



Practice Exam - Sports and Leisure

Cambridge IGCSE ESL 0510/0511 | Reading practice paper

Exercise 1

Read the article about designing an inclusive skate space then answer the questions.

A skate space for everyone

A town council decided to replace an old concrete skate area after young people said it was too small and unsafe. The original space had steep edges, cracked surfaces and no seating for spectators. It was used mainly by confident skateboarders, while beginners and scooter riders often stayed away. The council wanted the new space to support leisure, exercise and social contact without excluding less experienced users. The council also visited skate spaces in nearby towns to see which surfaces lasted well after heavy use. They learned that cheap repairs can become expensive if the same cracks return every winter.

Before designing the new area, planners held workshops with teenagers, parents, disability groups and nearby residents. Teenagers asked for smoother surfaces and a wider range of ramps. Parents wanted clear sight lines so they could watch younger children. Residents were concerned about noise in the evening, so the council agreed to close the lights at a fixed time.

The final design includes three zones. A low practice area allows beginners to learn balance and turns without entering the faster section. A middle zone has small ramps for developing skills. The advanced section is placed furthest from the entrance, which reduces the chance of beginners crossing in front of faster riders. Seating is arranged around the outside rather than in the middle.

Accessibility was also considered. A wide path connects the skate space with the car park and toilets. The surface near the seating area is level, and signs use simple symbols as well as words. The council also added a water fountain because users often stayed for several hours during summer.

Since opening, the skate space has become popular with more than just skateboarders. Families visit after school, and some older residents sit nearby while walking in the park. There are still occasional complaints about noise, but fewer injuries have been reported than at the old site. The project shows that a sports area can be challenging and welcoming at the same time if different users are considered from the start. Coaches from local clubs now plan to run beginner sessions during school holidays, so the new space is not used only by confident riders.

Exercise 1 questions

Answer the questions using information from the article. Write short answers.

1 What was wrong with the surface of the old skate area? [1]

2 Who often stayed away from the original space? [1]

3 Which group attended workshops because of accessibility needs? [1]

4 Why will the lights close at a fixed time? [1]

5 How many zones does the final design include? [1]

6 Give three features of the new skate space. [3]

Exercise 2

Read the article about four leisure activities (A-D). Then answer Questions 9(a)-9(i).

A Table tennis corner

A youth centre has placed two folding table-tennis tables in a side room. The activity is popular because games are short and players can join without booking. Staff keep spare bats behind the desk, but players must bring damaged balls back rather than leaving them on the floor. The room is rearranged after each session because it is also used for homework support. A booking sheet prevents the tables being taken by one group all evening. The booking sheet prevents one group taking both tables all evening.

B Beginner climbing session

A sports hall runs a weekly climbing session for beginners. Instructors focus on footwork and safe falling before difficult routes. The session is limited to twelve people because each climber needs close supervision. Participants are encouraged to rest between climbs instead of rushing. Instructors check harnesses before every climb, even when participants say they remember the procedure. The rule is repeated because confidence can make beginners careless. Instructors repeat the harness check because confidence can make beginners careless.

C Community dance hour

A community centre offers a dance hour where people learn simple routines from different music styles. No performance is planned, which reduces pressure. The teacher gives easier and harder versions of movements, so people can choose according to confidence and fitness. The teacher chooses music with a steady rhythm first, then introduces faster routines only if the group is comfortable. Participants can step out without having to explain why. The teacher offers easier movements before introducing faster routines.

D Evening chess tables

A library keeps chess boards available on Thursday evenings. Players can come alone and be matched with someone at a similar level. The activity is quiet, so it does not disturb readers nearby. Younger players must leave before the library closes, even if a game has not finished. The librarian records popular evenings so extra boards can be prepared before school holidays. Experienced players are asked to explain rules quietly if beginners look uncertain, but they should not take over the game or rush decisions for them too quickly. Experienced players explain rules quietly without taking over the game.

The leisure guide gives practical limits for each activity. Equipment, supervision, room use and closing times all affect whether an activity is suitable for beginners or for people arriving alone.

Exercise 2 questions

For each statement, write the correct letter A, B, C or D on the line. Each letter may be used more than once.

No.	Which leisure activity...	A-D
9(a)	has no final show or performance
9(b)	requires close supervision because of safety
9(c)	can match people who arrive without a partner
9(d)	allows quick games without advance booking
9(e)	offers different levels of the same movement
9(f)	teaches technique before more difficult tasks
9(g)	must stop for younger users at a particular time
9(h)	asks users to return damaged equipment
9(i)	encourages people not to hurry between attempts

Exercise 3

Read the article about organising a local sports equipment swap then complete the notes.

Swapping sports equipment

Sports equipment can be expensive, especially for families whose children are still growing. A local leisure centre decided to run an equipment swap before the start of the school term. Families could bring clean items they no longer needed, such as football boots, tennis rackets, shin pads and training tops. They received tokens that could be exchanged for other items on the same day.

The organisers set clear rules. Items had to be safe, clean and suitable for young people. Helmets were not accepted because damage can be hidden, and used mouthguards were refused for hygiene reasons. Volunteers checked sizes and condition before placing items on tables. Anything broken was recycled instead of being offered to another family.

The layout was important. Boots and shoes were arranged by size, while rackets and pads were kept on separate tables. A small try-on area allowed families to check fit without blocking the entrance. The centre also kept a free table for items that were useful but did not match the token system, such as water bottles or sports bags. The event is advertised through schools and clubs because many families do not know what equipment will be needed until a coach mentions it.

The swap reduced waste and helped families try new activities without spending too much money. However, organisers learned that timing matters. If the swap happens too late, families may already have bought new equipment. Next year, the centre plans to hold the event earlier and ask local clubs to share information about what beginners usually need. Organisers also keep a small repair kit for loose laces and missing labels. They do not repair safety equipment, but they can make ordinary items easier to identify and return. The centre photographs leftover items before donating them, so families can check whether something was missed.

Before the swap opens, volunteers separate items by sport and size. Damaged equipment is not displayed, but some parts, such as spare laces or clean bags, are kept for people who need small replacements.

Items are displayed with sizes facing forward. This reduces handling and helps families find suitable equipment without opening every bag or moving items across the room.

Exercise 3 questions

Complete the notes using information from the article. Write short words or phrases.

Notes	Write short answers
10 Rules for accepting equipment	- - -
11 How organisers made the swap work well	- - - -

Exercise 4

Read the article about learning a new sport then answer the questions.

My first archery lesson

I signed up for archery because it looked calm. In videos, people seemed to stand still, breathe slowly and send arrows neatly into the centre of a target. I thought it would suit me because I am not especially fast or strong. When I arrived at the lesson, I discovered that calm activities can still be tiring.

The instructor spent the first fifteen minutes on safety. At first, I felt impatient because I wanted to shoot an arrow. Then she explained that everyone must follow the same signals, even experienced archers, because one careless movement can be dangerous. That made me take the instructions more seriously.

My first arrows landed nowhere near the centre. I wanted to blame the bow, but the instructor pointed out that I was lifting my shoulder and twisting my wrist. She did not correct everything at once. Instead, she gave me one thing to focus on each time. This made the lesson less frustrating because improvement felt possible.

The surprising part was how much concentration archery required. If I worried about the previous shot, the next one was usually worse. If I tried too hard to hit the centre, my body became tense. The best shots happened when I followed the routine and accepted that the result might not be perfect. The writer also noticed that experienced archers spent more time setting up carefully than talking about scores. Their calm preparation made the activity feel serious rather than slow.

By the end, I had not become skilled, but I understood why people enjoy archery. It rewards patience more than excitement. I liked the quiet moment before releasing the arrow, when everything depended on a simple movement that was not simple at all. I had joined because archery looked easy. I left because it was difficult in an interesting way. That made the sport feel different from team games, where energy and quick reactions often seem more visible. It also made the writer understand that leisure activities can be demanding even when they look quiet from the outside.

The instructor also made us collect arrows slowly, one person at a time. I had thought this was just a safety rule, but it gave everyone a moment to calm down before trying again.

Exercise 4 questions

For each question, choose the correct answer, A, B or C.

12 Why did the writer think archery might suit him? [1]

- A He had already practised it in videos.
- B His friends were joining the lesson.
- C It did not seem to depend on speed or strength.

13 Why did the writer begin to respect the safety instructions? [1]

- A He was told he could not shoot at all.
- B He understood that careless movement could be dangerous.
- C He had already hit the target centre.

14 How did the instructor help the writer improve? [1]

- A by giving one focus at a time
- B by changing his bow immediately
- C by ignoring his mistakes

15 What made the writer's shots worse? [1]

- A breathing slowly
- B following the routine
- C worrying about earlier attempts

16 What did the writer enjoy most? [1]

- A the quiet concentration before shooting
- B competing against the other students
- C finding the activity easy

17 How did the writer's attitude change? [1]

- A He decided calm sports were boring.
- B He valued the sport because it was challenging.
- C He felt it was easier than expected.

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Exercise 1

1. cracked surfaces
2. beginners and scooter riders
3. disability groups
4. residents were concerned about noise in the evening
5. three
6. the advanced section is furthest from the entrance; a water fountain was added; fewer injuries have been reported

Exercise 2

9(a) C; 9(b) B; 9(c) D; 9(d) A; 9(e) C; 9(f) B; 9(g) D; 9(h) A; 9(i) B

Exercise 3

10 Rules for accepting equipment

- safe
- clean
- suitable for young people

11 How organisers made the swap work well

- checked sizes and condition
- arranged by size
- small try-on area
- hold the event earlier

Exercise 4

12 C; 13 B; 14 A; 15 C; 16 A; 17 B

- 12 C - He says he is not especially fast or strong.
- 13 B - The instructor explained the danger of careless movement.
- 14 A - She did not correct everything at once.
- 15 C - If he worried about the previous shot, the next was worse.
- 16 A - He liked the quiet moment before release.
- 17 B - He left because it was difficult in an interesting way.