



Cambridge Assessment  
International Education

## Learner Guide

# Cambridge IGCSE™ /IGCSE (9–1) English as a Second Language 0510/0511 / 0991/0993

For examination from 2024



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## Introduction

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This guide explains what you need to know about your course and examinations. You should use this guide alongside the support of your teacher.

It will help you to:

- ✓ understand what skills you should develop by taking this Cambridge course
- ✓ understand how you will be assessed
- ✓ understand what we are looking for in the answers you write
- ✓ plan your revision programme
- ✓ revise, by providing revision tips and an interactive revision checklist (Section 5).

If you study Cambridge IGCSE / IGCSE (9–1) English as a Second Language you will:

- develop skills to understand and communicate in a range of situations in English
- improve your ability to understand written texts (reading skills) and spoken texts (listening skills), and to select relevant information from them
- improve your ability to communicate clearly in writing and speaking, on a range of topics.

Make sure you always check the latest syllabus, which is available at [www.cambridgeinternational.org](http://www.cambridgeinternational.org)

## 1. How you will be assessed

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

- Paper 1 Reading and Writing
- Paper 2 Listening
- Paper 3 Speaking

### Components at a glance

This table summarises the key information about each component.

#### 0510 / 0993 Speaking endorsement

For this syllabus, the marks for Papers 1 and 2 make up your grade.

For 0510, you can get grades A\* to G.

For 0993, you can get grades 9 to 1.

You also take Paper 3, the Speaking component, and if you perform to an appropriate standard, you are given a separate grade of pass, merit or distinction.

Component	How long and how many marks	What is assessed	Details	Percentage of qualification
<b>Paper 1 Reading and Writing</b>	2 hours 60 marks	<p><b>Reading skills:</b> Understanding specific facts Understanding ideas, opinions and attitudes, and the connections between them Ability to identify and select details Understanding implied meaning</p> <p><b>Writing skills:</b> Ability to communicate information Ability to organise text Ability to use a range of grammar and vocabulary Ability to use appropriate register and style</p>	<p>There are four reading exercises and two writing exercises.</p> <p>Exercise 1 – Short answers Exercise 2 – Multiple matching Exercise 3 – Note-making Exercise 4 – Multiple choice Exercise 5 – Writing (informal) Exercise 6 – Writing (more formal)</p> <p>Externally assessed</p>	70%

Component	How long and how many marks	What is assessed	Details	Percentage of qualification
<b>Paper 2 Listening</b>	Approximately 50 minutes 40 marks	<b>Listening skills:</b> Understanding specific facts Understanding ideas, opinions and attitudes, and the connections between them Understanding implied meaning	Five exercises where you listen to several short extracts or longer texts, and complete a range of task types: Exercise 1 – Short texts, multiple choice Exercise 2 – Longer texts, multiple choice Exercise 3 – Long monologue, multiple choice Exercise 4 – short texts, multiple matching Exercise 5 – Long dialogue, multiple choice Externally assessed	30%
<b>Paper 3 Speaking</b>	Approximately 10–15 minutes 40 marks	<b>Speaking skills:</b> Ability to communicate ideas, facts and opinions Ability to use a range of grammatical structures and vocabulary Ability to develop responses and maintain communication (fluency) Pronunciation and intonation	You take part in a one-to-one speaking test with an examiner. First, you have a warm-up conversation for 1–2 minutes, which is not assessed. Part 1 is an interview (for 2–3 minutes) on a specific topic. Part 2: You are given a topic card and have 1 minute to prepare what you will say, then you talk about the topic for about 2 minutes. Part 3 is a discussion (for 3–4 minutes) related to the topic.  Internally assessed/externally moderated	A separate result for speaking is given.

## 0511/0991 Count-in speaking

For this syllabus, the content of each paper and the speaking component are the same as syllabus 0510/0993. The only difference is in the way the final marks are allocated. The mark for the speaking component as well as the reading and writing and listening papers is included in your overall grade. Fifty per cent of your overall mark is shared between listening and speaking – 25 per cent for each skill.

For 0511, you can get grades A\* to G.

For 0991, you can get grades 9 to 1.

Component	How long and how many marks	What is assessed	Details	Percentage of qualification
<b>Paper 1 Reading and Writing</b>	2 hours 60 marks	<p><b>Reading skills:</b> Understanding specific facts Understanding ideas, opinions and attitudes, and the connections between them Ability to identify and select details Understanding implied meaning</p> <p><b>Writing skills:</b> Ability to communicate information Ability to organise text Ability to use a range of grammar and vocabulary Ability to use appropriate register and style</p>	<p>There are four reading exercises and two writing exercises.</p> <p>Exercise 1 – Short answers Exercise 2 – Multiple matching Exercise 3 – Note-making Exercise 4 – Multiple choice Exercise 5 – Writing (informal) Exercise 6 – Writing (more formal)</p> <p>Externally assessed</p>	50%

Component	How long and how many marks	What is assessed	Details	Percentage of qualification
<b>Paper 2 Listening</b>	Approximately 50 minutes 40 marks	<b>Listening skills:</b> Understanding specific facts Understanding ideas, opinions and attitudes, and the connections between them Understanding implied meaning	Five exercises where you listen to several short extracts or longer texts, and complete a range of task types: Exercise 1 – Short texts, multiple choice Exercise 2 – Longer texts, multiple choice Exercise 3 – Long monologue, multiple choice Exercise 4 – short texts, multiple matching Exercise 5 – Long dialogue, multiple choice Externally assessed	25%
<b>Paper 3 Speaking</b>	Approximately 10–15 minutes 40 marks	<b>Speaking skills:</b> Ability to communicate ideas, facts and opinions Ability to use a range of grammatical structures and vocabulary Ability to develop responses and maintain communication (fluency) Pronunciation and intonation	You take part in a one-to-one speaking test with an examiner. First, you have a warm-up conversation for 1–2 minutes, which is not assessed. Part 1 is an interview (for 2–3 minutes) on a specific topic. Part 2: You are given a topic card and have 1 minute to prepare what you will say, then you talk about the topic for about 2 minutes. Part 3 is a discussion (for 3–4 minutes) related to the topic. Internally assessed/externally moderated	25%



## About each component

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.

### Paper 1: Reading and writing

You need to answer all the questions on the paper. 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 need to complete all six exercises in two hours, and the two writing exercises (Exercises 5 and 6) take longer.
- For the reading exercises, work out what each question is asking, by identifying key words.
- When you are reading a text, first read the text quickly to get a general idea of the content, and to work out what the main idea of each paragraph is. Then re-read the relevant sections of the text more carefully to find the answers to the questions.
- The text will include information that answers each question, and other distracting information, so be careful when you are selecting your answers.
- When you finish each reading exercise, check your answers carefully to make sure they make sense, and that your spelling is correct.
- For the writing exercises, keep to the word limit. Before the exam, check how many words you write on a line, then you'll know approximately how many lines you will need for Exercises 5 and 6.
- When you finish each writing exercise, check your work to make sure you have answered the question completely, written the correct word length, used a range of language, and that your grammar, punctuation and spelling is correct. Handwriting is important too, so make sure your writing is clear and easy to read.

### Exercise 1 advice

You have to read an article, blog or web page, and there are **six questions** which require you to identify and select relevant information from the text. The first five questions require one answer, and the final question requires three answers. You have to write short answers (single words or short phrases). Each answer is worth 1 mark, so there is a total of 8 marks for Exercise 1.

- Read the text through quickly before you look at the questions, to get a general idea of what it is about.
- Underline the question word and think about what it means. For example, '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 look for in the text.
- Try to match the words in the question with words in the text. When you locate the words in the text, read that section more carefully to find the answer. If you can't match any words, remember that the words in the question might be synonyms of the words in the text. If you still can't find the right answer, read a bigger section of the text before and after the words you found, or make a guess.
- 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 information that's needed.
- Do not write full sentences in your answer. Keep your answers short – a word or a short phrase should be enough to get a mark. Too much writing can waste time, and, if you give too much information, you might include wrong details which could mean you lose a mark.
- Make sure that you spell words correctly, as misspelling may change the meaning of the word.
- Remember that **Questions 1 to 5 are in the same order as the information in the text**, so you will find the answer to Question 2 after the answer to Question 1, for example.
- The answers to Question 6 can be found anywhere in the text, so you need to look at the whole text again to find the answers to this question.
- For Question 6, remember that you need to find three details (each is worth one mark). Write your answers separately – one on each line.

### Exercise 2 advice

You have to read either a continuous text which is divided into several sections, or several short separate texts which are on the same topic. You then answer **nine questions**. For each question, you have to decide which section of text contains the relevant information or idea to answer the question. Some of the information might be clearly stated in the text, using different words or structures. Other information might be suggested or implied, rather than directly stated.

Each answer is worth 1 mark, so there is a total of 9 marks for Exercise 2.

- Read all the texts through quickly before you look at the questions, to get a general idea of what they are about.
- Underline important words in the questions, so you know exactly what information you need to look for in the texts.
- Try to match the main idea in each question with words in the text. When you locate these words, read that part of the text more carefully to check whether the meaning matches exactly the idea in the question. Remember that the idea will be written in a different way in the text and in the question, so you will be looking for synonyms (different words that have the same meaning). If you still can't find the right answer, read a bigger section of the text before and after the words you found, or make a guess.
- Remember that every detail in the question must match the information in the text. If the text only refers to part of the question, then it is not the correct answer – you need to look at the other sections of text again.
- Remember that the questions are in a different order to the information in the text.
- You can choose how to answer the questions in this text. You can either look at each question and scan all the texts to find the answer; or you can read each text separately and look at the questions to decide which ones are relevant to that text. What is important is that you check your answers carefully at the end.
- Remember that for each question, you only have to write one letter (A, B, C, etc). Make sure you write your answers clearly. If you write more than one letter (without crossing one out), you will not get a mark.

### Exercise 3 advice

You have to read an article, blog or web page and **complete some notes**. There may be two or three different headings to make notes under, and a total of seven notes is required.

Each note is worth 1 mark, so there is a total of 7 marks for Exercise 3.

- Read the text through quickly before you look at the notes, to get a general idea of what it is about.
- Underline important words in the headings and think about the type of information that you are looking for. It could be advice, instructions, reasons for something, benefits of doing something, and so on.
- The answers for each heading may be spread throughout the whole text, so you will need to scan the whole text for each heading.
- When you are looking for the answers, remember that the words in the heading will be written in a different way in the text. So, for example, if you are looking for a benefit of doing something, you might see the word 'advantage' in the text instead.
- When you have found some information that looks relevant to the heading, read that part of the text carefully to work out exactly what the answer should be.
- 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.
- Don't write full sentences in your answer. Keep your answers short – a short phrase should be enough to get a mark. 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 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 one mark for each idea.
- Write each answer under the correct heading and write each answer separately – one on each line.
- Make sure that you spell words correctly, as misspelling may change the meaning of a word.

### Exercise 4 advice

You have to read an article, blog or web page, and answer **six multiple choice questions**. Each question has three options to choose between (A, B and C), and you have to tick the box next to the letter you have chosen. The questions require you to understand ideas, opinions, attitudes and detail in the text. Some of the information might be clearly stated in the text, using different words or structures. Other information might be suggested or implied, rather than directly stated.

Each answer is worth 1 mark, so there is a total of 6 marks for Exercise 4.

- Read the text through quickly before you look at the questions, to get a general idea of what it is about.
- Underline the important words in the first line of each question – nouns and verbs provide information that you might need to look for in the text. If the question begins with a question word (where, when, why, etc), think about what it means. For example, ‘where’ means ‘a place’; ‘how’ means ‘in what way’, and ‘why’ means ‘look for a reason or cause’. Some questions look like the beginning of a sentence instead, and the options are possible endings for that sentence.
- Try to match the words in the first line of the question with words in the text. When you locate the words in the text, read that section more carefully to find the answer. If you can’t match any words, remember that the words in the question might be synonyms (different words that have the same meaning) of the words in the text. If you still can’t find the right answer, read a bigger section of the text before and after the words you found, or make a guess.
- Remember that **the answer you choose should match the information in the text** exactly. If the information in the text looks a bit different, then it is probably not the correct answer – you need to read the text again or consider the other options.
- As well as choosing the correct answer, always think about why the other two options are wrong. This is the best way to check your answers for this exercise.
- Remember that the **questions are in the same order as the information in the text**, so you will find the answer to Question 2 after the answer to Question 1, for example. However, the final question might test the overall idea of the text, which means the answer comes from the gist of the whole text.
- Only tick one box for each question. If you change your mind, make sure you indicate clearly which your final choice is – if you tick more than one box, you will not get a mark.

### Exercise 5 advice

You have to read a few sentences which describe a situation and **write an informal email** about this situation. The information tells you why you are writing, and who you are writing to. There are always three points that you need to include in the email. There is also one image which is there to give you some ideas.

You can receive up to 6 marks for the content of your email, and up to 9 marks for language, so there is a total of 15 marks for Exercise 5.

- Think about who you are writing to – it could be a friend or someone you know well. Try to write as if you are talking to this person, as this will help you to use the correct conversational tone and register. You should use words and phrases which are more informal. Also think about why you are writing. For the content mark, the examiner is looking at whether you have done exactly what the task asks, so you need to be aware of the purpose, audience and register.
- Make sure you **answer all three points** in your writing. You'll get a lower mark for content if you don't write about everything in the task.
- Include details or explanations to expand your ideas. For the content mark, the examiner is also looking at the development of your writing.
- You don't need to write about what you can see in the image – it is there to give you ideas, but you can use your own ideas instead if you prefer.
- Use paragraphs and include connecting words to link sentences. For the language mark, the examiner will look at the organisation 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 vocabulary and sentence structures that you use.
- If you like using idioms (e.g. 'over the moon', 'don't cry over spilt milk'), be careful not to use too many, as this can make your writing sound very unnatural. Any idioms that you decide to use should be relevant to the task – don't just include them because you've learned them.
- Check your spelling, punctuation and grammar carefully, because the examiner will look at your accuracy for the language mark.
- You need to **write between 120 and 160 words**, but this is just a guide. Don't waste time counting the number of words you have written – instead, make sure you have written about all three points in the task. You won't get a higher or lower mark if you write more or less than the word count. Instead, you get marks for answering the question (the content), and for the language you have used.

### Exercise 6 advice

You have to read some information which tells you what you need to write about, why you are writing, and who you are writing for. You will **write a more formal/semi-formal article**, report, essay, or review. There are always four comments or quotes to give you some ideas.

You can receive up to 6 marks for the content of your writing, and up to 9 marks for language, so there is a total of 15 marks for Exercise 6.

- Pay attention to the type of writing that you need to produce (an article, report, essay, or review). Think about the features of each of these, and how you need to write them:
  - An article is something you might read in a newspaper or magazine. It is meant to be interesting for readers, so you should try to include some opinions and detail.
  - A report is usually about a specific event and is written for the person or people who organised it or who asked you to attend it. You should provide factual information and include any positive and/or negative points about it. You also need to provide a recommendation or suggestion.
  - An essay is something your teacher might ask you to write, for example after a class discussion or activity. It should present an argument or point of view about a topic, and you need to give examples or reasons to support your ideas.
  - A review can be about something you have read, seen, used, bought or done, and is usually written for other people who might be interested in the same thing. The review should include description as well as opinion, usually with an overall recommendation about it.
- Think about who you are writing to, and why you are writing. For the content mark, the examiner is looking at whether you have done exactly what the task asks, so you need to be aware of the 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.
- You don't need to write about the four comments in the task – they are there to give you ideas, but you can use your own ideas instead if you prefer.
- Remember to organise your writing: include an introduction, a middle section and a conclusion. Use paragraphs and include linking words which suit a more formal type of writing, such as 'firstly', 'another point' or 'to sum up' to link your sentences. For the language mark, the examiner will look at the organisation of your writing.
- Try to write fluently, using a good range of words, phrases and types of sentences. For the language mark, the examiner will be looking at the vocabulary and sentence structures that you use.
- Check your spelling, punctuation and grammar carefully, because the examiner will look at your accuracy for the language mark.
- You need to **write between 120 and 160 words**, but this is just a guide. Don't waste time counting the number of words you have written – instead, make sure you have written about all three points in the task. You won't get a higher or lower mark if you write more or less than the word count. Instead, you get marks for answering the question (the content), and for the language you have used.

## Paper 2: Listening

You need to answer all the questions on the paper. 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, and you will have time before each exercise to look at the instructions and questions and think about what you will hear.

### General advice

- Before you hear each recording, make sure you read and listen to all the instructions and information in the exercise, as this tells you what you have to do, and often provides clues about what you will hear.
- Think about who is going to speak, for example, 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 you will hear.
- Think about what each question is asking for by highlighting the key words.
- When you are 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 recordings that will not be needed for the answers, so you will need to listen carefully.
- Be careful with numbers. Did you hear 50 or 15? 60 or 16?
- As well as choosing the correct answer, always think about why the other options are wrong. This is the best way to check your answers for all the questions in this paper.
- 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.
- Only tick one box for each question. If you change your mind, make sure you indicate clearly which your final choice is – if you tick more than one box, you will not get a mark.
- If you don't know an answer, guess.

### Exercise 1 advice

You have to listen to **eight short recordings, and there is one multiple choice question for each recording**. Each question has four visual options to choose between (A, B, C and D), and you have to tick the box next to the letter you have chosen. The questions require you to understand information or ideas in the recordings.

Each answer is worth 1 mark, so there is a total of 8 marks for Exercise 1.

- You will hear the question on the recording, so try to read and listen to the question at the same time and underline the important words – nouns and verbs provide information that you might need to listen for in the text. Focus on the question word (where, when, why, etc.), think about what it means. For example, 'where' means 'a place'; 'how' means 'in what way', and 'why' means 'what was the reason or cause'.
- Look at all four of the options carefully before the recording starts. You only have a few seconds to do this, so don't waste any time.
- Remember that when you listen, you will hear some information about all four of the options, but only one will be the correct answer to the question.

### Exercise 2 advice

You have to listen to **five short recordings, and there are two multiple choice questions for each recording**. For each pair of questions, there is an introductory sentence giving information about what you will hear, followed by two questions. Each question has three written options to choose between (A, B and C), and you have to tick the box next to the letter you have chosen. The questions require you to understand details, opinions and ideas in the recordings. Some of the information might be clearly stated in the recording, using different words or structures. Other information might be suggested or implied, rather than directly stated.

Each answer is worth 1 mark, so there is a total of 10 marks for Exercise 2.

- You will hear the introductory sentence on the recording, so try to read and listen to the sentence at the same time and underline the important words – nouns and verbs provide information about what you will hear.
- You then have 15 seconds to look at the two questions. Underline the important words in the first line of each question – nouns and verbs provide information that you might need to listen for in the text. If the question begins with a question word (where, when, why, etc.), think about what it means. Some questions look like the beginning of a sentence instead, and the options are possible endings for that sentence. Read the options as well and underline any important words to help you.
- Remember that you will hear information for the first question, then information for the second question. Focus on the first question first but listen carefully for information that signals that it is time to look at the second question. You will hear words (exact or similar) in the recording which match the words in the first line of the question.
- Remember that when you listen, you will hear some information about all three of the options, but only one will be the correct answer to the question.

### Exercise 3 advice

You have to **listen to one longer text**, which is one person talking. There are **eight multiple choice questions** to answer. Each question is a sentence that you have to complete by choosing the correct answer from three short written options. The sentences test understanding of information and main ideas expressed by the speaker.

Each answer is worth 1 mark, so there is a total of 8 marks for Exercise 3.

- Listen carefully to the introduction to this exercise – it tells you who is going to speak and what he or she is going to talk about.
- You then have 40 seconds to look at the 8 questions. Use this time carefully to read each sentence and underline any important words. Look at the options as well.
- Remember that **the questions are in the same order as the information in the text**, so you will hear the answer to Question 2 after the answer to Question 1, for example.
- While you are listening, try to match the words in the sentence with words you hear in the text. Some of the words might be the same, but other words might be synonyms (different words that have the same meaning). When you hear these words, listen carefully to decide what the correct answer is. If you can't decide, make sure you don't miss the next section of the recording – keep listening and look at the next question.
- Remember that when you listen, you will hear some information about all three of the options, but only one will complete the sentence correctly.



### Exercise 4 advice

You have to listen to **six short recordings** – each is one person talking about the same topic or situation. There are **eight statements (A–H)** on the question paper, and for each recording, you have to **decide which statement matches what you hear**. Some of the information might be clearly stated in the recordings, using different words or structures. Other information might be suggested or implied, rather than directly stated.

Each answer is worth 1 mark, so there is a total of 6 marks for Exercise 4.

- Listen carefully to the introduction to this exercise – it tells you what the six speakers are going to talk about.
- You then have 30 seconds to read the eight statements. Use this time carefully and underline any important words.
- While you are listening to each speaker, try to match the words that you hear with words in one of the statements. Some of the words might be the same, but other words might be synonyms (different words that have the same meaning). When you hear these words, listen carefully to decide if they match the statement exactly or not.
- Remember that **every detail in the question must match the information in the text**. If the text only refers to part of the statement, then it is not the correct answer – you need to look at the other statements instead.
- Remember that for each question, you only have to write one letter (A, B, C, etc.). Make sure you write your answers clearly. If you write more than one letter (without crossing one out), you will not get a mark.

### Exercise 5 advice

You have to listen to one long text, which is **an interview between two speakers, and answer eight multiple choice questions**. Each question has three written options to choose between (A, B and C), and you have to tick the box next to the letter you have chosen. The questions require you to understand details, opinions and ideas in the recordings. Some of the information might be clearly stated in the recording, using different words or structures. Other information might be suggested or implied, rather than directly stated.

Each answer is worth 1 mark, so there is a total of 8 marks for Exercise 5.

- Listen carefully to the introduction to this exercise – it tells you who is going to speak and what he or she is going to talk about.
- You then have 45 seconds to look at the 8 questions. Underline the important words in the first line of each question – nouns and verbs provide information that you might need to listen for in the text. If the question begins with a question word (where, when, why, etc.), think about what it means. Some questions look like the beginning of a sentence instead, and the options are possible endings for that sentence. Read the options as well and underline any important words to help you.
- Remember that **the questions are in the same order as the information in the text**, so you will hear the answer to Question 2 after the answer to Question 1, for example.
- While you are listening, try to match the words in the first line of each question with the words the interviewer uses in the text – this tells you which question you should be looking at. Then listen carefully to the speaker's answer and look at the three options while you are listening.
- Listen carefully to decide what the correct answer is. If you can't decide, make sure you don't miss the next section of the recording – keep listening and look at the next question.
- Remember that when you listen, you will hear some information about all three of the options, but only one will complete the sentence correctly.

## Paper 3: Speaking

The speaking test will last approximately 10–15 minutes. You will be in a separate room with an examiner (usually a teacher from your school) and maybe one other person. The whole of the speaking test is in English, and it will be recorded.

The test begins with a short introduction by the examiner, who tells you what is going to happen in the test. This takes approximately one minute. There are then four sections in the test:

- **A warm-up**, for about 1–2 minutes. The examiner asks you some simple questions to help you relax. This part of the test is not assessed.
- **Part 1: an interview**, for 2–3 minutes, on a specific topic. The examiner tells you the topic, then asks you some questions about it.
- **Part 2: a short talk** on a different topic. The examiner gives you a topic card, and you have one minute to read it and think about what you will say. You can't make any notes or use a dictionary during this time. Then you talk about the topic for about two minutes.
- **Part 3: a discussion**, for 3–4 minutes. The examiner asks you questions related to the topic in Part 2.

You will get marks for the vocabulary and grammar that you use, how well developed your responses are, and your pronunciation. You can get up to 10 marks for each of these, so there are 40 marks in total for the speaking test.

### General advice

- Don't worry about the topics that you might have to talk about in the test. The topics are all common ones which are easy to talk about. You don't need to have any expert knowledge of any of the topics. The test is not about how much you know about a topic, it is about how well you can talk about it.
- Try to relax in the test. The examiner is there to help and guide you and wants you to do the best you can.
- Remember that the examiner won't tell you how well you are doing, or what marks you have got. Don't think about your marks, just focus on speaking as much as you can and as well as you can.
- In each part of the test, try to **say as much as you can rather than just give short answers**. Give some details or examples or explain your opinions.
- During the 1-minute preparation period for Part 2, read the card carefully and try to think about what you will say. You don't have time to prepare a full speech, just enough time to think of a few key points to talk about. Make sure you talk about the topic on the card, and nothing else.
- When you are talking, try to speak loudly and clearly. Speak at your normal pace, rather than trying to speak too quickly or too slowly.
- Don't worry if you make a mistake. If you can, correct yourself. But if you can't, just carry on talking.
- If you can't think of a word or phrase that you want to use, don't stop talking. Try to think of another way of saying this, using different words or simpler language. If you can't, just move on to say something else.
- Listen carefully to the examiner's questions. If you don't understand a question, ask the examiner to repeat, or to ask the question in a different way. For example, say: 'Please can you explain what you mean?' or 'Could you repeat the question, please?'
- If you run out of things to talk about, don't worry, as the examiner will help you by asking you a simple question.
- Don't worry if the examiner interrupts you at the end of each part – the test is timed, so when you have spoken for enough time, the examiner will tell you that it's time to move to the next part of the test, or time to finish.

## 2. What skills will be assessed

The areas of knowledge, understanding and skills that you will be assessed on are called **assessment objectives** (AOs). For this course, there are four AOs: Reading, Writing, Listening and Speaking.

The tables below give details about each AO and explains the skills that you need to develop. These are the skills that your teacher will teach you, and that you will be assessed on in the exam at the end of the course.

AO1 Reading	What do you need to be able to do?
<b>R1</b> demonstrate understanding of specific factual information	<ul style="list-style-type: none"> <li>• read a text (such as a leaflet, article, blog or webpage) and understand the main pieces of information</li> <li>• show that you understand the information by writing the correct answer to a question or choosing the right option</li> </ul>
<b>R2</b> demonstrate understanding of the connections between the ideas, opinions and attitudes	<ul style="list-style-type: none"> <li>• identify ideas, opinions and attitudes of a writer in a range of texts</li> <li>• understand the connections between ideas, for example noticing use of pronouns, referencing, linking words which indicate time, reason, cause, and so on</li> <li>• show your understanding by writing the correct answer to a question or choosing the right option</li> </ul>
<b>R3</b> identify and select details for a specific purpose	<ul style="list-style-type: none"> <li>• use a range of reading strategies:               <ul style="list-style-type: none"> <li>– reading quickly to get a general idea about a text (skim reading)</li> <li>– locating specific information in a text (scanning)</li> <li>– reading carefully to understand detail</li> </ul> </li> <li>• predict what the answers to questions will be</li> <li>• identify the type of information that a question focuses on</li> <li>• show your understanding by writing the correct answer to a question or choosing the right option</li> </ul>
<b>R4</b> demonstrate understanding of implied meaning	<ul style="list-style-type: none"> <li>• work out the meaning of an unfamiliar word/phrase by reading the information around it</li> <li>• understand what a writer means when it is not directly stated</li> <li>• show your understanding by choosing the right option</li> </ul>

<b>AO2 Writing</b>	<b>What do you need to be able to do?</b>
<b>W1</b> communicate information, ideas and opinions	<ul style="list-style-type: none"> <li>• write factual information and thoughts correctly and clearly, and with some development</li> </ul>
<b>W2</b> organise ideas into coherent text using a range of linking devices	<ul style="list-style-type: none"> <li>• write information and ideas in a clear and logical order</li> <li>• use paragraphs</li> <li>• connect what you write in different ways, using a range of linking words, pronouns, referencing, and so on</li> </ul>
<b>W3</b> use a range of appropriate grammatical structures and vocabulary	<ul style="list-style-type: none"> <li>• use a range of grammar and sentence structures correctly in your writing</li> <li>• use a range of words correctly in your writing</li> <li>• avoid repeating words and structures too much</li> <li>• write using accurate spelling and punctuation</li> </ul>
<b>W4</b> use appropriate register and style for the given purpose and audience	<ul style="list-style-type: none"> <li>• understand why you are writing, who the writing is for, and what sort of information you need to include</li> <li>• use the right sort of language (formal or informal) in your writing</li> </ul>

<b>AO3 Listening</b>	<b>What do you need to be able to do?</b>
<b>L1</b> demonstrate understanding of specific information	<ul style="list-style-type: none"> <li>• listen to a text (such as an announcement, talk or interview) and understand the main pieces of information</li> <li>• show that you understand the information by choosing the right option in a question</li> </ul>
<b>L2</b> demonstrate understanding of speakers' ideas, opinions and attitudes	<ul style="list-style-type: none"> <li>• identify ideas, opinions and attitudes of a speaker in a range of texts</li> <li>• show that you understand the information by choosing the right option in a question</li> </ul>
<b>L3</b> demonstrate understanding of the connections between ideas, opinions and attitudes	<ul style="list-style-type: none"> <li>• understand how speakers respond to each other</li> <li>• understand the connections between ideas, for example noticing use of pronouns, referencing, linking words which indicate time, reason, cause, and so on</li> <li>• show that you understand the connections by choosing the right option in a question</li> </ul>
<b>L4</b> demonstrate understanding of what is implied but not directly stated	<ul style="list-style-type: none"> <li>• work out the meaning of an unfamiliar word/phrase by listening to the information around it</li> <li>• understand what a speaker means, or what their general opinion is when this is not directly stated</li> <li>• show that you understand the connections by choosing the right option in a question</li> </ul>

<b>A043 Speaking</b>	<b>What do you need to be able to do?</b>
<b>S1</b> communicate a range of ideas, facts and opinions	<ul style="list-style-type: none"> <li>• speak clearly about different topics</li> <li>• answer questions by giving information and opinions, giving reasons and explanations</li> </ul>
<b>S2</b> demonstrate control of a range of vocabulary and grammatical structures	<ul style="list-style-type: none"> <li>• use a range of grammar and sentence structures correctly when you speak</li> <li>• use a range of words correctly when you speak</li> <li>• avoid repeating words and structures too much</li> </ul>
<b>S3</b> develop responses and maintain communication	<ul style="list-style-type: none"> <li>• produce longer responses to questions, by explaining what you mean, giving examples, and so on</li> <li>• asking what something means if you don't know</li> <li>• using other words if you can't think of what you wanted to say</li> </ul>
<b>S4</b> demonstrate control of pronunciation and intonation	<ul style="list-style-type: none"> <li>• pronounce individual sounds clearly</li> <li>• use rising (up) and falling (down) intonation when you speak</li> <li>• put the stress in the right place in words and sentences</li> </ul>

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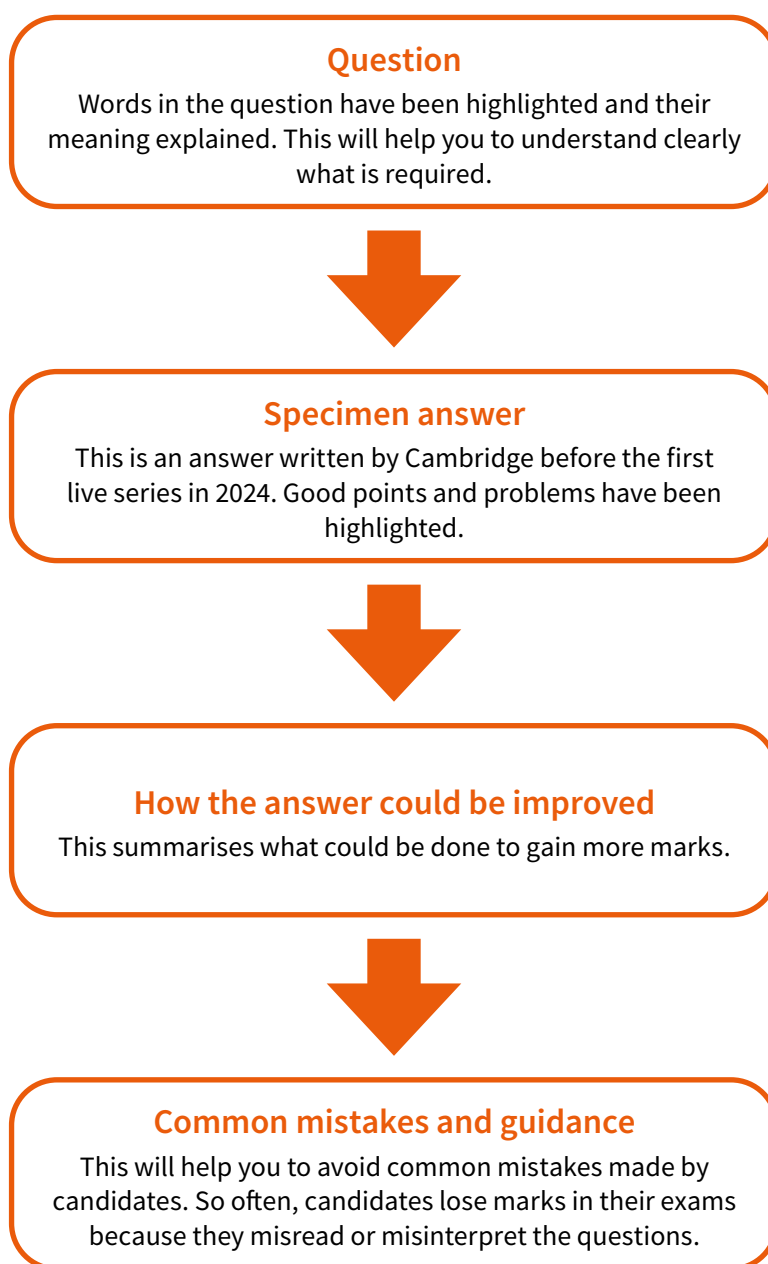
### 3. Specimen paper answer

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This section takes you through an example question and answer from Specimen Paper 1. It will help you to see how to identify instruction words within questions and to understand what is required in your response. An instruction word or phrase is the part of the question that tells you what you need to do with your knowledge. For example, you might need to describe something, explain something, argue a point of view 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.



## Question

Now let's look more closely at the question below, which is Exercise 5 from Specimen Paper 1, Reading and Writing.



The picture is there to help you to understand the task. You don't need to say anything about the picture in your writing, but it might give you some ideas.

You recently bought an item online. There was a problem with it.

'bought an item online' and 'problem with it' – 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 the problem.**

In your email you should:

- explain why you bought the item
- describe the problem with the item
- say what you are going to do about it.

'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 understand the situation.

**'describe the problem...'** – here you need to say what the problem was. Try to give plenty of detail, for example how you realised there was a problem, and how you felt about it. Use your imagination as much as possible.

**'say what you are going to do...'** – you need to say what you will do next. What do you want to happen? Try to use this final point to sum up the experience.

**Write about 120 to 160 words.**

Make sure you keep within the word limit.

You will receive up to 6 marks for the content of your email, and up to 9 marks for the language used.

This reminds you that you will get marks for both what you write (content), and how well you write it (language).

## Specimen answer

Now let's look at an answer to the question and the examiner's comments on this response. The examiner comments are in the orange boxes.

Hello Pedro

How are you? I'm sorry that I haven't written, I had studied for my exams and also had a problem with an item that I bought.

I needed to buy a headphones for my games console because my little brother broke my old pair. It wasn't really his fault as I had left them lying around. I always love to buy my things online because the ordering and delivery are so easy ... in fact, they arrived good and early the next day!

I was really excited to open them and they looked fantastic. But guess what? I tested them and I couldn't hear anything. I tried again but still no sound. It was then I noticed that a cable was not properly connected. I was so disappointed!

I guess I'll have to contact the company to send me a different headphones.

I hope that you never have a problem like that! Really looking forward to seeing you soon!

Your pal

Luc

The candidate has achieved a very good sense of audience with the reader of the email by addressing the friend directly with his name and the brief greeting and apology in the opening paragraph.

'I had studied' is one of the candidate's occasional errors, but the meaning remains clear.

Simple past is one of the main tenses for narrative pieces. The candidate has used the simple past correctly all the way through, and also used past perfect once in the second paragraph.

'good and early' is a nice informal expression to use, and it shows that the candidate is aware of who they are writing to.

The rhetorical question 'But guess what?' makes the writing more interesting, as the reader wants to find out what happened.

Rather than repeating 'couldn't hear anything', the candidate uses different words: 'still no sound'.

Overall, the candidate has covered the three bullet points in the question. There is complete focus on the task with no irrelevant detail. The first two points are well developed, and the third point is addressed, although briefly. The candidate's language has a high level of accuracy, with only occasional errors. A variety of sentence structures has been used, as well as a wide range of vocabulary.

**Mark awarded for Content = 5 out of 6**

**Mark awarded for Language = 7 out of 9**

**Total marks awarded = 12 out of 15**



## How the answer could be improved

This is a good top-band response. The candidate's answer could have been improved in the following ways:

### Content:

- developing the third point by giving a bit more detail, for example by explaining how they would contact the company or providing an alternative solution, such as asking for a refund.

### Language:

- checking for occasional errors, such as the incorrect tense 'had studied' in the first paragraph and the repeated 'a headphones'
- using some more ambitious or less common vocabulary
- varying the structure of sentences more, for example having fewer sentences that begin with the pronoun 'I...'
- using a wider range of complex structures.

## Common mistakes and guidance

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

- Using a more formal tone and register for the audience. If you are writing to a friend or to classmates, use a friendly tone and informal language. A good tip here is to try to write as if you were speaking to the person you are writing to.
- When trying to write informally, candidates sometimes use idioms or phrases they have learned. 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.
- Writing too many words. This often means that there is no time to check your work at the end, so the writing might contain several mistakes. Try to allow time to check your work carefully.
- 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. Try to start your sentences with different words.
- Some candidates only use a limited range of common everyday words. For example, avoid using simple language such as 'happy' and 'nice', and try to think of a more unusual or interesting alternative. You will get higher marks if you try to use more varied and unusual vocabulary.
- 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 (I, you, he/she, etc.), the wrong tense, or getting irregular verb forms wrong.
- 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 with prefixes, for example 'unuseful', 'discomfortable'.
- Using formal set phrases in informal writing. For example, phrases such as 'in addition', 'moreover', 'to clarify' and 'to summarise' do not belong in informal writing. Save these for Exercise 6.
- Writing everything in one big paragraph, which can make the text harder to read. It's better to start a new paragraph for each bullet point in the question.

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## 4. Study skills

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### Reflective journal

Keeping a reflective journal is a useful way to record, analyse and reflect on how you learn. Here are some questions to get you thinking.

I am studying the subject ... because: *(Which subjects are you studying? Think about what you want to achieve by studying each subject?)*

I like ... because: *(What did you like about the subjects when you have studied them in the past? or What about a new subject interested you?)*

... is a good subject to learn because: *(What skills will each subject help you develop? Are there any uses in the real world?)*

## Being organised

Being organised has many benefits:



## How organised are you?

Tick the statements that apply to you.

<b>A</b> I always know where everything I need is, such as my notes, books, pens, highlighter pens, paper and a ruler <input type="checkbox"/>	<b>B</b> I get overwhelmed by how much work I have and I avoid starting large tasks <input type="checkbox"/>	<b>A</b> I get my homework done on time <input type="checkbox"/>
<b>B</b> I hand in my homework late <input type="checkbox"/>	<b>B</b> I leave homework to the last minute <input type="checkbox"/>	<b>B</b> I often forget what homework I have <input type="checkbox"/>
<b>A</b> I write down homework and the deadlines in one place, such as a planner <input type="checkbox"/>	<b>A</b> I do my homework the day I get it <input type="checkbox"/>	<b>B</b> I always rush my work <input type="checkbox"/>
<b>A</b> I never need to rush my work <input type="checkbox"/>	<b>B</b> I never know where everything I need is, such as my notes, books, pens, highlighter pens, paper and a ruler <input type="checkbox"/>	<b>A</b> I break down large tasks into smaller tasks and tick these off when I complete them <input type="checkbox"/>

Count the number of A statements you ticked and the number of B statements you ticked. Read the appropriate advice below. If you ticked an equal number of each, read both sets of advice.

**Mostly A:** You are a well-organised person who has developed strategies that work for you.

Be careful if you agreed with 'I do my homework the day I get it' as this might not be the most efficient strategy, you need to prioritise homework according to deadline and how long it will take, and also make sure you allow time for fun and relaxation. See the table on the next page for more ideas of how to be organised.

**Mostly B:** You could use some support in being more organised in order to make life easier for yourself. Try some of the suggested methods for being organised in the table on the next page, then return to the activity above at a later date to see if you score differently.

**If you do some work each day, rather than leaving it all to the last minute, you will feel more in control.**

## How to be organised

Tick the boxes in the table below to reflect on how you work and what you will try in order to improve. Aim to try at least some of these methods.

Ways to be organised	I already do this	I will try this
Keep all my pens, paper and other equipment together in one place so I always know where everything is	<input type="checkbox"/>	<input type="checkbox"/>
Keep my notes together and ordered by date as I go along; I will file them as soon as they are completed	<input type="checkbox"/>	<input type="checkbox"/>
Use one place such as a planner to record each homework or assignment deadline as soon as I get it	<input type="checkbox"/>	<input type="checkbox"/>
Include all activities in my planner so that I know what time I have available to work	<input type="checkbox"/>	<input type="checkbox"/>
Estimate how long a given task will take me, then work backwards from the deadline and include some extra time to give me the date that I should start the work	<input type="checkbox"/>	<input type="checkbox"/>
Be realistic about what I have time for	<input type="checkbox"/>	<input type="checkbox"/>
Keep my planner up to date and check it every day	<input type="checkbox"/>	<input type="checkbox"/>
Have a set time each day or week for completing homework or study so that it becomes part of my routine	<input type="checkbox"/>	<input type="checkbox"/>
Prioritise homework or study according to which needs to be done first and not just which I like doing best	<input type="checkbox"/>	<input type="checkbox"/>
Rank my homework as 1 (do it now), 2 (do it tomorrow), 3 (do it later in the week) and update the rank each day	<input type="checkbox"/>	<input type="checkbox"/>
Break down any large assignments into smaller, more manageable tasks; each task will have its own deadline	<input type="checkbox"/>	<input type="checkbox"/>
Tick of each homework or task once I have completed it	<input type="checkbox"/>	<input type="checkbox"/>

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## 5. Revision and preparation

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This advice will help you revise and prepare for the examinations. It is divided into general advice for all papers and more specific advice for Paper 1, Paper 2 and Paper 3.

Use the tick boxes  to keep a record of what you have done, what you plan to do or what you understand.

### General advice

#### Before the examination

- Find out when the examinations are, then plan your revision so you have time to revise. Create a revision timetable and divide it into sections to cover each topic and different skills.
- Find out how long each paper is, how many exercises or questions you have to answer, and how many marks there are for each exercise and each question. Then work out how long you have for each exercise and question.
- Know the meaning of the instruction words used in questions and understand what they tell you to do.
- Make revision notes. Try different styles of notes to see what is most helpful for you.
- Work for short periods then have a break. Revise small sections of the syllabus at a time.
- Test yourself as much as possible, to see what you can remember and what you need to focus on more.
- Make sure that you practise using English as much as possible, in a wide variety of contexts.
- Have a look at past questions so that you are clear of what to expect in an examination.
- Look at mark schemes to help you to understand how the marks are awarded for each question.

#### In the examination

- Read the instructions carefully and underline any important words so you are clear about what you have to do.
- Do not leave out questions or parts of questions. Remember, no answer means no mark.
- Answer the question. This is very important! Use your knowledge and understanding. Do not just write everything you know – only write what is needed to answer the question.
- Make sure your writing is clear and easy to read. It is no good writing a brilliant answer if the examiner can't read it!
- Always check your answers carefully before the end of the exam.

## Paper 1 (Reading and Writing) advice

- 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. The more reading you can do, the better!
- Practise skimming texts – reading texts quickly to get a general idea of the content. Look at the beginning of each paragraph to decide what each one is about. You don't need to understand every word in every sentence to do this.
- Practise scanning texts – looking quickly through a text to find a specific detail or a particular word. You don't need to read from start to finish to do this.
- Practise reading sections of text more carefully to understand detail.
- When you are reading and you find a word you don't understand, try to guess or work out the meaning by looking at the information around it.
- In the examination, think about managing your time. You have to complete six exercises in two hours, but the two writing exercises take longer to do. Try writing answers for Exercises 5 and 6, and see how long each one takes you, so you know how much time you need.
- Write as widely and as often as you can – write formally and informally and try producing different text types, including short notes, emails to a friend, essays, articles, reviews and reports. The more writing you can do, the better!
- Practise using different sentence structures, so you can use a variety in each piece of writing you produce.
- Always check your work. Try using a checklist which lists your most common mistakes, or things you want to remember to do.
- Learn a range of vocabulary and test yourself on spelling words correctly.
- Think about how much you need to write in the exam. Rather than counting how many words you have written, practise writing 120–160 words before the exam, and see how much space this takes up or how many lines you have written. Then you will have an idea of what the right length of answer looks like.

## Paper 2 (Listening) advice

- Listen to English 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. 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?
- When you learn new vocabulary, learn the pronunciation of the words as well. This will help you to recognise words when you hear them spoken.
- Try to predict what you are going to hear. For example, if you are going to hear an interview with someone who is very good at skiing, think about places where you ski, the equipment, clothing, weather, and so on. This will help you to understand the text when you hear it.
- Practise listening for gist, which means listening to get a general idea of what a text is about, rather than trying to understand every single word.
- Practise listening for key words, which indicate that the speaker is giving you information about a particular question that you need to answer.

### Paper 3 (Speaking) advice

- Get involved in as many conversations and discussion activities as possible. The more speaking you can do, the better!
- Listen to people speaking English and try to copy how they speak. This will help you to improve your pronunciation and intonation.
- Practise asking and answering questions on a range of topics.
- Practise using one minute to come up with ideas you can talk about on a topic, but without making notes or using a dictionary.
- Record yourself talking, then 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.
- Learn ways of paraphrasing, which means finding another way to say something when you can't think of the particular word or phrase you wanted to use.
- Learn how to ask for a question to be repeated or said in a different way, in case you don't understand a question the first time you hear it.
- Learn a range of structures that you can use to give your opinions and explain them, so you don't have to use the same structures all the time.

## Planning your revision

Start planning your revision in plenty of time for the exams so that you develop a revision technique that works for you. A well-structured revision plan can give you the best chance of success in your examinations.

Identify the time you will spend revising and schedule time for revision.

Create a revision plan: a weekly plan will include the detail of what you will revise in the weeks up to the examination. This can then be broken down into a daily planner which will include more detail.

Write down the dates and times of each of the examinations you are taking, in a calendar, diary or planner.

Work out how much time you have before each examination, so you can leave yourself plenty of time to revise.

Make a plan to go back to your class notes and what you have already revised to recall information and keep everything fresh in your mind. Don't only recall words and definitions, make sure you recall main ideas, how things are related or different from one another, and new examples.

### **It is important to have breaks to stay alert and productive, so make sure you:**

- include one rest day per week, or break this up into shorter rest breaks across a week
- include at least two hours of rest before bedtime; working too late is unlikely to be productive
- take regular breaks during revision; revising for hours without a break will overload you
- have short revision sessions and short breaks between each session
- know ways to relax during your breaks; for example, physical exercise can be good during breaks.

### **It is important to be flexible and realistic:**

- Include most days leading up to the exams and include any days or times when you are not able to revise (for example due to attending school, eating meals, participating in sports and hobbies)
- Be honest with yourself about how much time you can really spend revising.



## Revision plans

There are many different planners, calendars and timetables you could use to plan your revision. The plans provided here are just examples. The Weekly plan includes an overview of a week of revision leading up to the first examination. The Daily plan includes the detail of what you will be revising each day.

### Weekly plan

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Morning							
Afternoon							
Evening							

### Daily plan

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
08:00 – 09:00							
09:00 – 10:00							
10:00 – 11:00							
11:00 – 12:00							
12:00 – 13:00							
13:00 – 14:00							
14:00 – 15:00							
15:00 – 16:00							
16:00 – 17:00							
17:00 – 18:00							
18:00 – 19:00							
19:00 – 20:00							

## 6. Revision checklists

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The following checklists include information from the syllabus that you should revise. The lists do not contain all the detailed knowledge you need to know, just an overview. For more detail see the syllabus and talk to your teacher.

When you have revised something from the checklist, use the R, A and G tick boxes to record how confident you feel about it:

- 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.

## Reading

You should be able to	Ways to practise the skills	R	A	G	Comments
Understand main ideas by skim reading	<ul style="list-style-type: none"> <li>Read a text quickly, deciding what the general topic is, and what each paragraph is about.</li> </ul>				
Scan a text to locate a particular word or piece of information	<ul style="list-style-type: none"> <li>Look through a text to search for certain words, phrases or information, without trying to understand detail.</li> </ul>				
Read to understand specific detail	<ul style="list-style-type: none"> <li>Read a section of text and underline key words.</li> <li>Read more slowly and carefully to help you focus on the meaning.</li> </ul>				
Work out the meaning of words you don't understand	<ul style="list-style-type: none"> <li>Look at the information before and after the word you don't understand and try to guess from the topic and context.</li> <li>Look at the structure of the word – does it have a prefix (e.g. 'im-', 'dis-', 're-') or suffix (e.g. '-less', '-able')? This will help you to work out meaning.</li> </ul>				
Identify words and structures which have the same meaning	<ul style="list-style-type: none"> <li>Make lists of words which have the same meaning and learn them.</li> <li>Make lists of structures which can be used to express the same idea and learn them.</li> </ul>				
Read short texts	Read: <ul style="list-style-type: none"> <li>advertisements</li> <li>notices</li> <li>emails</li> <li>notes.</li> </ul>				

You should be able to	Ways to practise the skills	R	A	G	Comments
Read longer texts	Read: <ul style="list-style-type: none"> <li>• blogs or web pages</li> <li>• textbooks</li> <li>• newspapers and magazines</li> <li>• texts in which opinions, ideas and attitudes are expressed</li> <li>• texts which present an argument about a topic</li> <li>• texts which describe a sequence of events.</li> </ul>				
Understand certain ideas, opinions and attitudes of a writer in a text	Read any text and answer the following: <ul style="list-style-type: none"> <li>• What specific ideas are included?</li> <li>• What are the writer's opinions/thoughts on the ideas given?</li> </ul>				
Understand how ideas, opinions and attitudes are connected in a text	Identify words and phrases which connect ideas, and think about their meaning: <ul style="list-style-type: none"> <li>• pronouns (e.g. 'his', 'their')</li> <li>• referencing (e.g. 'this', 'that')</li> <li>• words and phrases which indicate time (e.g. 'first', 'finally')</li> <li>• words and phrases which indicate cause (e.g. 'because') and effect (e.g. 'therefore')</li> <li>• words and phrases which indicate addition (e.g. 'moreover')</li> <li>• words and phrases which indicate contrasting ideas (e.g. 'however')</li> <li>• words and phrases which indicate exemplification (e.g. 'such as').</li> </ul>				
Understand ideas that are implied (not actually stated in writing)	Read any text and answer the following: <ul style="list-style-type: none"> <li>• What is the real purpose of this writing?</li> <li>• What does the writer really think/feel?</li> </ul>				

## Writing

You should be able to	Ways to practise the skills	R	A	G	Comments
Write with good control of spelling.	<ul style="list-style-type: none"> <li>Keep lists of vocabulary and test yourself on spelling.</li> <li>Learn homophones (words which sound the same, but have different spellings and meanings, e.g. new and knew). Write a sentence using each homophone correctly.</li> <li>Learn spelling rules, such as when you change 'y' at the end of a word to 'i' before adding a suffix (e.g. 'happy' and 'happiness').</li> </ul>				
Write with good control of grammar and sentence structures	<ul style="list-style-type: none"> <li>Write about a topic of interest using as many different sentence types as possible, e.g. a statement, a question, an exclamation.</li> <li>Notice which grammar mistakes you usually make in your writing. Make a checklist with these mistakes and use it to check your writing.</li> </ul>				
Connect phrases to create sentences	<ul style="list-style-type: none"> <li>Make a list of connecting words which are used for different purposes, e.g. to indicate time (e.g. 'when'), to give a reason (e.g. 'because') and to give a contrasting idea (e.g. 'although').</li> <li>Write sentences which use each connecting word correctly and learn them.</li> <li>Practise using connecting words to make short sentences into longer ones.</li> </ul>				
Connect sentences to create paragraphs	<ul style="list-style-type: none"> <li>Write down as many words you know which link sentences, e.g. 'however', 'secondly', 'to summarise', and so on.</li> <li>Note down when you would use each of these words.</li> <li>Practise using them.</li> </ul>				

You should be able to	Ways to practise the skills	R	A	G	Comments
Write with good control of punctuation.	<ul style="list-style-type: none"> <li>• Look at text and notice when punctuation marks are used and think about why they are used.</li> <li>• Ask someone to copy a text for you (by hand or on a computer) without any punctuation marks. Then try to add punctuation to the text. Compare your punctuation with the original and notice your mistakes – focus on those next time.</li> <li>• When you are writing, read it to yourself (aloud or in your head), and think about when you need to pause, where the natural breaks are, where questions are, and so on – use this to help you add punctuation.</li> </ul>				
Write using the correct language for the audience (informal and formal).	<ul style="list-style-type: none"> <li>• Look at informal and more formal texts and notice how they are different.</li> <li>• When you learn new words or phrases, note down if they are informal or formal, so you can remember when to use them.</li> <li>• Practise writing to friends, family or classmates, using more informal language.</li> <li>• Practise writing to your teacher or someone you don't know, using more formal language.</li> </ul>				

You should be able to	Ways to practise the skills	R	A	G	Comments
<p>Write using language for a specific purpose, e.g.</p> <p>i) to persuade</p> <p>ii) to discuss advantages/disadvantages</p> <p>iii) to argue in favour/against</p> <p>iv) to describe</p>	<ul style="list-style-type: none"> <li>• Look at texts which have been written for a specific purpose and identify their features and the type of language used.</li> <li>• Make a list a variety of specific phrases or sentence structures that you can use for specific purposes.</li> <li>• Practise writing a range of texts for specific purposes, for example: <ul style="list-style-type: none"> <li>– a text trying to persuade someone (not) to do something</li> <li>– a summary of a class discussion about the advantages/disadvantages of something</li> <li>– a text presenting your opinion on something</li> <li>– a text giving detail about something</li> </ul> </li> </ul>				
<p>Write with some development of facts or ideas</p>	<ul style="list-style-type: none"> <li>• Look at something you have already written, and try to extend it by including more detail, examples, reasons, and so on.</li> </ul>				
<p>Use a range of interesting words and sentence structures</p>	<ul style="list-style-type: none"> <li>• Make lists of words which have the same meaning and learn them.</li> <li>• Make lists of structures which can be used to express the same idea and learn them.</li> <li>• Look at something you have already written, and rewrite it using different words and structures, but making sure the meaning is the same.</li> </ul>				

You should be able to	Ways to practise the skills	R	A	G	Comments
Organise your writing in a logical way	<ul style="list-style-type: none"> <li>Look at longer texts and notice how they are organised. Make notes about the structure of different types of texts.</li> <li>Learn to plan before you write. Make notes, then decide which notes/ideas go together logically, then decide which to write about first, and so on. Think about how to start your writing (an introduction) and how to finish it.</li> <li>Ask someone to copy a text for you which has several paragraphs, and to cut up the text to separate each paragraph. Now read each paragraph, and try to put the text into a logical order.</li> </ul>				

## Listening

You should be able to	Ways to practise the skills	R	A	G	Comments
Listen for gist – understand the main idea of a text, and follow the overall theme	<p>Listen to a text and try to answer a few general questions, such as:</p> <ul style="list-style-type: none"> <li>Who is talking?</li> <li>What are they talking about?</li> <li>Why are they talking?</li> <li>Who are they talking to?</li> <li>What are the main points that are given? Try to note down names, places, times, and other key pieces of information.</li> </ul>				
Listen to a text to identify a particular word or piece of information	<ul style="list-style-type: none"> <li>Listen carefully for key words or phrases that tell you when you need to listen more carefully.</li> </ul>				



You should be able to	Ways to practise the skills	R	A	G	Comments
Work out the meaning of words you don't understand	<ul style="list-style-type: none"> <li>Listen to the information before and after the word you don't understand and try to guess from the topic and context.</li> <li>Think about the structure of the word – does it have a prefix (e.g. 'im-', 'dis-', 're-') or suffix (e.g. '-less', '-able')? This will help you to work out meaning.</li> </ul>				
Identify words and structures which have the same meaning	<ul style="list-style-type: none"> <li>Make lists of words which have the same meaning and learn them.</li> <li>Make lists of structures which can be used to express the same idea and learn them.</li> </ul>				
Listen to short texts	<p>Listen to:</p> <ul style="list-style-type: none"> <li>news, weather or travel reports on the radio or TV</li> <li>announcements (e.g. on the radio, at train stations, at airports)</li> <li>recorded phone messages</li> <li>short conversations</li> </ul>				
Listen to longer texts	<p>Listen to:</p> <ul style="list-style-type: none"> <li>interviews (on the radio or TV)</li> <li>talks on different topics</li> <li>talks in which opinions, ideas and attitudes are expressed</li> <li>talks which present an argument about a topic</li> <li>talks which describe a sequence of events</li> </ul>				
Understand ideas, opinions and attitudes.	<p>Listen to any text and answer the following:</p> <ul style="list-style-type: none"> <li>What specific ideas are included?</li> <li>What are the speaker's opinions/thoughts on the ideas given?</li> </ul>				

You should be able to	Ways to practise the skills	R	A	G	Comments
Understand how ideas, opinions and attitudes are connected in a text	Listen for words and phrases which connect ideas, and think about their meaning: <ul style="list-style-type: none"> <li>• pronouns (e.g. 'his', 'their')</li> <li>• referencing (e.g. 'this', 'that')</li> <li>• words and phrases which indicate time (e.g. 'first', 'finally')</li> <li>• words and phrases which indicate cause (e.g. 'because') and effect (e.g. 'therefore')</li> <li>• words and phrases which indicate addition (e.g. 'moreover')</li> <li>• words and phrases which indicate contrasting ideas (e.g. 'however')</li> <li>• words and phrases which indicate exemplification (e.g. 'such as').</li> </ul>				
Understand ideas that are implied (not actually stated)	Listen to any text and answer the following: <ul style="list-style-type: none"> <li>• What is the real purpose of what is being said?</li> <li>• What does the speaker really think/feel?</li> </ul>				

## Speaking

You should be able to	Ways to practise the skills	R	A	G	Comments
Speak with good control of grammar and sentence structures	<ul style="list-style-type: none"> <li>• Talk about a topic of interest using as many different sentence types as possible, e.g. a statement, a question, an exclamation.</li> <li>• Read aloud a short text so you get used to speaking using grammatically correct sentences.</li> <li>• Ask your teacher what grammar mistakes you usually make when you are speaking. Make a checklist with these mistakes and use it to remind you when you talk.</li> </ul>				
Use a range of interesting words and sentence structures when you speak	<ul style="list-style-type: none"> <li>• Make lists of words which have the same meaning and learn them.</li> <li>• Make lists of structures which can be used to express the same idea, and learn them.</li> <li>• Record yourself speaking, then listen to it, and try to say it again using different words and structures but making sure the meaning is the same.</li> </ul>				
Connect what you say in different ways.	<ul style="list-style-type: none"> <li>• Make a list of connecting words which are used for different purposes, e.g. to indicate time (e.g. 'when'), to give a reason (e.g. 'because') and to give a contrasting idea (e.g. 'although').</li> <li>• Write sentences which use each connecting word correctly and learn them.</li> <li>• Practise using connecting words when you are speaking.</li> </ul>				

You should be able to	Ways to practise the skills	R	A	G	Comments
Pronounce words and phrases clearly and accurately	<ul style="list-style-type: none"> <li>When you learn new words and phrases, note down how to say it (e.g. underline the stressed syllable, mark any silent letters, note down what the word sounds the same as or rhymes with, etc.).</li> <li>Think about which words in a sentence are more important, and stress those words (say them louder or with more emphasis).</li> <li>Try to use rising intonation when you are asking a question, or listing things.</li> <li>Try to use falling intonation when you finish a sentence.</li> </ul>				
Speak fluently, without too much hesitation	<ul style="list-style-type: none"> <li>Listen to people talking in English, and try to copy them, so you speak with a natural rhythm and without pauses.</li> <li>Make a list of connecting words and phrases which are used for different purposes, e.g. to make something you have said a bit clearer (e.g. 'What I mean is...' or 'Let me say that again') or to move on to another point ('Anyway, another thing is...').</li> </ul>				
Give longer responses when you are talking, by developing your ideas	<ul style="list-style-type: none"> <li>Record yourself speaking, then listen to it, and think about how you could extend it by including more detail, examples, reasons, and so on.</li> <li>Practise speaking for increasing lengths of time (30 seconds, then a minute, then two minutes, and so on), focusing on keeping talking and not worrying about making mistakes.</li> </ul>				

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