6 The nurse was very ..... when she treated my badly bruised arm. (gently; gentle)
- 7 ..... enough, I remember that day very well even though you thought I had forgotten it. (Funnily; Funny)
- 8 Although there were not a great many cakes, there were ..... for everyone at the party. (adequately; adequate)
- 9 The rain was so hard, he could ..... see as he walked along the road. (hardly; hard)
- 10 The new English teacher is a good natured and ..... person. (likely; likeable)

## Exercise 11: Verbs

Fill in the gaps by choosing the correct form of the verb from the options that follow each sentence.

- 1 It is generally believed that the Vikings ..... a settlement in North America over a thousand years ago.  
establishes; is establishing; established; was establishing; is going to establish
- 2 He ..... the train to the city in five minutes.  
takes; is taking; took; was taking; is going to take
- 3 Last night, while I was walking home from the cinema, it .....  
rains; is raining; rained; was raining; is going to rain
- 4 Yesterday my mother ..... a delicious cake for my birthday.  
bakes; is baking; baked; was baking; is going to bake
- 5 At this precise moment I ..... a question on tenses of verbs.  
answer; am answering; answered; was answering; am going to answer
- 6 When Maria got home from school yesterday, she ..... a book.  
reads; is reading; read; was reading; is going to read
- 7 My sister ..... a letter to her cousin right now.  
writes; is writing; wrote; was writing; is going to write
- 8 I often ..... the library to find books about History, my favourite subject.  
visit; will visit; was visiting; am going to visit

- 9 My brother usually ..... his lunch and then plays football with his friends.

eats; is eating; ate; was eating; is going to eat

- 10 Last night I ..... a long essay for my History homework.

start; am starting; started; was starting; am going to start

## Exercise 12: Tenses

Fill in the gaps in these sentences with the correct tense of the verb 'to dance' from the list at the end.

- When I was on holiday I ..... every day.
- Look at that! Someone ..... on the beach.
- My sister didn't want ..... today.
- Would you like to go ..... tomorrow?
- After I ..... for three hours every night while I was on holiday, I felt much fitter.
- I ..... only once a week since I've been back home.
- I think I ..... a lot more once I've finished my coursework assignments.
- My sister took less time to get ready than me. She ..... already when I arrived.
- My brother cannot .....

had danced; is dancing; dancing; was dancing; danced; will dance; to dance; have danced; had been dancing; dance

## Exercise 13: Choosing the right word

Fill in the gaps by choosing the alternative given in the brackets that makes sense of each sentence.

- My brother is ..... than I am. (higher; taller)
- He's six feet ..... . (high; tall)
- His best friend is ..... than he is. (lower; shorter)
- My brother is heavy but he's not fat, he's ..... . (stocky; sticky)
- His best friend, however, is ..... but gets offended if you call him 'skinny'. (thinning; thin)
- He is very strong, however; although he doesn't have bulging muscles, he's very ..... . (wired; wiry)
- When my grandfather started to lose his hair he decided to shave it all off; he thinks he looks better now that he is completely ..... . (bold; bald)
- My mother goes to the gym whenever she can; I think that she is in very good ..... (shaped; shape).
- My uncle had an injury when he was playing football and now he walks with a ..... (limp; lump)
- Because of this ..... he can't walk fast very easily. (trouble; problem)



## Exercise 14: Idioms

All of the following sentences can be completed with an idiom based on the word 'speak'. Fill in the gaps using one of the phrases listed at the end.

- 1 He's a very modest and quiet person; he doesn't brag but lets his actions .....  
.....
- 2 'Please don't interrupt, Lee,' said the teacher. 'I've told you before that you shouldn't .....  
.....'
- 3 My grandfather is a professor at a university; however, when I'm with him he treats me as an equal and doesn't ..... me.
- 4 '.....!' said Sherlock Holmes. 'I was just talking about you, Watson, and here you are!'
- 5 My sister came all the way home from college so that she could be at my grandmother's birthday party. That ..... about how much she loves her.
- 6 I can't ..... of my mother's cooking.
- 7 I'd much prefer you to ..... and say what you really think, rather than not be honest.
- 8 I don't want to ..... but it's beginning to look as if tomorrow will be a really hot and sunny day.
- 9 'It is, ..... an extremely tricky situation,' said my father.

speak for themselves; speak your mind; speak of the devil; speak too highly; speak too soon; speak out of turn; speaks volumes; so to speak; speak down to

## Exercise 15: Vocabulary

Fit each of the words in the following list into the sentence where it makes best sense:

typical; strange; serious; rough; bare; actual; fantastic; supreme; damp; crazy; fierce; verbal; urgent; huge

- 1 The higher up the mountain we climbed, the more the vegetation disappeared until we were walking on ..... rock.
- 2 I was completely lost in the back streets of a ..... city; there were no landmarks that I could recognise.
- 3 In my dream I was running through a ..... landscape – strange creatures were laughing at me from blue trees.
- 4 The rock surface around the foot of the volcano was really .....; if you fell over, you would rip the skin off your knees.
- 5 A ..... Giant Redwood tree will grow to 50–85 metres tall.
- 6 Winning the prize for the most outstanding student was the ..... moment of his school career.
- 7 'I must have been .....,' said Lee. 'I was dreaming about weird creatures living in blue trees.'
- 8 The Giant Redwood is a ..... tree that dwarfs all those around it.
- 9 My sister is a very ..... girl and it takes a lot to make her laugh.
- 10 We shook hands on the deal and made a ..... agreement; we didn't put anything in writing, however.
- 11 The rumour was that the new building cost millions to put up but no one knows the ..... amount of money it cost.

- 12 This message is very ..... Please make sure that it reaches the Principal straight away.
- 13 My sister and I had a very ..... argument over who should do the washing-up.
- 14 I left my bedroom window open last night when it rained heavily and the curtains are still ..... even though the sun is shining now.

## Exercise 16: Synonyms

One of the most important skills to acquire when writing in English is the ability to choose the best word to describe precisely what you intend to say. The English language is rich in *synonyms* (words of similar meanings) and a successful writer will know exactly the shades of meaning and different associations carried by the different words that convey information.

For example, look at these sentences:

- a The teacher stormed into the classroom.
- b The teacher strolled into the classroom.

Although both sentences communicate the basic information that the teacher *entered* the classroom, the choice of the word *stormed* in sentence *a* clearly suggests that the teacher was very angry about something whereas the word *strolled* in sentence *b* conveys the idea that the teacher was relaxed and in a good mood. The writer's choice of words produces two distinctly different pictures in the mind of the reader.

Unfortunately, there is no easy way to acquire understanding of how to choose the exact word to communicate your ideas precisely to someone reading what you have written, although the more books written in English that you read, the more your vocabulary will improve. However, it helps if you make sure that, before actually writing anything, you try to picture as clearly as you can exactly what you are describing and then pick the most appropriate English word or phrase you can think of to express it. What is also important is that throughout your preparation for your IGCSE Second Language English examination, you regularly give some time to increasing your vocabulary of English words and expressions.

Below are a number of groups of synonyms, which will help you to build your vocabulary. Using one group at a time (not all of them at one go!), check the meanings of each word by using a good dictionary or other appropriate reference book. Now write sentences of your own in which you use each word in such a way that its particular shades of meaning are made clear. You can also add to the list by making up your own groups with the help of a thesaurus, using either a hard copy or one from the internet.

### Synonym groups

- ascend, mount, climb, scale
- associate, colleague, partner, helper, collaborator, companion, comrade, chum, accomplice
- break, crack, fracture, sever, rend, burst, smash, shatter, shiver
- complain, grumble, growl, murmur, whine, croak
- cross, fretful, peevish, petulant, pettish, irritable, irascible, angry
- do, perform, execute, accomplish, achieve, effect
- eat, bolt, gulp, gorge, devour
- fast, rapid, swift, quick, fleet, speedy, hasty, expeditious, instantaneous
- friendly, amicable, companionable, hearty, cordial, neighbourly, sociable
- frighten, affright, alarm, terrify, terrorise, dismay, appal, daunt, scare
- gift, present, donation, grant, gratuity, bequest, boon, bounty, largesse, fee, bribe
- high, tall, lofty, elevated, towering
- join, connect, unite, couple, combine, link, annex, append
- journey, voyage, tour, pilgrimage, trip, jaunt, excursion
- kill, slay, slaughter, massacre, butcher, murder, assassinate, execute
- large, great, big, huge, immense, colossal, gigantic, extensive, vast, massive, unwieldy, bulky

- laugh, giggle, snicker, titter, chuckle, guffaw, chortle, roar
- look, glance, gaze, stare, peer, scan, scrutinise, gloat, glare
- make, create, frame, fashion, mould, shape, form, forge, fabricate, invent, construct, manufacture, concoct
- near, nigh, close, neighbouring, adjacent, contiguous
- neat, tidy, orderly, spruce, trim, prim
- old, ancient, olden, antique, antiquated, archaic, obsolete, venerable
- plan, design, project, scheme, plot
- run, scamper, scurry, scuttle, scud, scour, pace, gallop, trot, lope
- sad, grave, sober, moody, doleful, downcast, dreary, woeful, sombre, unhappy, mournful, depressed, despondent, gloomy, melancholy, dismal, dejected, disconsolate, miserable
- say, utter, pronounce, announce, state, declare, affirm
- strange, singular, peculiar, odd, quaint, outlandish
- teach, instruct, educate, train, discipline, drill, inculcate, instil, indoctrinate
- walk, plod, trudge, tread, stride, stalk, strut, tramp, march, pace
- write, inscribe, scribble, scrawl, scratch
- young, youthful, boyish, girlish, juvenile, puerile, immature, adolescent



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