

Learner Guide

Cambridge IGCSE[®] (9–1) English as a Second Language **0991 (Count-in Speaking)**

For Centres in the UK

For examination in June and November from 2019.



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Section 1: Syllabus content – what you need to know

The guide describes what you need to know about your Cambridge IGCSE (9–1) English as a Second Language examination.

It will help you to plan your revision programme for the examination and will explain what examiners are looking for in your answers. It can also be used to help you to revise by using the Revision checklists in Section 5, 'Revision', to check what you have revised.

For your Cambridge IGCSE (9–1) English as a Second Language course (0991), there is not a set list of knowledge that you must learn. Instead, you will study practical communication skills in listening, speaking, reading and writing. You will understand what is implied but not directly stated. You will use a variety of resources to build up your skills in reading and writing and practise writing for different purposes and audiences. You will listen to a range of spoken material, including talks and conversations. You will have conversations on a variety of topics and develop your skills in responding accurately and clearly in different situations.

You may follow either the Core curriculum **or** the Extended curriculum, which includes the Core and Extended. For the Extended curriculum you will study a wider range of language structures (grammar and vocabulary) and sources (texts and recordings). For the Speaking part of the examination you will be expected to produce responses that show good control of pronunciation and intonation on a wide range of topics.

Ask your teacher for more detail about each of the skills tested, including the differences between the Core and Extended courses. You can also find more detail in the Revision checklists of this guide.

To study this course we recommend that you are not first language speakers of English.

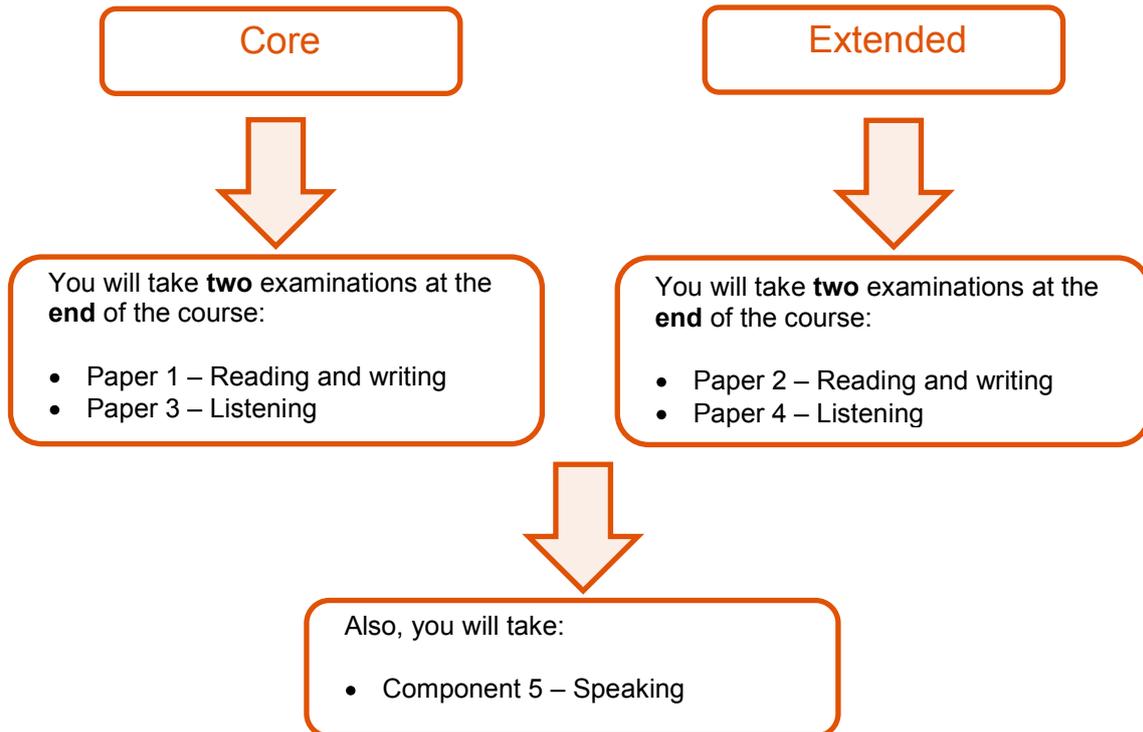
Section 2: How you will be assessed

You will be assessed at the **end** of the course using three components:

- Paper 1 (Core) or Paper 2 (Extended)
- Paper 3 (Core) or Paper 4 (Extended)
- Component 5 (Core and Extended)

Your teacher will advise which papers are best for you, depending on your progress and strengths.

You may also wish to discuss the decision with your parents.



Components at a glance

The tables below summarise the key information about each component for syllabus 0991 for the Core and the Extended Routes. You can find details and advice on how to approach each component on the following pages.

Component		How long and how many marks?	What is assessed?	Details	Percentage of the qualification
0991 Core	Paper 1 Reading and writing	1 hour 30 minutes 60 marks (30 marks for Reading; 30 marks for Writing)	Exercise 1 – Reading Exercise 2 – Multiple matching Exercise 3 – Note-making Exercise 4 – Summary Exercise 5 – Writing Exercise 6 – Writing	Six exercises testing a range of reading and writing skills Assessing grades 1–5 Externally assessed	60%
	Paper 3 Listening	Approx. 40 minutes 30 marks	Exercise 1 – Short answers Exercise 2 – Gap fill in notes/sentences Exercise 3 – Multiple matching Exercise 4 – Multiple-choice	Four exercises where you listen to several short extracts and longer texts, and complete a range of task types Assessing grades 1–5 Externally assessed	20%

OR

Component		How long and how many marks?	What is assessed?	Details	Percentage of the qualification
0991 Extended	Paper 2 Reading and writing	2 hours 80 marks (40 marks for Reading; 40 marks for Writing)	Exercise 1 – Reading Exercise 2 – Multiple matching Exercise 3 – Note-making Exercise 4 – Summary Exercise 5 – Writing Exercise 6 – Writing	Six exercises testing a range of reading and writing skills Assessing grades 2–9 Externally assessed	60%
	Paper 4 Listening	Approx. 50 minutes 40 marks	Exercise 1 – Short answers Exercise 2 – Gap fill in notes/sentences Exercise 3 – Multiple matching Exercise 4 – Multiple-choice Exercise 5 – Gap fill in notes/sentences	Five exercises listening to several short extracts and longer texts, and complete a range of task types Assessing grades 2–9 Externally	20%

assessed

AND

Component 5 Speaking	How long and how many marks?	What is assessed?	Details	Percentage of the qualification
0991 Core and Extended	Approximately 10–15 minutes 30 marks	Grammatical structures Range of vocabulary Development and fluency Pronunciation and intonation	You take part in a Speaking test with an examiner. First, you have a 2–3 minute warm-up conversation which isn't assessed. You are given a topic card and have 2–3 minutes to prepare what you will say. You then have a 6–9 minute conversation with the examiner which is assessed. Internally assessed/externally moderated	20%

About the components

It is important that you understand the different types of question in each component and how you should approach them. If you read the information about the questions and advice below a few times before you take your Cambridge IGCSE examination, your understanding and confidence will increase.

Reading and writing: Paper 1 (Core) and Paper 2 (Extended)

You need to answer **all** questions on the paper (Paper 1 or Paper 2). You have six exercises to do; some of the exercises have a number of questions.

General advice

- Think about how you will manage your time before you take the exam. You will need to leave enough time for Exercises 4, 5 and 6 which require you to write at length.
- Keep to the word limit. Before the examination, check how many words you write on a line, then you'll know approximately how many lines you will need for Exercises 4, 5 and 6.
- Work out what the question is asking for before reading the text by identifying key words.
- For exercises testing reading, first read quickly (skim) through the text – concentrate on finding the main idea in each paragraph. You will then need to re-read the relevant sections of text more carefully (scan) to find the answer.
- The text will include information that will answer the question, and other distracting information, so be careful in your selection.
- Handwriting is important when you complete the exercises, because you sometimes have to write names or other proper nouns. Examiners are looking for the correct use of capital letters with nouns, so you must make these completely clear when you write.
- Keep some time at the end to read through your writing to check it answers each question and makes sense. Use this time to check your spelling.

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- For Exercises 4, 5 and 6, leave time to check your punctuation and grammar as you are also tested on your writing skills. If you go over the word length for these exercises, use the time at the end to edit your work to make sure you have the correct word length.

Exercise 1 advice

You read an article, blog or web pages. You then answer a number of questions by giving a short answer (single word or phrase).

You are assessed on your ability to identify and select relevant information.

For **Paper 1**, you are given up to 9 marks for reading.

For **Paper 2**, you are given up to 13 marks for reading.

- Underline the question word and think about what it means: 'where' means 'a place'; 'how' means 'in what way', and 'why' means 'look for a reason or cause'.
- Underline other important words in the question – nouns and verbs provide information that you might need to find in the text.
- Try to match the words in the question with the correct place in the text. When you locate the sentence, read it more carefully to find the exact answer. If you can't match any words, remember, the word in the question might be a synonym (a different word that has the same meaning) of the word in the text. If you still can't locate the right answer, read up or down from the sentence you found, or make a guess.
- Notice if any question needs two details to get one mark or two marks, and make sure you separate answers clearly.
- Don't write full sentences in your answer. Keep your answers short – a date or number or a short phrase should be enough to get a mark. The dotted line on the question paper gives you a guide about how much to write. Too much writing can waste your time, and, if you give too much information, you might include wrong details which could mean you lose a mark.
- It is recommended that you copy the words from the text – you don't need to use your own words. If you write in your own words, you won't lose a mark as long as you include all the correct information needed.
- Make sure that you spell words correctly, as misspelling may change the meaning of the word.
- Remember that the questions follow the order of the text. The only exception to this is in paper 2. You need to look back at the whole text to find answers to the last question.

Exercise 2 advice

You read a text which is divided into sections or a number of shorter texts. You then answer a number of comprehension questions looking for details. For each question, you match the correct letter to the statement.

You are assessed on all of the reading assessment objectives.

For **Paper 1**, you are given up to 8 marks for reading.

For **Paper 2**, you are given up to 10 marks for reading.

- Underline important words in the questions – nouns, verbs, adjectives and adverbs may provide information that you might need to find in the text.

- Try to match the main idea to each question with the correct place in the text. When you locate the place, read the text more carefully to check whether the meaning matches the idea in the question. The idea will be written in a different way in the text and in the statement. If you still can't locate the right answer, read up or down from the sentence you found, or make a guess.
- Start by matching up the questions to the right part of the text for those you are confident about. For any question where you don't know the answer, decide which of the remaining parts of the text match.
- Make it clear which is your final selection. If your answer is unclear, it cannot be marked.

Exercise 3 advice

You read an article or text from, for example, a newspaper or magazine. You then make brief notes under a given heading or headings on the question paper.

You are assessed on reading assessment objectives (AO1, AO2 and AO3).

For **Paper 1**, you are given up to 7 marks for reading.

For **Paper 2**, you are given up to 9 marks for reading.

- Underline important words in the heading or headings – nouns and verbs may provide information that you might need to find in the text.
- Try to match any heading with the correct place in the text.
- When you locate the place, read the text more carefully to check whether the meaning matches the idea in the question. The idea will be written in a different way in the text and in any heading. If you still can't locate the right answer, read up or down from the sentence you found, or make a guess.
- Don't write full sentences in your answer. Keep your answers short – a short phrase should be enough to get a mark. The dotted line on the question paper gives you a guide about how much to write. Too much writing can waste your time, and, if you give too much information, you might include wrong details which could mean you lose a mark.
- Be detailed in your answer. For example 'dig wells' may not be enough for the mark. You may also have to give the idea of 'working with villagers' as well to get the mark.
- Be careful that you don't repeat the same idea even if you have written it in a different way. You can only be given a maximum of a mark for each idea.
- Write each answer under the correct heading and each separate point next to a bullet point. If you give an answer which is worth a mark but it is in the wrong place, you can't be given the mark.
- It is recommended that you copy the words from the text – you don't need to use your own words. If you write in your own words, you won't lose a mark as long as you include all the correct information.
- Make sure that you spell words correctly, as misspelling may change the meaning of the word.

Exercise 4 advice

You read an article or text from, for example, a newspaper or magazine. You then write a summary about a specific point or points based on what you have read.

You are assessed on reading assessment objectives (AO1 and AO2) and writing assessment objectives (AO1, AO2, AO3, and AO4).

For **Paper 1**, your summary should be about 80 words long. You are given up to 12 marks (6 marks for reading and 6 marks for writing).

For **Paper 2**, your summary should be about 100 words long. You are given up to 16 marks (8 marks for reading and 8 marks for writing).

- Be aware that this exercise tests reading and also writing.
- Begin by working out what the summary you are going to write is about (e.g. why it is a good idea for children to learn how to cook). Then read quickly (skim) through the text. You should identify which paragraphs contain information you can use. Then read those paragraphs again, underlining important points you can use in your summary.
- In your summary you should:
 - Include all the key information relating to the subject of your summary. Don't repeat points which are the same idea even though you've explained them in a different way.
 - Don't include any information that doesn't link to the summary and don't include your opinions. For reading, you will be marked on the number of relevant points you have given.
 - Try to connect your ideas into paragraphs and use linking words to connect sentences to give a natural flow. For writing, you will be marked on your organisation of ideas and how your content is linked.
 - As far as you can, use your own words instead of copying from the text, because you have more chance of getting a higher mark for language. You will need to make sure that your content point is clear to be awarded the point for reading. For writing, you will also be marked on your range of vocabulary and its accuracy, including how words are spelt.

Exercises 5 and 6 advice

For each exercise, you will respond to stimulus to encourage you to write. You may read a short text, look at a picture or pictures and/or you may be given a list of items to write about. You will be given information about why you are writing, who your audience is and what form you should use (e.g. an informal piece such as an email to a friend for **Exercise 5** or a more formal piece such as a report or an article for **Exercise 6**). The forms for Exercise 5 and 6 will always be different.

For each exercise, you are assessed on all of the writing assessment objectives.

For each exercise on **Paper 1**, your writing should be about 100 to 150 words long. You are given up to 12 marks for writing (6 marks for your content and 6 marks for your use of language).

For each exercise on **Paper 2**, your writing should be about 150 to 200 words long. You are given up to 16 marks for writing (8 marks for your content and 8 marks for your use of language).

Make sure you:

- Write at least the minimum word length and aim to complete within the maximum word length.
- Keep to the topic – it's easy to wander away from the subject. Remind yourself by looking again at the question.
- Check that you know why you are writing, who you are writing for and whether you should be writing informally or formally. For the content mark, the examiner is looking at whether you have done exactly what the task asks, including showing an awareness of purpose, audience and register.
- Include details or explanations to expand your ideas. For the content mark, the examiner is also looking at the development of your writing.
- Try to write fluently, using a good range of words, phrases and types of sentences. Don't use mobile/cell text language because this is a test of English language. For the language mark, the examiner will be looking at the level of your vocabulary and sentence structures.
- Use paragraphs to show your different ideas and connecting words to link sentences. For the language mark, the examiner will also be looking at the organisation of your writing.
- Try to write spelling, punctuation and grammar correctly, because the examiner will also be looking at your accuracy for the language mark.

Exercise 5 advice

- Think about who you are writing to. Try to write as if you are talking to this person and you'll automatically use the correct conversational tone and register. You'll be using words and phrases which are informal.
- If you're writing a letter or email, don't spend time providing introductory information such as an address or subject. Use most of your time and space on the question paper to write the main body of your answer.
- Remember to write at least a paragraph on each of the bullet points given as guidance on the question paper. This will give your writing good balance. You'll lose marks if you don't write about everything you have been asked.
- It's a good idea to give your writing a start and a finish. If you don't, it can become more like a story, and you might lose the tone.
- Try to make your writing enjoyable to read.
- If you like using idioms (e.g. 'over the moon', 'don't cry over spilt milk'), be careful not to use too many. It can make your writing sound unnatural. They also need to suit the task.

Exercise 6 advice

- Before you begin writing, decide if you're going to write about the topic from two sides (for and against) or from just one (your opinion).
- If you write a two-sided (balanced) piece of writing, remember to include your opinion in the last paragraph.
- If you want to write only from your own point of view, include it in the first paragraph.
- You can use phrases and opinions given in the question, but if you want to get higher marks, you must develop these ideas and not just copy them.
- Try to think of your own ideas on the topic which match the task and include them in your writing.
- For each of the ideas included in your answer, support them with evidence or examples. Note, the examiner knows that the evidence or examples will be made up and doesn't expect these to be correct.
- Remember to organise your writing: include an introduction, a middle section and a conclusion.
- Remember to use linking words which suit a formal type of writing, such as 'firstly', 'another point' or 'to sum up'.
- Give forceful statements rather than 'I think that', 'maybe' or 'perhaps' and try to use rhetorical questions (questions which don't require an answer but make your reader think).

Listening Paper 3 (Core) and Paper 4 (Extended)

You need to answer **all** questions on the paper (Paper 3 or Paper 4). Each question tests listening comprehension of recorded texts such as a person talking aloud, conversations between two people, announcements and talks. You will hear each of the texts twice.

General advice

- Make sure you read the introduction to each question, as this often provides clues as to what will happen in the exercise.
- Anticipate who is going to speak, e.g. where the people are or what they're going to talk about. Remember, part of the skill of listening is to be able to predict what might be said next ('pre-listening')
- Concentrate all the time on what you hear and make notes or underline words on the question paper to help you.
- Be aware that there will be information in the audio recordings which you hear that won't be needed for the answer so you will need to listen carefully.
- Be careful with numbers. Did you hear 50 or 15? 60 or 16? When you write a number in your answer, you might need to include a unit – is it kilos, dollars, metres or tonnes for example?
- During the pauses on the recording between each listening exercise, read what you have to do next and the questions before the recording starts again.
- Work out what the question is asking for by highlighting the key words.
- Most questions will need one answer for a mark.
- Be aware that handwriting is important when you complete the exercises. The examiner needs to be able to read what you have written and know what exactly is your final answer.
- Try to check your answers after you have heard each listening section for the first time and correct your answers when you are listening for the second time.

Exercise 1 advice

You listen to four short recordings of phone messages or brief conversations (formal or informal). You answer questions on each by giving a short answer which is no longer than three words.

You are given up to 2 marks on each recording (a total of 8 marks) and are assessed on your ability to identify and select relevant information.

- Underline key words, such as 'how', 'why' and 'when' which indicate what answer is needed.
- Notice if any question needs two details to get one mark or two marks, and make sure you separate the answers clearly. Only give the amount of details asked for. If you give too many and one is wrong, you won't get the mark.
- Write the answer clearly and in as few words as possible, making sure you write the correct number of words. The dotted line given is enough space for you to answer.
- If you don't know a word you have heard and think that this is the answer, try to write exactly what you hear.

Exercise 2 advice

You listen to a formal talk and complete gaps in notes or sentences.

You are given up to 8 marks and are assessed on your ability to identify and select relevant information and to understand ideas, opinions and attitudes.

- Use the framework provided by the text with the gaps on the question paper to follow the audio recording. This will help you to locate the required missing detail for the correct gap.
- Underline key words in the text given on the question paper which indicate what answer is needed.
- Use your knowledge of grammar to help you work out what kind of word could fit in the gaps, for example, could it be a noun, verb or adverb ('James', 'running' or 'playfully')? Or, should it be singular or plural ('elephant' or 'elephants')?
- Write the answer in the gap clearly and in as few words as possible, making sure you write the correct number of words for each gap. The dotted line in the gap is enough space for you to answer.
- Don't include words that are printed either side of the gap as part of your answer.
- If you don't know a word you have heard and think that this is the answer, try to write exactly what you hear.

Exercise 3 advice

You listen to six short recordings of people speaking informally and match each speaker to the correct content.

You are given up to 6 marks and are assessed on your ability to show understanding of the connections between ideas, opinions and attitudes, and your understanding of what is implied but not directly stated.

- You have to decide the statement which matches the opinion of each speaker. Each statement has a letter next to it from A to G. Remember, you should use each letter only once and there is one extra letter that you won't use.
- Make notes on the question paper of key words said by each speaker as you listen to the audio recording.
- Match up the statements for the speakers you know about first. For any speaker where you don't know the answer, decide which of the remaining statements best match the speaker.
- Make it clear which is your final selection. If your answer is unclear, it cannot be marked.

Exercise 4 advice

You listen to an informal discussion between two people, often with a host who introduces the topic. You select the correct answer from possible answers.

You are given up to 8 marks and are assessed on your ability to show understanding of the connections between ideas, opinions and attitudes, and your understanding of what is implied but not directly stated.

- You have to decide the answer from a choice of three. Each choice has a box next to it. You should only place one tick in a box for each question.
- Underline key words, such as 'how', 'why' and 'when' which indicate what answer is needed.
- For any question where you don't know the answer, first decide if any of the choices are clearly wrong. Then have a guess between the remaining choices.
- Make it clear which is your final selection. If your answer is unclear, it cannot be marked.

Exercise 5 (Extended only) advice

You listen to a formal talk and complete gaps in notes or sentences. You then listen to a short discussion based on this talk and complete gaps in notes or sentences. For both parts, you are told how many words you can use for each of the short answers. You won't use any more than three words for any gap.

You are given up to 10 marks and are assessed on all of the listening assessment objectives which have already been tested in Exercises 1 to 4.

The advice for Exercise 2 also applies here.

Speaking: Paper 5 (Core and Extended)

The Speaking test

The Speaking test will last approximately 10-15 minutes altogether.

You are given up to 30 marks for the assessed part of the test, the conversation with the examiner based on the topic card you are given. You are assessed on all of the speaking assessment objectives.

You will be in exam conditions during the test. There will be you and the examiner and maybe another person in the room. The whole of the speaking test will be recorded.

The test is in four parts as follows:

- An introduction by the examiner about what is going to happen in the test.
- A warm-up lasting about 2-3 minutes to help you to relax and to help the examiner to choose an examination card for you. This part will not be assessed.
- The examiner will then give you a topic card. You then have 2-3 minutes to prepare what you are going to say in the assessed part of the test. You can't use a dictionary or make notes.

The assessed conversation with the examiner based on the topic card. This will last between 6-9 minutes.

Before the test

- Using the topic cards from previous speaking tests, practise having conversations with another person, getting the other person to ask questions and giving you marks for each strand of the assessment criteria.
- Don't worry about the topics that might come up in the real test. The topics are chosen so that conversations can be developed easily – you don't need to have any expert knowledge of any of the topics. It is not necessary, therefore, to try and revise any topics which you think might be used. The test is not about how much you know about a topic, it is about how well you can have a conversation about it.
- Be aware of how your examiner assesses you for the conversation. You are awarded up to 10 marks for each of the following:
 - Structure – the range of sentence structures and phrases you use and how accurately they are used.
 - Vocabulary – the range of words you use and how detailed they are.
 - Development and fluency – your ability to help keep the conversation going by developing the ideas, and how clearly and fluently you say the words.

During the test

- During the **introduction**:
 - If the examiner hasn't told you about the test, ask them to explain what will happen.
- During the **warm-up**, which isn't assessed:
 - Try to get comfortable and used to talking to the examiner.
 - Try to give as much information as you can to the examiner about yourself. This could be your hobbies and interests, current issues that are on your mind or things you feel strongly about. The more they know about you, the easier it will be for them to choose a good topic card for you.
- During the **preparation** period, you have time to look at the topic card and think about what you want to say in the conversation:
 - If you don't understand anything on the card, you can ask the examiner any questions at this point.
 - Make sure you use the full 3 minutes allowed. Try to think of things you can say linked to the opening sentence on the card and for each of the bullet points. Also, think about some interesting vocabulary you could use.
 - Be aware that the examiner is going to ask you additional questions based on the points on the card and on what you have said. You can think about other questions the examiner may ask you and what you might say.
 - You can plan to include additional talking points of your own which are linked to the topic area. This will help to make the conversation more interesting, and it might lead to a higher mark. In other words, you can talk about more than the five points listed on the card – you can take the conversation into other areas.
- During the **assessed conversation**:
 - Usually the examiner starts the conversation by asking a question, but you can start if you wish.
 - Listen carefully to the examiner's questions. If you don't understand the question, ask the examiner to ask the question in a different way, for example, 'Please can you explain what you mean?'
 - Speak loudly and clearly. Speak at your normal pace, rather than trying to speak too quickly or too slowly.
 - Try to develop your points and speak at length, but also allow the chance for the examiner to comment or ask questions relating to what you have said.
 - This part is not about delivering a speech or only answering one question for each prompt. If you find that you are doing this, you should try to have a genuine conversation with the examiner which sounds as natural as possible. Your examiner will be listening carefully. They should stop you making a speech and should ask you questions throughout.
 - The key to success in this part is to be relaxed. You should feel that you have enjoyed a 'good chat' with the examiner and kept to the topic.

Section 3: Assessing skills

The areas of knowledge, understanding and skills that we assess are called **assessment objectives** (AOs) which you can find listed in the syllabus.

The tables below explain what each assessment objective means and what percentage of the whole qualification we assess using that objective. Your teacher will be able to give you more information about how we test each of the assessment objectives in each component.

AO1 Reading	What this means	Where
R1 identify and select relevant information	<ul style="list-style-type: none"> read and find correct words, phrases or facts from a range of texts (such as leaflets, articles, blogs and webpages) show that you understand the information 	Paper 1 and Paper 2 30%
R2 understand ideas, opinions and attitudes	<ul style="list-style-type: none"> show that you know what a writer is saying in a range of texts 	
R3 show understanding of the connections between ideas, opinions and attitudes	<ul style="list-style-type: none"> identify ideas, opinions and views of a writer in a range of texts, and understand the links between them 	
R4 understand what is implied but not directly stated, e.g. gist, writer's purpose, intention and feelings	<ul style="list-style-type: none"> show awareness of ideas which are obvious show some awareness of ideas that are not actually written (for example, what a writer really means, why they are really writing, their actual aim and how they really feel) 	
AO2 Writing	What this means	Where
W1 communicate information/ideas/opinions clearly, accurately and effectively	<ul style="list-style-type: none"> write factual information and thoughts correctly and clearly, and with some development 	Paper 1 and Paper 2 30%
W2 organise ideas into coherent paragraphs using a range of appropriate linking devices	<ul style="list-style-type: none"> order information and ideas into logical paragraphs connect what you write in different ways 	
W3 use a range of grammatical structures and vocabulary accurately and effectively	<ul style="list-style-type: none"> write using a variety of sentence structures and interesting words correctly 	
W4 show control of punctuation and spelling	<ul style="list-style-type: none"> write using accurate spelling and punctuation 	
W5 use appropriate register and style/format for the given purpose and audience	<ul style="list-style-type: none"> write using language and voice that is correct for the reader, your purpose and the form (for example, a summary, an informal email, an article, a report or a review) 	

AO3 Listening	What this means	Where
L1 identify and select relevant information	<ul style="list-style-type: none"> listen to find correct words, phrases or facts from a range of people talking with different voices and ways of pronouncing words (sources include recorded phone messages, announcements, conversations, interviews, formal talks) show that you understand the information 	Paper 3 and Paper 4 20%
L2 understand ideas, opinions and attitudes	<ul style="list-style-type: none"> show that you know what a person is saying from a range of sources 	
L3 show understanding of the connections between ideas, opinions and attitudes	<ul style="list-style-type: none"> identify ideas, opinions and views of people in a range of sources, and understand the links between them 	
L4 understand what is implied but not directly stated, e.g. gist, speaker's purpose, intention and feelings	<ul style="list-style-type: none"> show awareness of ideas which are obvious show some awareness of ideas that are not actually spoken (for example, what a person really means, why they are really talking, their actual aim and how they really feel) 	
AO4 Speaking	What this means	Where
S1 communicate ideas/opinions clearly, accurately and effectively	<ul style="list-style-type: none"> talk about your thoughts correctly and clearly 	Paper 5 20%
S2 develop responses and link ideas using a range of appropriate linking devices	<ul style="list-style-type: none"> develop and organise factual information and ideas logically connect what you say in different ways 	
S3 use a range of grammatical structures and vocabulary accurately and effectively	<ul style="list-style-type: none"> talk using a reasonable variety of sentence structures and interesting words correctly 	
S4 show control of pronunciation and intonation patterns	<ul style="list-style-type: none"> talk using enough control and fluency of the way you say your words 	
S5 engage in a conversation and contribute effectively to help move the conversation forward	<ul style="list-style-type: none"> talk with other people on a range of familiar topics respond to what other people say so that the conversation lasts for a reasonable amount of time 	

The exams assess your English according to the following:

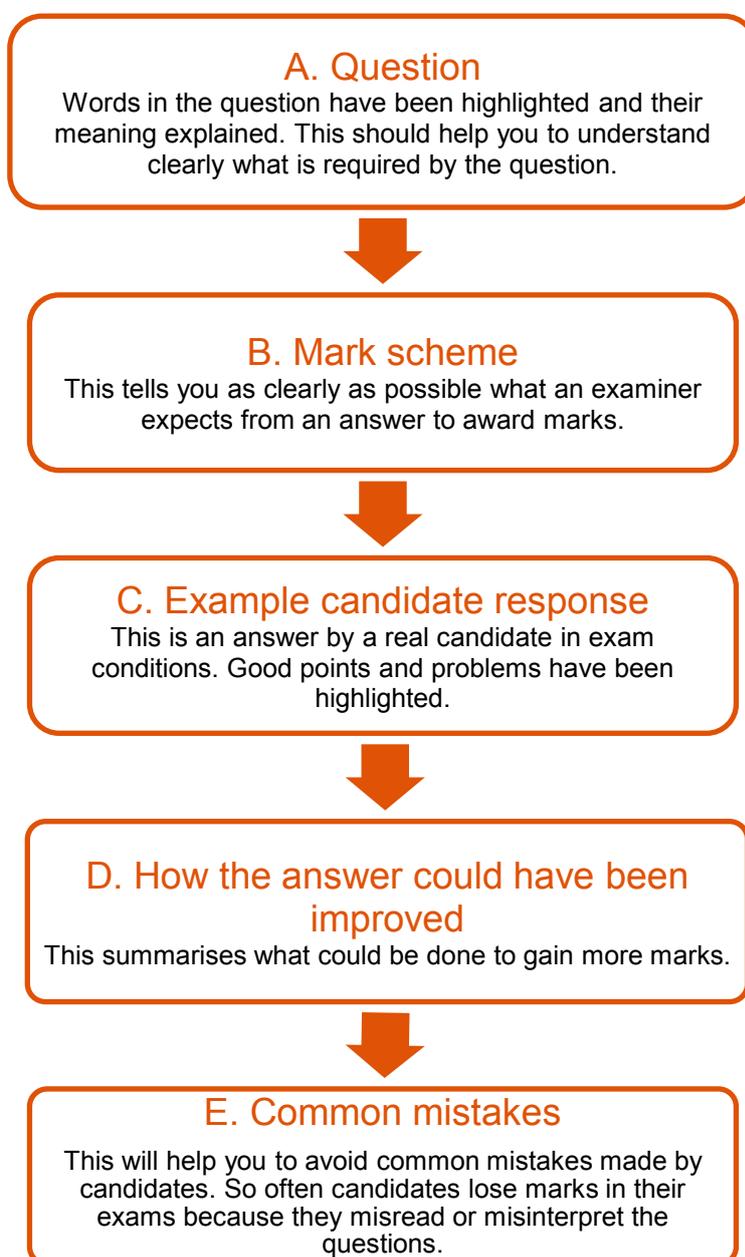
- How well you can control your grammar and structures. This is important in writing as well as speaking.
- The range of vocabulary you use. You will be tested on your understanding and whether you can use words accurately and/or appropriately, in both writing and speaking.
- How accurately you spell.
- Your use of sentences, paragraphs and punctuation in longer pieces of writing.
- Your awareness of 'register' in formal and informal situations, for example, the different ways that you would write to your friend and to your headteacher; and the language you need when you are discussing or arguing about a topical subject.

Section 4: Example candidate response

This section takes you through an example question and learner response. It will help you to see how to identify words within questions and to understand what is required in your response. Understanding the questions will help you to know what you need to do with your knowledge, for example, you might need to describe something, explain something, argue a point of view, apply the knowledge in a different way, or list what you know.

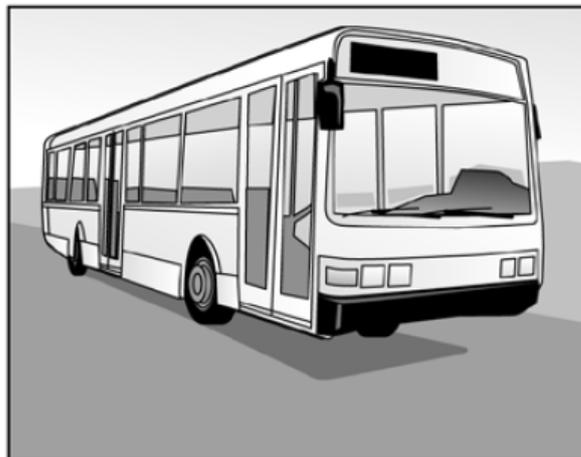
All information and advice in this section is specific to the example question and response being demonstrated. It should give you an idea of how your responses might be viewed by an examiner but it is not a list of what to do in all questions. In your own examination, you will need to pay careful attention to what each question is asking you to do.

This section is structured as follows.



A. Question

Now let's look more closely at the question below, which is Exercise 5 from Paper 2, Reading and Writing.



You were recently on a school trip when something unusual happened.

'something unusual' – underline the key words in the question so that you know exactly what you need to write about.

Write an email to a friend about what happened.

In your email you should:

- explain where you were going and why
- describe what happened
- say how you felt about what happened.

'email' – check what type of text you need to write. How will this affect the way you write it?

Check who you are writing to. How well do you know them? Should you use formal or friendly language?

'**explain**' – make sure you give some background detail here so that your reader can imagine the scene

'**describe what happened**' – here you need to tell the story. Try to make it as exciting as you can and give plenty of interesting detail. Use your imagination as much as possible.

'**say how you felt**' – you need to talk about your feelings here. Was it funny, frightening, exciting? Try to involve the person you are writing to, for example by asking them how they would have felt. Try to sum up the experience.

The pictures above may give you some ideas, and you should try to use some ideas of your own.

Your email should be between 150 and 200 words long.

Make sure you notice the word count and try to keep within it.

Say something about each bullet point. Use the pictures if you wish, but you will gain more marks if you think of your own ideas. The pictures are useful to help you if you can't think of any ideas of your own.

You will receive up to 8 marks for the content of your email, and up to 8 marks for the language used.

B. Mark scheme

The examiner uses the band descriptors in the mark scheme below to assess your response to this question. The band descriptors describe the specific evidence examiners are looking for to award a mark in a certain band. The descriptors in the mark scheme are based on the assessment objectives being tested in the question. Remember, assessment objectives are the areas of knowledge, understanding and skills you need to show you have by the end of your course. Assessment objectives W1 to W5 are tested here (You saw these in Section 3).

Marks	Content (maximum 8 marks)	Marks	Language (maximum 8 marks)
7–8	<p><u>Relevance</u></p> <ul style="list-style-type: none"> • Task is fulfilled. • Consistently appropriate style and register for the text type. • Excellent sense of purpose and audience. <p><u>Development of ideas</u></p> <ul style="list-style-type: none"> • Content is very well developed, at appropriate length. • Content is communicated skilfully and effectively. 	7–8	<p><u>Range and accuracy</u></p> <ul style="list-style-type: none"> • Uses a wide range of common and less common vocabulary effectively. • Uses a wide range of structures, both simple and complex, effectively. • High level of accuracy of language throughout. Occasional errors may be present but these do not impede communication. • Errors are related to less common vocabulary or more complex structures. <p><u>Organisation</u></p> <ul style="list-style-type: none"> • Effectively organised and sequenced. • Uses a wide range of linking words and other cohesive devices, effectively.

To achieve this band you need to:

- Write about all the bullet points in the question in some detail
- Use an excellent style of writing throughout
- Write in the correct register (informal) throughout
- Give a clear sense that you are writing for a real person
- Write a story that has several ideas in it – make it fun and interesting
- Keep within the word limit.

To achieve this band you need to:

- Use plenty of interesting words
- Use lots of different and complex sentence types
- Use different sentence lengths effectively, for example simple and short for suspense, longer and more complex for description
- Make very few mistakes
- Tell the events in a logical order
- Link the events and paragraphs together with lots of good linking words.

Mark scheme, continued

<p>5–6</p>	<p><u>Relevance</u></p> <ul style="list-style-type: none"> • Task is fulfilled. • Generally appropriate style and register for the text type. • Generally good sense of purpose and audience. <p><u>Development of ideas</u></p> <ul style="list-style-type: none"> • Content is developed, at appropriate length. • Content is generally communicated clearly. 	<p>5–6</p>	<p><u>Range and accuracy</u></p> <ul style="list-style-type: none"> • Uses a good range of common vocabulary appropriately, and attempts to use some less common vocabulary. • Uses a good range of simple structures appropriately, and attempts to use some more complex structures. • Good level of accuracy of language throughout. Errors do not generally impede communication. • Errors are generally related to less common vocabulary or more complex structures. <p><u>Organisation</u></p> <ul style="list-style-type: none"> • Well organised and sequenced. • Uses a good range of linking words and other cohesive devices, appropriately.
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To achieve this band you need to:

- Write about all the bullet points in the question
- Use a good style of writing for most of your task
- Write in the correct register (informal) most of the time
- Give some sense that you are writing for a real person
- Write a story that has ideas in it, probably, although not necessarily, using more than just the pictures
- Make sure your meaning is clear most of the time
- Keep within the word limit.

To achieve this band you need to:

- Use lots of everyday words correctly, and try some more unusual words too
- Use lots of straightforward grammar correctly, and try a few more complex sentences or verb forms
- If you make some mistakes, they will be small and not get in the way of your meaning
- Mistakes will only be when you are using more unusual or complex language
- Tell the events in order
- Link the events and paragraphs together with some good linking words.

Mark scheme, continued

3–4	<p><u>Relevance</u></p> <ul style="list-style-type: none"> • Task is generally fulfilled. • Reasonably appropriate style and register for the text type, although this may not be consistent. • Some sense of purpose and audience. <p><u>Development of ideas</u></p> <ul style="list-style-type: none"> • Some development of content, although in places it may be incomplete or repetitive. • Content is communicated, but may lack clarity in places. 	3–4	<p><u>Range and accuracy</u></p> <ul style="list-style-type: none"> • Uses mainly common vocabulary, reasonably appropriately. • Uses mainly simple structures, reasonably successfully. • Reasonable level of accuracy of language. Errors may impede communication in places. • Errors may occur when using common vocabulary or simple structures. <p><u>Organisation</u></p> <ul style="list-style-type: none"> • Reasonably well organised and sequenced. • Uses some linking words and other cohesive devices, reasonably appropriately.
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To achieve this band you need to:

- Write something on each bullet point
- Write so that your meaning is generally clear
- Make some simple comment to show you are writing to a person
- Write a simple story based on the question, probably only using the pictures.

To achieve this band you need to:

- Use simple everyday words correctly
- Use simple sentences correctly
- Write your story in order
- Try to use some paragraphs and simple linking words.

Mark scheme, continued

<p>1-2^α</p>	<p>Relevance</p> <ul style="list-style-type: none"> • Task may only be partially fulfilled. • Style and register for the text type may be inappropriate. • Insufficient sense of purpose and audience. <p>Development of ideas</p> <ul style="list-style-type: none"> • Limited attempt to develop content, although there may be gaps, irrelevance and/or repetition. • Limited attempt to communicate content, but it lacks clarity in places. <p>In other words....</p> <p>To achieve this band you need to:</p> <ul style="list-style-type: none"> • → Cover some of the bullet points in the question • → Attempt to write a simple story partly based on the question <p>α</p>	<p>1-2^α</p>	<p>Range and accuracy</p> <ul style="list-style-type: none"> • Limited use of vocabulary. • Limited use of structures. • Lack of control of language. <p>Meaning is often unclear.</p> <ul style="list-style-type: none"> • Errors occur when using common vocabulary and simple structures. <p>Organisation</p> <ul style="list-style-type: none"> • Organisation lacks sequencing. • Limited attempt to use linking words and other cohesive devices. <p>In other words....</p> <p>To achieve this band you need to:</p> <ul style="list-style-type: none"> • → Use a few basic words and sentences^α
<p>0^α</p>	<p>No response worthy of credit.</p> <p>In other words....</p> <p>If you have taken the trouble to read this learner guide, and follow the advice in it, your writing will not be in this band.</p>	<p>0^α</p>	<p>No response worthy of credit.^α</p>

To achieve this band you need to:

- Write about some of the bullet points in the question
- Attempt to write a simple story partly based on the question

To achieve this band you need to:

- Use a few basic words and sentences

Now let's look at the sample candidate's response to the question and the examiner's comments on this response.

C. Example candidate response and examiner comments

The examiner comments are in the orange boxes.

Dear Mary, ¹

² How are you? I hope you and your family are okay! I sent you this letter to tell you something unusual ^{that} happened ~~was~~ ~~me last school trip~~ last week. ~~My~~ My classmates and I went to the Mall of Cyprus with our teacher for an extra trip, because we won in a school competition. ~~the~~ During ~~the~~ our walking in the mall and while we were ³ shopping, one of my classmates saw my favourite ⁴ singer sitting ⁵ in a cafe with her friends. I was ⁶ very happy to ~~see~~ see her live, but you know that I'm very shy and I really wanted to speak ~~with~~ to her or take a picture photo with her but I didn't. I know that I ~~have~~ should have gone but I was really nervous and I didn't want to ~~see~~ show something like that. Anyway, my classmate went ⁷ and bring me an autograph ^{from her} and she also, ~~the~~ turn and told my "Hello!" I want to tell you much more, but I have a private lesson.

⁸ I'm dying for your letter! I hope you answer soon. ⁹

Friendly,
Katerina!

1 The introductory paragraph addressed the reader of the email directly in the first line.

2 The candidate could have introduced the topic using words to create more interest or excitement. 'You'll never guess ...'

3 Use the past continuous and other past tenses in the story, as this candidate did. You will gain marks.

4 Explained why she was there and what she was doing. Extra detail will help you achieve more marks.

5 Mixing of tenses, 'was happy to see her live'. Make sure you check your work for grammatical accuracy.

6 The candidate used common words and expressions throughout. Think of other words for 'happy' here, e.g. 'thrilled'.

7 Simple past is one of the main tenses for narrative pieces. Make sure you use the past simple correctly.

8 Good use of informal expression. You will gain marks for giving the sense of a relationship with the person you are writing to.

9 Say more about the audience here, e.g. Ask her a question. This helps to give the examiner the idea that you really know the person you are writing to.

The candidate wrote about the three bullet points. The introductory paragraph addressed the reader and used appropriate informal expressions. The candidate wrote a very straightforward story line which lacked development or original ideas. The task was fulfilled but lacked ambition. The style was simple. The meaning was clear and there was brief evidence of more complex structures, e.g. 'I should have gone'. Grammar errors showed that the candidate was not totally in control of verbs in the simple past. There was some mixing of tenses. More development would have improved this answer.

Total mark awarded = 11 out of 19
Content = 6 out of 10
Language = 5 out of 9

From 2019 the total marks will be 16.
The standard of marking remains the same.

D. How the answer could have been improved

This is a solid mid-range response. The candidate's answer could have been improved in the following ways:

Content:

- Choosing a setting with more opportunity for adventure or unexpected events
- Developing the storyline with some more interesting or surprising events and actions
- Describing feelings and actions in more detail
- Adding more detail at the beginning and end to give the impression of writing to a real person

Language:

- Focusing on grammatical accuracy, especially in verb forms
- Using the past simple correctly throughout
- Using the correct form of the verb, for example third person singular, he/she/it
- Making sure that verb tenses are used consistently, for example if the events are in the past, the whole response should be written using past tenses
- Using more ambitious and varied vocabulary, especially nouns and adjectives
- Using a more friendly, informal register since the email is to a friend
- Organising the writing into clear paragraphs
- Using punctuation correctly throughout

E. Common mistakes

There were a number of common mistakes made by other candidates on this question as follows:

- Many candidates just stick to the pictures and don't use any ideas of their own. You will gain more marks for using your own ideas and imagination.
- It's easy to use only simple sentences and repeat the same sentence structures. However, you will gain more marks for varied, interesting and complex sentences.
- Some candidates only use a limited range of common everyday words. More varied and unusual vocabulary will gain higher marks.
- When trying to write informally, candidates sometimes use idioms or phrases they have learnt. Many of these phrases or idioms are not used nowadays, and make the meaning of their writing less clear. Learning set phrases to use in the exam is best avoided. If you just try to write naturally and accurately, you will gain more marks.
- Mistakes with punctuation, for example full stops, capital letters, commas and speech marks
- Errors in verbs – either in using the wrong form for the person, or the wrong tense
- Errors in prepositions, especially after verbs or adjectives, for example 'interested on'
- Mistakes in -ed/-ing adjectives, for example bored/boring, excited/exciting, frightened/frightening
- Mistakes in prefixes, for example 'unuseful', 'discomfortable'
- Using formal set phrases in informal writing. For example, phrases such as 'in addition', 'moreover', 'to clarify', 'to summarise' do not belong in informal writing. Save these for Exercise 6.

Many of these mistakes can be avoided simply by checking your work thoroughly. Remember to allow time for this.

General advice

In order to do your best when answering this kind of question, make sure you:

- Consider starting a new paragraph for each bullet point in the question
- Make sure you use the right tone and register for the audience, for example if you are writing to a friend or for classmates, use a friendly tone and informal language appropriate for them. A good tip here is to try to write as if you were speaking to the person you are writing to.
- Avoid idioms or set phrases
- Practise using prepositions correctly – they can be tricky, especially with verbs and adjectives
- Be sure you know how to punctuate correctly, and remember to use the punctuation marks
- Try to write complex sentences and vary your sentences. For example, don't always start your sentences with the same words
- In sentences with more than one verb, check both verb forms are correct
- Learn all irregular verb forms, especially past simple and past participles
- For all verbs, make sure you use the right form with the right person
- Make sure you use the right verb tense for whatever you are writing about
- Vary your adjectives. If you find yourself writing 'happy', 'nice', 'bad', or any other common adjectives, try to think of a more unusual or interesting alternative.
- Allow time in the exam to check your work.

Section 5: Revision

For general advice and support with revision, see the following resources on our website

www.cie.org.uk/cambridge-for/parents-and-students/in-class/study-resources/

- Video: Introduction to Learner Guides
- Video: Learner Revision Guide
- Learner Study Guide
- Learner Revision Guide

Top tips for revision

General tips

- Make sure that you have practised English in a wide variety of contexts.
- Make sure that you understand the different ways that English can be used and can respond appropriately.
- Success in learning English is linked to using a variety of different resources so that you can practise all the skills and combinations of skills that will be tested in your examination.
- Textbooks and work books cover a wide range of topics and preparation exercises for the examination. Carry out as many types of exercises as you can.
- There are plenty of websites with resources that you can use. Some of these are listed on this guide.
- You can find plenty of past question papers and mark schemes on the Cambridge website www.cie.org.uk/i-want-to/resource-centre/
- When you are attempting a past question paper (or questions from a past paper), complete it without referring to your notes so that you get a true idea of your strengths and weaknesses. Then, go back through the paper using your notes and a different coloured pen to make corrections and changes. After you have done as much as you can on the paper, mark it using the mark scheme. Take notes of any points that you lost marks on.
- Don't just revise what you enjoy and are confident in. If you identify an area that you are weaker in, review your notes and then practise again using different exam questions.
- During your revision, test yourself again on your weaker areas to check your progress. This will help you to remember these skills when you get to the examination.
- Remember to practise each skill. Advice is given below. Each skill that you practise will also help with another skill.

Reading

- Read as widely and as often as you can – use a variety of fiction and non-fiction, for example books, articles, newspapers, magazines, as well as the internet. Put simply, the more reading you can do, the better!
- Practise skimming a range of texts. Read the text quickly and decide what each paragraph is mainly about.
- Practise scanning a range of texts. Read the text carefully looking for certain words or phrases.
- In the examination, you will be asked to make **notes** based on an article or text which might be quite long. This means writing down the main points, in single words or short phrases. Practise making notes as you read a long article or text.
- In the examination, you will also be asked to write a **summary** of what you have read. This means that you should include all the relevant information in a clear and organised way. Practise writing a summary of a specific topic after reading a long article or text.

Writing

- Write as widely and as often as you can – write formally and informally and in different forms, e.g. an email, a letter to a friend, a report. Put simply, the more writing you can do, the better!
- Carry out exercises to help improve your skills in:
 - spelling
 - punctuation
 - grammar
 - vocabulary
 - using linking words and paragraphs
 - writing to a specific word count
 - writing a summary.
- Practise re-writing sentences using your own words.
- Practise checking and editing your writing.
- Look at the example candidate response in this guide. Can you identify the strengths of the response and where they have made mistakes or lost marks?

Listening

- Listen as widely and as often as you can – listen to a person or two people speaking formally and informally and listen to people talking from different places. Put simply, the more listening you can do, the better!
- Practise listening for particular words or phrases. Can you predict when the word or phrase may be said?
- In the examination you will be asked to make **notes** based on conversations which might be quite long. This means writing down the main points, in single words or short phrases. You will be asked to fill in gaps using notes. Practise making notes while you listen to a long conversation.

Speaking

- Get involved in as many conversation or discussion activities as possible. Put simply, the more speaking you can do, the better!
- Practise using 3 minutes to come up with ideas you can talk about on a topic but don't make notes or use a dictionary.
- Practise talking with another person about a topic of interest for 6 to 9 minutes and see how much you talk about in that time.
- Record your conversation and think about how you can improve in the following areas:
 - the phrases and sentence structures you used
 - the range of words you used
 - the detail you included
 - your development of ideas
 - how clearly and fluently you spoke.

Revision checklists

The checklists below can be used as a revision checklist:

It doesn't contain all the detailed knowledge you need to know, just an overview. For more detail see the syllabus and talk to your teacher.

You can use the tick boxes in the checklists to show when you have revised and are happy that you do not need to return to it. Tick the 'R', 'A', and 'G' column to record your progress. The 'R', 'A' and 'G' represent different levels of confidence, as follows:

- R = **RED**: means you are really unsure and lack confidence in that area; you might want to focus your revision here and possibly talk to your teacher for help
- A = **AMBER**: means you are reasonably confident in a topic but need some extra practice
- G = **GREEN**: means you are very confident in a topic

As your revision progresses, you can concentrate on the **RED** and **AMBER** topics, in order to turn them into **GREEN** topics. You might find it helpful to highlight each topic in red, orange or green to help you prioritise.

You can use the 'Comments' column to:

- add more information about the details for each point
- include a reference to a useful resource
- add learning aids such as rhymes, poems or word play
- highlight areas of difficulty or things that you need to talk to your teacher about.

Use the revision checklists on the next pages to help guide your revision.

Revision checklists

Reading

You should be able to	Ways to practise the skills	R	A	G	Comment
Understand main ideas by skim reading and select exact details by scanning texts.	<ul style="list-style-type: none"> Read a text quickly, deciding what each paragraph is mainly about. Then read the text more slowly, looking for certain words, phrases or information. 				
Read short texts.	<ul style="list-style-type: none"> Read newspaper or magazine advertisements. 				
Read longer texts.	Read: <ul style="list-style-type: none"> blogs or web pages articles from newspapers and magazines which also state a viewpoint articles in textbooks and journals a newspaper or your favourite magazine regularly. 				
Understand certain ideas, opinions and views of a writer in a text.	Read any text and answer the following: <ul style="list-style-type: none"> What specific ideas are included? What are the writer's opinions/thoughts on the ideas given? 				
Show some awareness of ideas that are not actually written down.	Read any text and answer the following: <ul style="list-style-type: none"> What is the real purpose of this writing? What does the writer really think/feel? 				

Reading and writing (integrated skills)

You should be able to	Ways to practise the skills	R	A	G	Comment
Make notes based on what you have read.	<ul style="list-style-type: none"> • Fill in forms you find in newspapers and magazines or on websites. • Read more complex texts and practise finding exact information and making notes on precise details under specific headings. • Read interesting articles about people or places and then make some notes so that you can write a paragraph about it in your own words. • Read a chapter in a textbook from another subject (geography/history/science) and make notes on the content of the chapter. 				
Write a summary based on what you have read.	<ul style="list-style-type: none"> • Read a short story or magazine article and write a summary in your own words about it. • Read about your favourite film star/sports personality and write a short summary of their life. • Read about an unusual hobby or activity and make notes. Then write a summary about it. 				

Writing

You should be able to	Ways to practise the skills	R	A	G	Comment
Write using the correct language for the audience (informal and formal).	Write: <ul style="list-style-type: none"> • emails to different people in different situations, e.g. an email to apply for a job or a letter to a friend about some work experience. • about your feelings and opinions, e.g. in diary entries. • about your experiences in other ways, e.g. internet diaries/postcards. • descriptions of events, places or people, etc. • an email to friends/family explaining about an event which happened to you recently. 				
Write using language for a specific purpose, e.g. <ol style="list-style-type: none"> i) to persuade ii) to discuss advantages/disadvantages iii) to argue in favour/against iv) to convince with a strong argument. 	Write: <ul style="list-style-type: none"> • the conclusions of a debate, either from both sides, from one side or from your own point of view. • an article about a specific topic, e.g. to persuade your local council not to build a new road; to argue that smoking should/shouldn't be allowed in a particular place. • a report for your teacher after you have visited a new place of learning, e.g. a museum or library. • a review of a book you have read, film you have seen or new app you have used. 				
Write with some development of facts or ideas.	<ul style="list-style-type: none"> • Re-write a piece of your writing which contains some facts. Try to include more detail to support each fact. • Re-write a piece of your writing which contains some of your own ideas on a topic. Try to include more detail to expand 				

You should be able to	Ways to practise the skills	R	A	G	Comment
	each of your ideas.				
Use synonyms (different words that have different meanings).	<ul style="list-style-type: none"> • See how many different words you can find in place of a common verb, noun or adjective, e.g. ‘flying’, ‘problem’ or ‘big’. • Take a paragraph and re-write it, using as many of your own words as possible. 				
Connect phrases to create sentences.	<ul style="list-style-type: none"> • Write down as many connecting words as you know, e.g. ‘when’, ‘because’, ‘although’. Write a sentence which uses each connecting word correctly. 				
Connect sentences to create paragraphs.	<ul style="list-style-type: none"> • Write down as many words you know which link paragraphs, e.g. ‘however’, ‘secondly’, ‘to summarise’ and explain when you would each of these words. 				
Organise your writing in a logical way.	<ul style="list-style-type: none"> • Copy a text which has a lot of paragraphs. Cut the text up to separate each paragraph. Now put the text into a logical order. • Write a list of things that you do in a typical school day, starting a new line for each thing. Now re-write the list as paragraphs organised into different sections, e.g. getting ready for school, lessons that I enjoyed, what I learnt. 				

You should be able to	Ways to practise the skills	R	A	G	Comment
Write with good control of punctuation.	<ul style="list-style-type: none"> • Copy a text which contains a range of punctuation. Tippex over/remove the punctuation. Now add punctuation to the text. Compare your punctuation with the original. • Write a sentence using a certain punctuation mark, e.g. an apostrophe, a comma, a question mark, an exclamation mark. • Read aloud your writing so you can hear where you have paused and include a comma or full stop as required. 				
Write with good control of spelling.	<ul style="list-style-type: none"> • Learn homophones (words having the same pronunciation but different spellings and meanings, e.g. new and knew). Write a sentence using each homophone correctly. 				
Write with good control of grammar and sentence structures.	<ul style="list-style-type: none"> • Write about a topic of interest using as many different sentences as possible, e.g. a statement, a question, an exclamation. • Write about a person you know well. Re-write your description making any simple sentences into more lengthy sentences. • Decide which grammar mistakes you make in your writing. Practise writing on different topics to other people, making sure that you correct your grammar mistakes. 				

Listening

You should be able to	Ways to practise the skills	R	A	G	Comment
<p>Listen for specific information in short, separate statements.</p> <p>Listen for specific information in longer conversations and talks.</p>	<p>Listen:</p> <ul style="list-style-type: none"> • for factual detail (e.g. news, weather or travel reports) • to announcements (e.g. on the radio, at train stations, at airports). • to recorded phone messages • to recordings of interviews, on news programmes or chat shows. • to people (e.g. friends, family, teachers) you are talking to in everyday situations about a particular topic • to talks on a particular topic (e.g. history of your local area; a new invention). <p>As you listen to each different source, write down the important information.</p>				
<p>Listen for gist – understand the main idea of a conversation; follow the overall theme.</p>	<ul style="list-style-type: none"> • Listen to/watch television interviews where the host is asking a guest about his/her lifestyle, hobbies, job, future career, etc. Then write a profile of the guest. • After a class discussion, write a paragraph outlining your classmates' opinions. • Interview a friend. Then write short sentences to show your overall understanding of what they said. • Write some true/false questions, based on an interview/conversation that you heard. 				
<p>Understand what is said in formal and informal conversations.</p>	<ul style="list-style-type: none"> • Listen to different people talking in different situations and from different places and check that you understood what was said. 				

Learner Guide

You should be able to	Ways to practise the skills	R	A	G	Comment
Understand ideas, opinions and attitudes.	Listen to any text and answer the following: <ul style="list-style-type: none"> • What specific ideas are included? • What are the speaker’s opinions/thoughts on the ideas given? 				
Understand what is implied but not directly stated.	Listen to any text and answer the following: <ul style="list-style-type: none"> • What is the real purpose of what is being said? • What does the speaker really think/feel? 				
Make notes based on what you have heard.	Listen to: <ul style="list-style-type: none"> • a range of texts, including a short radio programme or internet broadcast. Practise finding exact information and making notes on precise details under specific headings. • interesting discussions or interviews about people or places and then make some notes so that you can write a paragraph about the topic in your own words. • a podcast about a certain subject, e.g. top 10s, comparing different mobiles, and make notes on the content. 				

Speaking

You should be able to	Ways to practise the skills	R	A	G	Comment
Be confident when you are having a conversation with an adult.	<ul style="list-style-type: none"> Practise role-playing conversations based on a single topic or theme, ideally with an adult. Get involved in discussions with adults on topics which you are interested in. 				
Talk about a topic at some length. Keep a conversation going and develop it.	<ul style="list-style-type: none"> Read newspapers and listen to the news and documentaries to improve your general knowledge. Practise talking for a minute on a topic. Then try talking about the topic for two minutes. Aim to get up to six minutes. Get a friend to ask you questions about a topic you know well. Answer each question in as much detail as possible using carefully chosen vocabulary. 				
Connect what you say in different ways.	<ul style="list-style-type: none"> Write down as many connecting words as you know, e.g. 'when', 'because', 'although'. Speak a sentence which uses each of the connecting words correctly. Write down as many words you know which link ideas, e.g. 'however', 'secondly', 'to summarise' and explain when you would use each of these words. 				
Talk using a reasonable variety of sentence structures and interesting words.	<ul style="list-style-type: none"> Talk about a topic of interest using as many different sentences as possible, e.g. a statement, a question, an exclamation. Talk about a person you know well using sentences which are always connected. Start by using 'and', 'but' or 'so'. Then try to use more interesting connecting words, e.g. 'because', 'although', 'however'. Decide which grammar mistakes you make when you talk. Practise talking on different topics to other people, making sure that you correct your grammar mistakes. 				
Answer questions with some accuracy and clarity. Talk using enough control and	<ul style="list-style-type: none"> Practise answering questions about yourself or people or places you know, focusing on the information being understood by the person asking the questions. Be aware of 				

You should be able to	Ways to practise the skills	R	A	G	Comment
fluency of the way you say your words.	how you pronounce the words and how quickly you talk. <ul style="list-style-type: none"> Practise answering questions about a topic of interest, focusing on the accuracy of your grammar and your sentences. It is helpful to record what you have said so you can listen to your answers again and check where you could improve. 				

Useful websites

The websites listed below are useful resources to help you study for your Cambridge IGCSE. The sites are useful for practising the main skills that you will need, and to keep you up-to-date with some of the topics and articles.

www.bbc.co.uk/learningenglish/

Useful for news articles, listening, vocabulary and grammar activities, help in pronouncing words and quizzes.

<http://learnenglish.britishcouncil.org/en/>

This is the British Council's main learning English as a Second or Foreign Language site for teenagers. Lots of activities designed to suit different levels of language ability aimed at teenagers. It has particularly useful grammar exercises, as well as advice and discussions about exams. You can now download an app for your mobile or tablet.

www.bbc.co.uk/schools/gcsebitesize/english/

Although mainly concerned with revision for GCSE English, there are useful exercises for Cambridge IGCSE (9–1) English as a Second Language, e.g. analysing non-fiction, writing and spelling, punctuation and grammar.

www.usingenglish.com

Free resources for learners and an 'Ask a Teacher' forum.

www.englishclub.com

This free site is good for listening to podcasts.

www.englishspace.ort.org/launchpad/about_what_is.asp

A free site, containing lots of appropriate activities. Designed for teenage learners. It also puts you in touch with other learners around the world.

www.eslgo.com

Free online lessons and a community discussion forum about grammar and vocabulary.

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