



Syllabus

Cambridge IGCSE™ (9–1)

English (as an Additional Language)

0772

Use this syllabus for exams in 2023, 2024 and 2025.
Exams are available in the June series.



Why choose Cambridge International?

Cambridge International prepares school students for life, helping them develop an informed curiosity and a lasting passion for learning. We are part of the University of Cambridge.

Our Cambridge Pathway gives students a clear path for educational success from age 5 to 19. Schools can shape the curriculum around how they want students to learn – with a wide range of subjects and flexible ways to offer them. It helps students discover new abilities and a wider world, and gives them the skills they need for life, so they can achieve at school, university and work.

Our programmes and qualifications set the global standard for international education. They are created by subject experts, rooted in academic rigour and reflect the latest educational research. They provide a strong platform for learners to progress from one stage to the next, and are well supported by teaching and learning resources.

Our mission is to provide educational benefit through provision of international programmes and qualifications for school education and to be the world leader in this field. Together with schools, we develop Cambridge learners who are confident, responsible, reflective, innovative and engaged – equipped for success in the modern world.

Every year, nearly a million Cambridge students from 10 000 schools in 160 countries prepare for their future with the Cambridge Pathway.

'We think the Cambridge curriculum is superb preparation for university.'

Christoph Guttentag, Dean of Undergraduate Admissions, Duke University, USA



Quality management

Cambridge International is committed to providing exceptional quality. In line with this commitment, our quality management system for the provision of international qualifications and education programmes for students aged 5 to 19 is independently certified as meeting the internationally recognised standard, ISO 9001:2015. Learn more at www.cambridgeinternational.org/ISO9001

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Contents

1 Why choose this syllabus?	2
2 Syllabus overview	5
Aims	5
Content overview	6
Assessment overview	7
Assessment objectives	8
3 Subject content	10
Skills	10
Topic areas	12
4 Details of the assessment	13
Paper 1 – Listening	13
Paper 2 – Reading	14
Paper 3 – Speaking	15
Paper 4 – Writing	19
List of grammar and structures	20
Vocabulary list	23
5 What else you need to know	44
Before you start	44
Making entries	45
After the exam	46
How students and teachers can use the grades	47
Grade descriptions	47
Changes to this syllabus for 2023, 2024 and 2025	48

Important: Changes to this syllabus

For information about changes to this syllabus for 2023, 2024 and 2025, go to page 48.

The latest syllabus is version 2, published March 2022.



1 Why choose this syllabus?

Key benefits

Cambridge IGCSE is the world's most popular international qualification for 14 to 16 year olds, although it can be taken by students of other ages. It is tried, tested and trusted.

Students can choose from 70 subjects in any combination – it is taught by over 4800 schools in over 150 countries.

Our programmes balance a thorough knowledge and understanding of a subject and help to develop the skills learners need for their next steps in education or employment.

Cambridge IGCSE (9–1) English (as an Additional Language)

develops a set of transferable skills for understanding and communicating in everyday situations in English. Learners begin to develop cultural awareness of countries and communities where English is spoken. They acquire the essential linguistic skills required for progression to further studies or employment.

Our approach in Cambridge IGCSE (9–1) English (as an Additional Language) encourages learners to be:

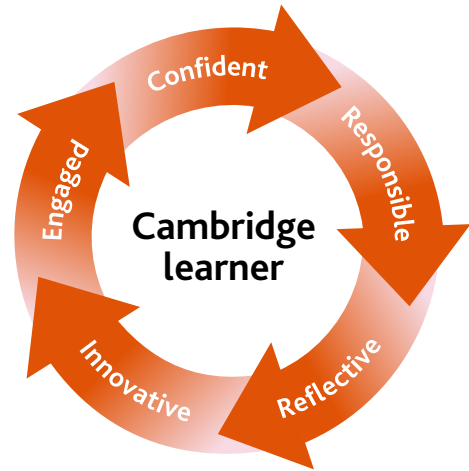
confident, using new and familiar structures and vocabulary to communicate with others in everyday situations

responsible, seeking opportunities to use and develop their language skills

reflective, considering how to communicate different ideas and attitudes

innovative, applying language to a variety of situations

engaged, developing learning strategies which help them to express their ideas and their understanding of other cultures.



'The strength of Cambridge IGCSE qualifications is internationally recognised and has provided an international pathway for our students to continue their studies around the world.'

Gary Tan, Head of Schools and CEO, Raffles International Group of Schools, Indonesia

International recognition and acceptance

Our expertise in curriculum, teaching and learning, and assessment is the basis for the recognition of our programmes and qualifications around the world. The combination of knowledge and skills in Cambridge IGCSE (9–1) English (as an Additional Language) gives learners a solid foundation for further study. Candidates who achieve grades 9 to 4 are well prepared to follow a wide range of courses.

Cambridge IGCSEs are accepted and valued by leading universities and employers around the world as evidence of academic achievement. Many universities require a combination of Cambridge International AS & A Levels and Cambridge IGCSEs or equivalent to meet their entry requirements.

Cambridge IGCSE (9–1) English (as an Additional Language) assessment objectives, subject content, task types and mark schemes have been designed to ensure that students have the opportunity to communicate in everyday situations in English.

UK NARIC*, the national agency in the UK for the recognition and comparison of international qualifications and skills, has carried out an independent benchmarking study of Cambridge IGCSE and found it to be comparable to the standard of the reformed GCSE in the UK. This means students can be confident that their Cambridge IGCSE qualifications are accepted as equivalent to the UK GCSEs by leading universities worldwide.

* Due to the United Kingdom leaving the European Union, the UK NARIC national recognition agency function was re-titled as UK ENIC on 1 March 2021, operated and managed by Ecctis Limited. From 1 March 2021, international benchmarking findings are published under the Ecctis name.

Learn more at www.cambridgeinternational.org/recognition

'Cambridge IGCSE is one of the most sought-after and recognised qualifications in the world. It is very popular in Egypt because it provides the perfect preparation for success at advanced level programmes.'

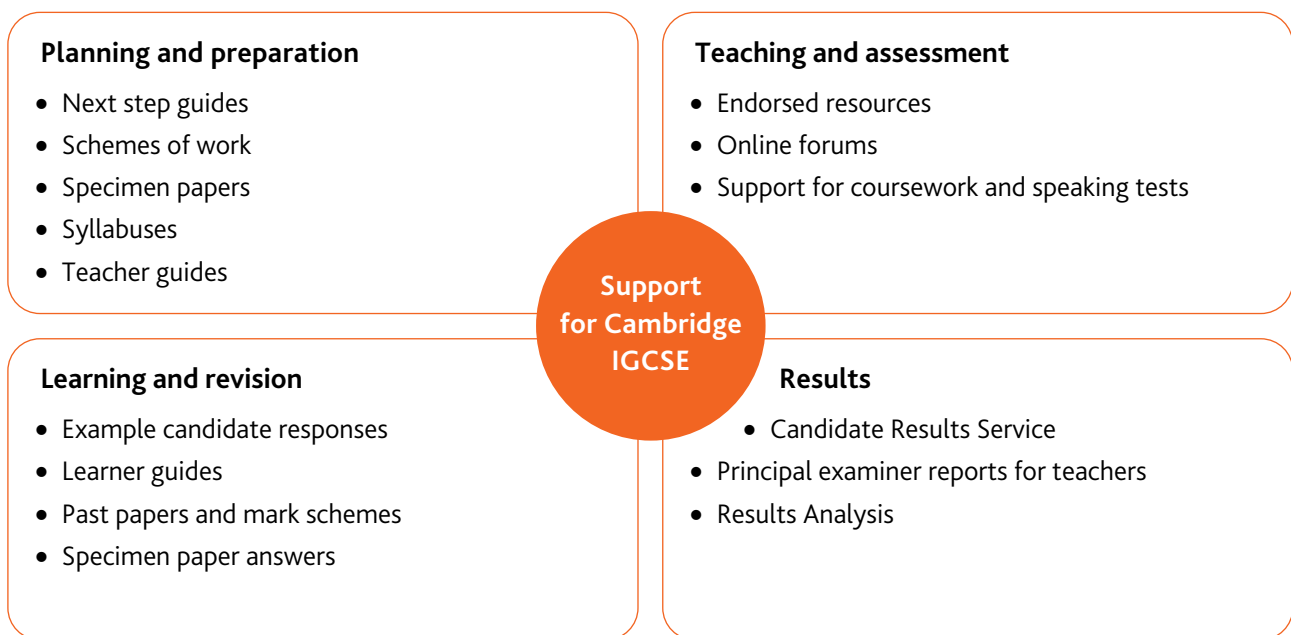
Managing Director of British School in Egypt BSE

Supporting teachers

We provide a wide range of resources, detailed guidance and innovative training and professional development so that you can give your students the best possible preparation for Cambridge IGCSE. To find out which resources are available for each syllabus go to our School Support Hub.

The School Support Hub is our secure online site for Cambridge teachers where you can find the resources you need to deliver our programmes. You can also keep up to date with your subject and the global Cambridge community through our online discussion forums.

Find out more at www.cambridgeinternational.org/support



Sign up for email notifications about changes to syllabuses, including new and revised products and services at www.cambridgeinternational.org/syllabusupdates

Professional development

We support teachers through:

- Introductory Training – face-to-face or online
- Extension Training – face-to-face or online
- Enrichment Professional Development – face-to-face or online

Find out more at www.cambridgeinternational.org/events

- Cambridge Professional Development Qualifications

Find out more at www.cambridgeinternational.org/profdev

Supporting exams officers

We provide comprehensive support and guidance for all Cambridge exams officers. Find out more at: www.cambridgeinternational.org/eoguide



2 Syllabus overview

Aims

The aims describe the purposes of a course based on this syllabus.

The aims are to enable students to:

- develop the language proficiency required to communicate effectively in English
- offer insights into the culture and society of countries and communities where English is spoken
- develop awareness of the nature of language and language learning
- encourage positive attitudes towards speakers of other languages and a sympathetic approach to other cultures
- provide enjoyment and intellectual stimulation
- develop transferable skills (e.g. memorising, drawing of inferences) to complement other areas of the curriculum
- form a sound base of the skills, language and attitudes required for progression to work or further study, either in English or another subject area.

Cambridge Assessment International Education is an education organisation and politically neutral. The contents of this syllabus, examination papers and associated materials do not endorse any political view. We endeavour to treat all aspects of the exam process neutrally.



Content overview

The subject content is organised in five broad topic areas (A–E below). These provide contexts for the acquisition of vocabulary and the study of grammar and structures. The study of these topic areas enables students to gain an insight into countries and communities where English is spoken. The five topic areas listed below are described in more detail in section 3.

- A Everyday activities
- B Personal and social life
- C The world around us
- D The world of work
- E The international world

Candidates will be expected to read and understand a variety of written and spoken texts on familiar topics. Candidates will be required to demonstrate understanding of the main ideas, opinions and attitudes, as well as select and extract relevant details and deduce the meaning of occasional unknown words from context.

They will also have opportunities to write in English on familiar, everyday topics, and to speak the language by taking part in everyday conversations.

Assessment objectives

The assessment objectives (AOs) are:

AO1 Listening

- L1 understand the main points and key information in simple everyday material
- L2 understand clear speech on a range of familiar topics
- L3 understand the description of events and expression of ideas, opinions and attitudes in simple texts
- L4 identify and select relevant information in predictable texts

AO2 Reading

- R1 understand the main points and key information in simple everyday material
- R2 understand authentic factual texts on a range of familiar topics
- R3 understand the description of events and expression of ideas, opinions and attitudes in simple texts
- R4 identify and select relevant information in predictable texts

AO3 Speaking

- S1 communicate clearly and effectively in a range of predictable everyday situations
- S2 engage in conversations on familiar topics, expressing opinions and feelings
- S3 use a range of structures and vocabulary with reasonable accuracy
- S4 demonstrate some ability to maintain interaction
- S5 show some control of pronunciation and intonation

AO4 Writing

- W1 communicate simple factual information clearly for everyday purposes
- W2 write simple phrases and sentences on a familiar topic
- W3 write simple connected texts describing events, experiences, opinions and hopes and ambitions
- W4 use a range of simple vocabulary and language structures reasonably accurately

Weighting for assessment objectives

The approximate weightings allocated to each of the assessment objectives (AOs) are summarised below.

Assessment objectives as a percentage of the qualification

Assessment objective	Weighting in IGCSE %
AO1 Listening	25
AO2 Reading	25
AO3 Speaking	25
AO4 Writing	25
Total	100

Assessment objectives as a percentage of each component

Assessment objective	Weighting in components %			
	Paper 1	Paper 2	Paper 3	Paper 4
AO1 Listening	100	–	–	–
AO2 Reading	–	100	–	–
AO3 Speaking	–	–	100	–
AO4 Writing	–	–	–	100
Total	100	100	100	100

3 Subject content

This syllabus gives you the flexibility to design a course that will interest, challenge and engage your learners. Where appropriate you are responsible for selecting texts, topics, resources and examples to support your learners' study. These should be appropriate for the learners' age, cultural background and learning context as well as complying with your school policies and local legal requirements.

Skills

The skills covered in the syllabus are outlined below.

Listening

- Understand short recordings dealing with everyday needs (e.g. simple transactions in shops, simple directions or instructions).
- Understand factual information and ideas from a range of sources (e.g. announcements, phone messages, news items, interviews, dialogues) on familiar topics.
- Understand descriptions of events, opinions, emotions, hopes and ambitions in simple texts (e.g. in radio broadcasts, interviews, dialogues).
- Identify main points, specific information and details on everyday topics (e.g. personal and family information, shopping, local area, employment, school, leisure activities).
- Identify main points, themes, opinions, ideas, emotions and attitudes in predictable texts (e.g. news reports, conversations, interviews, simple monologues).
- Deduce the meaning of occasional unknown words and expressions from the context.

Reading

- Understand short, simple texts.
- Understand authentic texts on familiar topics and situations (e.g. newspaper/magazine articles, email messages, blogs and letters).
- Understand descriptions of events, opinions, emotions, hopes and ambitions in simple texts (e.g. in articles, interviews or personal messages).
- Identify main points, specific information and details in predictable texts (e.g. advertisements, brochures, menus, timetables, instructions, messages).
- Identify main points, themes, opinions, ideas, emotions and attitudes in predictable texts (e.g. newspaper/magazine articles, simple plots of films or books).
- Deduce the meaning of occasional unknown words and expressions from the context.

Speaking

- Participate in short social exchanges (e.g. greet people, make and respond to invitations, apologies) and communicate on familiar topics to meet simple needs (e.g. order food and drink, simple transactions in shops, use public transport, ask and give directions, request information).
- Participate in unprepared conversations on familiar topics of personal interest or relevant to everyday life (e.g. family, friends, home environment, hobbies and interests, education, work, travel).
- Describe past events and experiences, hopes and ambitions and give brief reasons for opinions and plans.
- Communicate with reasonable accuracy, using a range of structures, tenses and vocabulary relevant to the given situation.
- Use simple connectors (e.g. and, but, because, then) to link a series of shorter discrete elements into a connected sequence of points.
- Use appropriate strategies to maintain interaction.
- Use features of pronunciation and intonation to convey meaning and attitude.

Writing

- Fill in forms providing simple details.
- Communicate simple factual information in writing using everyday vocabulary and expressions.
- Write a series of simple phrases and sentences linked with simple connectors, relating to personal life, immediate environment and everyday topics (e.g. writing about a holiday).
- Write simple connected texts (e.g. emails, articles) on familiar topics (e.g. plans and arrangements, likes and dislikes, family, home environment, hobbies and interests, education, work and travel).
- Describe past events and experiences, opinions, hopes and ambitions and give brief reasons for opinions and plans.
- Communicate with reasonable accuracy, using a range of structures, tenses/time frames and vocabulary relevant to the given situation.
- Use simple connectors (e.g. and, but, because, then) to link a series of shorter discrete elements into a connected sequence of points.

Topic areas

Candidates will be required to show knowledge and understanding of the broad topic areas listed below. These provide contexts for the acquisition of vocabulary and the study of grammar and structures. Through the study of these broad topic areas, candidates gain insight into the cultures of countries and communities where English is spoken.

The sub-topics listed are provided as examples of what teachers may choose to focus on. They are examples only and are not intended to be prescriptive or exhaustive.

Area	Topic Areas	Sub-topics
A	Everyday activities	<ul style="list-style-type: none"> • Time expressions (e.g. telling the time, days, days of the week, months, seasons) • Food and drink (e.g. meals, fruit and vegetables, meat, fish and seafood, snacks, drinks, cutlery and utensils) • The human body and health (e.g. parts of the body, health and illness) • Travel and transport
B	Personal and social life	<ul style="list-style-type: none"> • Self, family and friends • In the home (e.g. rooms, living room, kitchen, bedroom, bathroom, furniture and furnishings, garden, household appliances) • Colours • Clothes and accessories • Leisure time (e.g. things to do, hobbies, sport)
C	The world around us	<ul style="list-style-type: none"> • People and places (e.g. continents, countries and nationalities, compass points) • The natural world, the environment, the climate and the weather • Communications and technology (e.g. the digital world, documents and texts) • The built environment (e.g. buildings and services, urban areas, shopping) • Measurements (e.g. size, shape) • Materials
D	The world of work	<ul style="list-style-type: none"> • Education (e.g. learning institutions, education and training, the classroom, learning tools, subjects, studying) • Work (e.g. jobs and careers, the workplace)
E	The international world	<ul style="list-style-type: none"> • Countries, nationalities and languages • Culture, customs, faiths and celebrations

4 Details of the assessment

Dictionaries are not allowed in the examination.

Paper 1 – Listening

Approximately 50 minutes (including 6 minutes' transfer time), 40 marks

This paper consists of 37 multiple-choice and matching questions. Candidates answer all questions by selecting the correct option or options.

Each question tests comprehension of recorded texts (e.g. dialogues, announcements, conversations). Candidates hear each recorded text twice. At the end of the test candidates will be asked to transfer their answers onto the separate answer sheet.

The audio material for this examination is provided by Cambridge International. Centres should check the *Cambridge Handbook* for the year candidates are taking the assessment for information on when the audio material will be available and how to access the materials www.cambridgeinternational.org/eoguide

Teachers/invigilators should consult the relevant sections of the *Cambridge Handbook* about the conduct of listening tests and for details about rooms, equipment, guidance on acoustics and checking the audio material in advance.

Description of questions

Questions 1–8

<i>Assessment objective</i>	L1
<i>Task</i>	Candidates listen to short texts and answer eight multiple-choice questions with four options.
<i>Text types</i>	Announcements, phone messages, news items, or dialogues
<i>Total marks</i>	8

Questions 9–14

<i>Assessment objectives</i>	L1, L2, L4
<i>Task</i>	Candidates listen to a monologue or dialogue containing factual information and answer six multiple-choice questions with four options.
<i>Text types</i>	Short monologues or dialogues
<i>Total marks</i>	6

Questions 15–19

<i>Assessment objectives</i>	L2, L3, L4
<i>Task</i>	Candidates listen to a conversation and match the names of people, places, items or activities with the correct statements.
<i>Text types</i>	Informal conversations
<i>Total marks</i>	5

Description of questions (continued)

Questions 20–28

<i>Assessment objectives</i>	L2, L3, L4
<i>Task</i>	Candidates listen to a dialogue (conversation, discussion or interview) or, alternatively, two shorter dialogues (each with a different person, on a common theme) and answer nine multiple-choice questions with three options.
<i>Text types</i>	Conversations, interviews
<i>Total marks</i>	9

Questions 29–34

<i>Assessment objectives</i>	L2, L3, L4
<i>Task</i>	Candidates listen to a dialogue (conversation, discussion or interview) and answer six multiple-choice questions with four options.
<i>Text types</i>	Conversation, discussion or interview
<i>Total marks</i>	6

Questions 35–37

<i>Assessment objectives</i>	L2, L3, L4
<i>Task</i>	Candidates listen to a conversation/discussion or interview. In each question there are five options and candidates must select the two options which are true.
<i>Text types</i>	Conversation, discussion or interview
<i>Total marks</i>	6

Paper 2 – Reading

Written paper, 1 hour, 45 marks

This paper consists of six groups of questions, each comprising a number of multiple-choice and matching questions, as well as questions requiring short answers. The number of questions in each group may vary in each examination session.

Description of question groups

Question group 1

<i>Assessment objective</i>	R1
<i>Task</i>	Candidates read simple texts and respond to four option multiple-choice questions.
<i>Text types</i>	Email, text, message, note
<i>Total marks</i>	3

Question group 2

<i>Assessment objective</i>	R2, R4
<i>Task</i>	Candidates read a short text and respond to three option multiple-choice questions.
<i>Text types</i>	Email, message, letter, postcard or blog
<i>Total marks</i>	7

Question group 3	
<i>Assessment objectives</i>	R2, R4
<i>Task</i>	Candidates read a short text and complete a gap fill exercise, selecting one from four multiple-choice options.
<i>Text types</i>	Short descriptions, advertisements, articles
<i>Total marks</i>	7
Question group 4	
<i>Assessment objectives</i>	R2, R4
<i>Task</i>	Candidates answer questions on a longer text requiring short responses.
<i>Text types</i>	Email, message, letter, postcard or blog
<i>Total marks</i>	12
Question group 5	
<i>Assessment objective</i>	R3
<i>Task</i>	Candidates match a series of descriptions of the requirements, interests or skills of different people with the correct description of places, events, services or activities. All texts are on a common theme.
<i>Text types</i>	Short descriptions, advertisements
<i>Total marks</i>	5
Question group 6	
<i>Assessment objectives</i>	R3, R4
<i>Task</i>	Candidates answer questions on a longer text requiring short responses.
<i>Text types</i>	Articles
<i>Total marks</i>	11

Paper 3 – Speaking

Approximately 10 minutes (plus 10 minutes of preparation time), 40 marks

Each speaking test lasts approximately 10 minutes, and is structured as follows:

- a warm-up section which is not assessed (approximately 30 seconds)
- one role play – candidates respond to five transactional questions to, for example, accomplish a task or obtain goods or services (approximately two minutes)
- two topic conversations – candidates respond to questions on each topic to share views, opinions and experiences (four minutes per topic conversation).

Both the role play and the topic conversations are set in predictable, everyday contexts and are based on the topic areas outlined in the syllabus.

During the preparation time, candidates study a role play scenario provided on a candidate card. They must be supervised under exam conditions. Candidates are not allowed to make notes.

The tests are conducted and marked by the teacher/examiner using the speaking assessment materials and assessment criteria provided. They are moderated by Cambridge International.

Speaking tests take place before the main examination series (see the relevant series' timetable). Before the speaking test period, centres will receive materials for the test. Teachers/examiners must allow sufficient time to familiarise themselves with the materials and procedures (see the *Cambridge Handbook* for details).

Cambridge International supplies a teacher/examiner booklet comprising instructions, assessment criteria and teacher/examiner scripts for the role plays and topic conversations. Candidate cards containing the role play scenarios are also supplied.

The teacher/examiner allocates a role play and two topic conversations to each candidate according to a randomisation grid provided in the teacher/examiner instruction booklet.

Administration of the speaking test

Further information about the administration of speaking tests is provided in the *Cambridge Handbook* for the relevant year of assessment. For copies of the forms required for the speaking test as well as information about the deadlines, sample size and methods of submission, please refer to the samples database at www.cambridgeinternational.org/samples

Internal moderation

If more than one teacher in your centre is marking internal assessments, you must make arrangements to moderate or standardise your teachers' marking so that all candidates are assessed to a common standard. You can find further information on the process of internal moderation on the samples database at www.cambridgeinternational.org/samples

You should record the internally moderated marks for all candidates on the Working Mark Sheet and submit these marks to Cambridge International according to the instructions set out in the *Cambridge Handbook* for the relevant year of assessment.

External moderation

Cambridge International will externally moderate all internally assessed components.

- You must submit the marks of all candidates to Cambridge International.
- You must also submit the marked work of a sample of candidates to Cambridge International.

The sample you submit to Cambridge International should include examples of the marking of each teacher. The samples database at www.cambridgeinternational.org/samples explains how the sample will be selected.

The samples database at www.cambridgeinternational.org/samples provides details of how to submit the marks and work.

External moderators will produce a short report for each centre with feedback on your marking and administration of the assessment.

Speaking assessment criteria grids

Role play

Each of the five role play tasks is assessed using the mark scheme below:

2	The information is communicated. Language is appropriate to the situation and is accurate. Minor errors (adjective endings, use of prepositions, etc.) are allowed.
1	The information is partly communicated and/or the meaning is ambiguous. Errors impede communication.
0	No creditable response.

Topic conversations

When **both** topic conversations have been completed, give a mark out of 15 for **Communication** and a mark out of 15 for **Quality of Language**.

Communication

Give a mark out of 15 for the candidate's performance in **both** topic conversations.

Mark	Level	Descriptor
13–15	Very good	<ul style="list-style-type: none"> Responds confidently to questions; may occasionally need repetition of words or phrases. Communicates information which is consistently relevant to the questions. Frequently develops ideas and opinions. Justifies and explains some answers.
10–12	Good	<ul style="list-style-type: none"> Responds well to questions; requires occasional use of the alternative question(s) provided. Communicates information which is almost always relevant to the questions. Sometimes develops ideas and opinions. Gives reasons or explanations for some answers.
7–9	Satisfactory	<ul style="list-style-type: none"> Responds satisfactorily to questions; frequently requires use of the alternative question(s) provided. Communicates most of the required information; may occasionally give irrelevant information. Conveys simple, straightforward opinions.
4–6	Weak	<ul style="list-style-type: none"> Has difficulty with many questions but still attempts an answer. Communicates some simple information relevant to the questions.
1–3	Poor	<ul style="list-style-type: none"> Frequently has difficulty understanding the questions and has great difficulty in replying. Communicates one or two basic pieces of information relevant to the questions.
0		<ul style="list-style-type: none"> No creditable response.

Quality of Language

Give a mark out of 15 for the candidate's performance in **both** topic conversations.

Mark	Level	Descriptor
13–15	Very good	<ul style="list-style-type: none"> • Accurate use of a wide range of the structures listed in the syllabus with occasional errors in more complex language. • Accurate use of a wide range of vocabulary with occasional errors. • Very good pronunciation, fluency, intonation and expression; occasional mistakes or hesitation.
10–12	Good	<ul style="list-style-type: none"> • Good use of a range of the structures listed in the syllabus, with some errors. • Good use of a range of vocabulary with some errors. • Good pronunciation and fluency despite some errors or hesitation; a good attempt at correct intonation and expression.
7–9	Satisfactory	<ul style="list-style-type: none"> • Satisfactory use of some of the structures listed in the syllabus, with frequent errors. • Satisfactory use of vocabulary with frequent errors. • Satisfactory pronunciation and fluency despite frequent errors and hesitation; some attempt at intonation and expression.
4–6	Weak	<ul style="list-style-type: none"> • Limited range of structures and vocabulary, rarely accurate and/or complete; frequent ambiguity. • Pronunciation can be understood with some effort; very noticeable hesitations and stilted delivery.
1–3	Poor	<ul style="list-style-type: none"> • Very limited range of structures and vocabulary, almost always inaccurate. • Poor pronunciation, rarely comprehensible; many serious errors.
0		<ul style="list-style-type: none"> • No creditable response.

Paper 4 – Writing

Written paper, 1 hour, 45 marks

This paper consists of a form-filling task, a directed writing task and an extended writing task in response to given contexts and prompts.

Description of questions	
Question 1	
<i>Assessment objectives</i>	W1, W2, W4
<i>Task</i>	Candidates fill in a form with single words and simple sentences in response to a given context.
<i>Total marks</i>	5
Question 2	
<i>Assessment objectives</i>	W2, W4
<i>Task</i>	Candidates complete a directed writing task in about 80–90 words on a familiar, everyday topic.
<i>Total marks</i>	12
Question 3	
<i>Assessment objectives</i>	W3, W4
<i>Task</i>	Candidates choose between two tasks (an email/letter and an article/blog) and complete one of these in about 130–140 words.
<i>Total marks</i>	28

List of grammar and structures

The list of grammar and structures provides students with an indication of the grammatical knowledge they are expected to demonstrate in all of their assessments for IGCSE (9–1) English (as an Additional Language). The list is not intended to be restrictive.

Articles	definite article (<i>the</i>) indefinite article (<i>a, an</i>)
Nouns	singular and plural (regular and irregular) forms genitive forms (... 's and ...s') countable and uncountable nouns compound nouns noun phrases noun-forming affixes (e.g. <i>-er, -tion, -ment</i>)
Adjectives	comparatives regular forms (e.g. <i>-er (than), -ier (than), more/less ... (than), (not) as ... as, (not) ... enough, too ...</i>) irregular forms (e.g. <i>better/worse (than)</i>) superlatives regular forms (e.g. <i>-est, -iest, (the) most/least ...</i>) irregular forms (e.g. <i>(the) best/worst</i>) possessives (e.g. <i>my, your, his, her, etc.</i>) demonstratives (e.g. <i>this, that, these, etc.</i>) quantitatives (e.g. <i>some, any, much, both, all, etc.</i>) compound adjectives (e.g. <i>a two-week holiday</i>) quality, nationality, colour, size, shape
Adverbs	regular and irregular forms time (e.g. <i>then, next week, already, just, yet</i>) place (e.g. <i>here, there</i>) manner (e.g. <i>slowly, clearly</i>) frequency (e.g. <i>always, never, once a week</i>) degree (e.g. <i>very, quite, too</i>) place (e.g. <i>here, there</i>) direction (e.g. <i>left, right</i>) sequence (e.g. <i>first, last</i>) comparatives regular forms (e.g. <i>more/less ... (than), (not) as ... as, (not) ... enough, too ...</i>) irregular forms (e.g. <i>better/worse (than)</i>) superlatives regular forms (e.g. <i>(the) most/least ...</i>) irregular forms (e.g. <i>(the) best/worst</i>)

Pronouns	<p>personal</p> <ul style="list-style-type: none"> subject (e.g. <i>he, she, they</i>) object (e.g. <i>him, her, them</i>) possessive (e.g. <i>his, hers, theirs</i>) <p>reflexive (e.g. <i>myself, ourselves</i>)</p> <p>demonstrative (e.g. <i>this, that, these, those</i>)</p> <p>quantitative (e.g. <i>one, some</i>)</p> <p>indefinite (e.g. <i>another, several</i>)</p> <p>relative (e.g. <i>which, who</i>)</p> <p>impersonal (e.g. <i>it, there</i>)</p>
Verbs	<p>regular and irregular forms</p> <p>all persons of verbs, singular and plural</p> <p><i>Tenses:</i></p> <p>present simple: habits, states and processes</p> <p>present continuous: present actions and future plans</p> <p>present perfect simple: recent, unfinished and indefinite past with <i>just, already, yet, never, for, since, etc.</i></p> <p>past simple: past actions</p> <p>past continuous: continuous actions in the past</p> <p>past perfect simple: narratives</p> <p>future forms</p> <ul style="list-style-type: none"> <i>going to</i> <i>will/shall</i> present continuous present simple <p><i>Verb forms:</i></p> <p>affirmatives</p> <p>negatives</p> <p>interrogatives (e.g. <i>Which ...? How much ...? How long ...? Whose ...?</i>)</p> <p>imperatives</p> <p>infinitives (with and without <i>to</i>)</p> <p>gerunds</p> <ul style="list-style-type: none"> used as nouns (e.g. <i>cycling, speaking</i>) after verbs and prepositions (e.g. <i>keep doing, after swimming</i>) <p>passives (present and past simple)</p> <p>simple phrasal verbs (e.g. <i>look after, find out</i>)</p> <p>verbs + dependent prepositions (e.g. <i>belong to, lie down</i>)</p> <p>use of verb + object + infinitive + (in)direct object (e.g. <i>make someone do something</i>)</p> <p>use of about to + infinitive (e.g. <i>I was about to call</i>)</p> <p>causative have/get (e.g. <i>I got my camera fixed</i>)</p>

continued

verbs continued	<p><i>Modals:</i> <i>can</i> (ability, possibility, request, permission) <i>could</i> (ability, possibility, request) <i>may</i> (possibility) <i>might</i> (possibility) <i>will</i> (offer) <i>would</i> (request) <i>shall</i> (suggestion, offer) <i>should</i> (advice) <i>have (got) to</i> (obligation) <i>ought to</i> (obligation) <i>must</i> (obligation) <i>mustn't</i> (prohibition) <i>need to</i> (necessity) <i>needn't</i> (lack of necessity) <i>used to</i> (past habit) modal passive (e.g. <i>the game might be postponed</i>)</p> <p><i>Conditionals:</i> zero conditional (e.g. <i>When it rains, the garden gets wet.</i>) first conditional (e.g. <i>If you take the medicine, you will feel better.</i>) second conditional (e.g. <i>If I had more money, I would buy that.</i>)</p> <p><i>Reported speech:</i> statements (e.g. <i>She said (that) she had it.</i>) commands (e.g. <i>He told me to do it.</i>) questions (e.g. <i>She asked her parents if she could go out.</i>)</p>
Conjunctions	coordinating (e.g. <i>and, but, or, so, either, so that</i>) subordinating (e.g. <i>when, where, because, if, although, as soon as, unless</i>)
Prepositions	place (e.g. <i>on, under, inside</i>) time (e.g. <i>at, since, during</i>) direction (e.g. <i>to, towards, from</i>) method (e.g. <i>by, with</i>) other (e.g. <i>like, as, among, including due to</i>) prepositional phrases (e.g. <i>at the end of</i>) prepositions before or after nouns and adjectives (e.g. <i>the difference between, by car, frightened of</i>)
Number	cardinals (<i>one, two, three, etc.</i>) ordinals (<i>(the) first, second, third, etc.</i>)
Quantity	<i>enough, (too/so) much/many, half, quarter, (a) few, etc.</i>
Time	dates (e.g. <i>the 2nd of September</i>) time (including the 24-hour clock) years

Vocabulary list

The vocabulary list provided is intended as a guide for teachers to assist in the planning of lessons and schemes of work. It is not intended to be prescriptive or exhaustive and the assessment tasks will require students to understand and respond to words (and/or forms of words) that are not on the list.

Although the skill of deduction is not directly tested, students should be taught the skill of deducing the meaning of unknown words from the context on familiar topics.

Vocabulary is listed under particular topic headings but should be considered transferable, as appropriate, to the other topics.

Students are expected to be familiar with plural forms of nouns and adjectives where these are not given.

Common adjectives	
afraid	empty
amazing	enormous
attractive	exact
bad	excellent
big	exciting
boring/dull	extra
brilliant	fantastic
broken	fast
busy	final
calm	fine
careful	free (free of charge)
clear	free (available)
clever	friendly
close	fun
cold	general
comfortable	glad
correct	good
cosy	great
crowded	hard
dangerous	heavy
dead	high
deep	horrible
different	hot
difficult/hard	kind
dirty	light
dry	lively
early	lonely
easy	loud
electric	lovely

Common adjectives (continued)

low

lucky

mobile

modern

narrow

necessary

negative

new

noisy

normal

old

old fashioned

perfect

pleased

polite

popular

positive

possible

previous

quick

ready

real

recent

rich

safe

(the) same (as)

shy

silent

silly

similar

simple

slim

slow

small

soft

strange

strict

strong

stupid

sure

surprised

terrible

tidy

true

typical

unhappy

upset

useful

useless

warm

well-known

wet

wide

wonderful

worse, worst

wrong

Common adverbs and prepositions**Place**

above

across

after

around

behind

below

beside / next to

between

down

everywhere

from

here

in

inside

nowhere

off

on

out

outside

over

over there

somewhere

there

Common adverbs and prepositions (continued)

to
 under
 up
 upstairs
 with

Possibility

definitely
 maybe
 possibly/perhaps
 probably

Frequency

always
 daily / every day
 never
 normally
 often
 rarely
 too much
 usually

Manner

badly
 carefully
 clearly
 easily
 especially
 quickly
 slowly
 very
 well

Emphasis

certainly
 even
 really
 so

Degree

all
 exactly
 instead
 just
 not enough
 only
 quite
 without

Numbers

Cardinal numbers
 zero, one, two, three, four, five, up to a million

Ordinal numbers

first, second, third, fourth etc.

Fractions

half, a third, a quarter

Other numerical vocabulary

a lot (of)
 all / every one
 almost
 approximately
 around
 both
 double
 each
 enough
 everything
 half
 how much / how many
 little
 many
 more
 more or less
 most
 nearly
 nothing
 number

Common adverbs and prepositions (continued)

once, twice, three times, etc.

plenty

several

some

the only one

total

various

Common verbs

there is/are

to achieve / manage to

to agree

to approach

to arrange

to arrive

to ask for

to be

to be able to

to be interested in

to believe

to belong

to bite

to book

to borrow

to break

to break up

to bring

to build

to carry

to catch

to change

to chat

to check

to climb

to collect

to come

to complete

to contact

to continue / carry on

to cover

to copy

to decide

Common verbs (continued)

to decrease

to delay

to describe

to discuss

to do/make

to dream

to drink

to drop

to dry

to eat

to encourage

to end

to enjoy

to enter / go in

to feel

to fill

to find

to finish

to fix/repair

to follow

to forget

to get ready

to give (a present)

to go

to greet

to guess

to happen / take place

to hate

to have

to have to

to help

to hold

to hurry

to increase

to invite

to jump

to keep

to kick

to lend

to let

to lie / tell lies

A Everyday activities (continued)**Time expressions (continued)**

till/until

today

week / last week / next week

weekend

when

year / annual / yearly

yesterday

Time(It's) half past seven / (a) quarter to seven /
(a) quarter past seven.

(At) one/two o'clock.

afternoon

clock/watch

evening

half/quarter of an hour

hour

midday

midnight

minute

morning

second

Days of the week

Monday

Tuesday

Wednesday

Thursday

Friday

Saturday

Sunday

Months

January

February

March

April

May

June

July

August

September

October

November

December

Seasons

spring

summer

autumn

winter

Eating and drinking – Meals

breakfast

dessert

dinner

lunch

main course

meal

picnic

starter

Eating and drinking – Fruit and vegetables

apple

apricot

aubergine

banana

beans

cabbage

carrot

cauliflower

cherry

coconut

cucumber

fruit

garlic

grape

lemon

lettuce

mango

melon

mushroom

onion

A Everyday activities (continued)**Eating and drinking – Fruit and vegetables (continued)**

orange
 peach
 pear
 pepper
 pineapple
 plum
 potato
 raspberry
 strawberry
 tomato
 vegetables
 vegetarian/vegan food
 watermelon

Eating and drinking – Other food

biscuit
 bread
 butter
 cake
 cereal
 cheese
 chilli
 cream
 curry
 egg
 flour
 honey
 jam
 jelly
 oil
 omelette
 pasta
 pepper
 rice
 salad
 salt
 sandwich
 soup
 sugar
 toast
 yoghurt

Eating and drinking – Meat, fish and seafood

beef
 chicken
 fish
 ham
 lamb
 meat
 pork
 sausage
 seafood
 steak

Eating and drinking – Snacks

burger
 chips
 chocolate
 crisps
 ice cream
 pizza
 snack
 sweets

Eating and drinking – Drinks

coffee
 cola
 drink
 juice
 lemonade
 milk
 mineral water
 soft drink
 sparkling water
 still water
 tea

Eating and drinking – Tableware

bowl
 chopsticks
 cup
 fork
 glass
 knife
 mug

A Everyday activities (continued)**Eating and drinking – Tableware (continued)**

pan

plate

pot

saucer

spoon

Eating and drinking – Verbs and expressions

to be full

to be hungry

to be thirsty

to drink / have a drink

to go on a diet

to have a barbecue

to have breakfast/lunch/dinner

to prepare food

to serve

Eating and drinking – Adjectives

cooked

fresh

raw

spicy

sweet

Body and health – Body parts

ankle

arm

back

beard

body

bone

chest

ear

eye

face

finger

(left/right) foot

head

heart

knee

Body and health – Body parts (continued)

leg

moustache

mouth

neck

nose

shoulder

skin

stomach

throat

toe

tooth

voice

Body parts – Verbs and expressions

to breathe

to have a bald head

to see

to smell

to touch

to wear glasses

Body and health – Health and illness

appointment

dentists

doctor

medicine

nurse

pharmacy

plaster

Health and illness – Verbs and expressions

to be (un)healthy / in good health

to be ill / have an illness

to be tired

to break (a leg / an arm)

to cut your finger / cut yourself / have a cut

to do exercise

to fall down

to feel better/worse

to feel ill/sick

A Everyday activities (continued)**Health and illness – Verbs and expressions (continued)**

to get better/worse

to go to the gym

to have a cold

to have a fever

to have a headache/stomachache/toothache

to have an allergy

to have the flu

to hurt

to lie down

Travel and transport

adventure

ambulance

baggage/suitcase

bicycle

boat

bus

bus stop

car

delay/delayed

direction

driver

ferry

flight

journey

map

motorcycle

passenger

plane

platform

railway

(return / one way) ticket

tourist

tourist information office

train

tram

trip

visit

Travel and transport – Verbs and expressions

to arrive

to be/get lost

to cross (the road/street)

to depart/leave

to drive

to fly

to get in / out of

to get on / get off

to go hiking

to go straight ahead

to go travelling

to park

to take the bus

to travel by bus/train

to turn

to walk

B Personal and social life**Greetings**

Good morning / good afternoon / good evening!

Goodbye

Hello/Hi!

How are you? I'm (not) well.

How's it going?

I have to go.

Nice to meet you.

Pardon?

See you later/tomorrow.

Sorry / excuse me

Thank you, but I can't. Let's do it another day.

Thank you

Welcome!

Why don't we...? / Shall we...?

Exclamations/interjections

How annoying!

How interesting!

How nice!

What a shame! / What a pity!

B Personal and social life (continued)**Invitations**

to accept an invitation

to invite

to turn down/refuse an invitation

Would you like to (go to the cinema)?

Family members and relationships

adult

aunt

baby

boy

boyfriend

child

childhood

cousin

daughter

divorced

elderly

family

father/dad

first name

friend

girl

girlfriend

granddaughter

grandfather/granddad/grandpa

grandmother/grandma/granny

grandparent

grandson

guy

husband

man

marriage

married

mother/mum

neighbour

nephew

niece

older/younger brother

older/younger sister

parent

partner

Family members and relationships (continued)

relative

single

single father

single mother

son

stepfather/stepdad

stepmother/stepmum

surname

teenager

twin

uncle

wedding

wife

woman

Family members and relationships – Verbs and expressions

to be born

to be pregnant

to call / be called

to die

to grow

to grow up

to live

to marry

to spell (your name)

Physical appearance

beautiful

blonde

curly

dark

fair

fat

good-looking

handsome

long

old

poor

pretty

short

B Personal and social life (continued)**Family members and relationships – Verbs and expressions (continued)**

slim

straight

tall

thin

ugly

young

Character and mood

active

angry

bored

crazy

curious

excited

exhausted

famous

funny

greedy

happy

important

intelligent

interesting

lazy

nice

pleasant

polite

quiet

rude

sad

satisfied

sensible

serious

tired

unhappy

unpleasant

worried

Character and mood – Verbs and expressions

to be in a good/bad mood

to cry

to get annoyed/angry

to hug

to kiss

to laugh

to like/love

to smile

At home – Rooms and furniture

balcony

bathroom

ceiling

dining room

door

floor

furniture

garage

hall

study

stairs

wall

window

At home – Bathroom

bath

comb

hairbrush

mirror

shampoo

shower

soap

tap

toilet

toothbrush

towel

B Personal and social life (continued)**Bathroom – Verbs and expressions**

to brush teeth

to brush/comb hair

to have a bath

to have a shower

to wash your face

At home – Living room

armchair

carpet

chair

chest of drawers

living room / lounge

picture

rug

shelf (s) / shelves (pl)

sofa

table

At home – Kitchen

bottle

box

kitchen

sink

tin

Kitchen – Verbs and expressions

to boil

to chop

to cook

to cut

to freeze

to fry

to get lunch/dinner ready

to grill/barbecue

to roast

At home – Bedroom

bed

bedroom

blanket

closet/wardrobe

At home – Bedroom (continued)

cupboard

duvet

lamp

pillow

sheet

Bedroom – Verbs and expressions

to be sleepy/tired

to go to bed

to get up

to lie down

to rest

to sleep

to wake up

At home – Household tasks

to clean

to cook

to do the laundry

to do the washing

to do the washing up

to iron

to lay/clear the table

to sew

to take the rubbish out

to tidy up / clean the house

At home – Garden

flower

(back/front) garden

gate

path

plant

tree

wall

Garden – Verbs and expressions

to do some gardening

to grow vegetables

to plant

B Personal and social life (continued)**At home – Household appliances**

air conditioning

barbecue

battery

charger

cooker

dishwasher

electricity

freezer

fridge

gas

heating

iron

microwave

oven

plug

radio

speaker

telephone

television/TV

washing machine

watch/alarm clock

Household appliances – Verbs and expressions

to break

to open/close

to phone/call/ring / to make a phone call

to push/pull

Colours

black

blue

brown

dark

gold

green

grey

light

orange

pink

purple

Colours (continued)

red

silver

white

yellow

Clothing and accessories

backpack

bag

belt

boots

button

cap

clothes

coat

dress

earring

fashion

glasses

(a pair of) gloves

hat

jacket

jeans

jewellery

jumper/sweater

kit

necklace

pocket

purse

raincoat

ring

sandals

scarf

shirt

(a pair of) shoes

shorts

skirt

(a pair of) socks

suit

sunglasses

swimming costume/trunks

B Personal and social life (continued)

Clothing and accessories (continued)

tie

tights

trainers

trousers

T-shirt

umbrella

uniform

watch

Clothing and accessories – Verbs and expressions

It fits / doesn't fit.

It is casual.

It is smart.

It is too loose/tight.

The trousers are comfortable.

to get dressed/undressed

to put on

to take off

to try on

to wear

What size?

Leisure – Leisure activities

to go fishing

to go to a concert

to go to a music festival

to go to the theatre

to listen to (pop/classical/rock) music

to listen to music on headphones

to watch TV / a thriller / a romantic film / a comedy

Leisure – Hobbies

climbing

drawing

painting

singing

to play the drums

to play the flute

to play the guitar

to play the piano

to play the trumpet

Leisure – Hobbies (continued)

to play the violin

to play the clarinet

to write a poem / short story

Leisure – Sport

ball

bat

bicycle

champion

equipment

fan/supporter

football pitch

game/match

goal

golf course

medal

prize

(badminton/tennis) racket

(hockey) stick

team

tennis court

trainer/coach

Sport – Verbs and expressions

to do athletics

to do gymnastics

to do yoga

to go cycling

to go jogging

to go running

to go sailing

to go skateboarding

to go skating

to go skiing

to go snowboarding

to go surfing

to go swimming

to play badminton

to play baseball

to play basketball

to play cricket

B Personal and social life (continued)**Sport – Verbs and expressions (continued)**

to play football

to play golf

to play hockey

to play rugby

to play table tennis

to play tennis

to play volleyball

to ride a bicycle/horse

to score a goal

to take photos

to win a competition/race

to win a medal

C The world around us**People and places – Continents**

Africa

America, (North/South/Central) America

Antarctica

Asia

Australia

Europe

The Arctic

People and places – Countries and nationalities

Candidate's own nationality + country of residence

Candidate's own language + any other language(s) studied

People and places – Cardinal points

north

south

east

west

Nature and environment

air

beach

branch

climate

C The world around us (continued)**Nature and the environment (continued)**

coast

desert

dust

earth

environment

farming

forest

grass

hill

island

lake

landscape

moon

mountain

nature

pollution

recycle/recycling

region

river

sand

sea

sea shore

shade

shadow

sky

star

stick

stone

sun

top

underground

view

volcano

waterfall

wave

wood

world

C The world around us (continued)**Nature and environment – Climate and weather**

climate change

cloud

cold

degree

fog

heat

humid

ice

lightning

night

rain

snow

storm

sunshine

thunder

weather

weather conditions

weather forecast

wind

Nature and environment – Animals

animal

bear

bird

cat

chicken

cow

dinosaur

dog

duck

elephant

fish

fly

horse

insect

lion

monkey

mouse

pet

rabbit

rat

Nature and environment – Animals (continued)

sheep

snake

spider

tiger

Communication and technology – The digital world

advert/advertisement

app/application

blog (post)

blogger

(group) chat

computer

digital camera

document

DVD

file

folder

game

information

internet

keyboard

laptop

list

mail

memory (stick)

menu

(text) message

mobile phone

mouse

news

online

online safety

page

password

PC

photograph

printer

program

screen

selfie

social media

C The world around us (continued)**Communication and technology – The digital world (continued)**

software
 speaker
 tablet
 touch-screen
 video
 website
 wi-fi

The digital world – Verbs and expressions

to make a call
 to click
 to copy
 to download
 to email
 to fill in
 to find
 go online
 to post online
 to save
 to send
 to upload

Communication and technology – Documents and texts

article
 bill
 book
 brochure
 certificate
 comic
 form
 guidebook
 letter
 magazine
 newspaper
 note
 notebook
 passport
 postcard
 ticket

The built environment – Buildings and services

apartment/flat
 building
 bus station
 café
 cathedral
 castle
 cinema
 clinic
 coffee shop
 college
 entrance
 exit
 factory
 farm
 garage
 ground floor
 gym
 hospital
 hotel
 house/home
 library
 lift/elevator
 museum
 office
 petrol station
 police station
 post office
 restaurant
 school
 service station
 sports centre
 stadium
 swimming pool
 theatre
 train station
 university
 zoo

C The world around us (continued)**The built environment – Urban areas**

airport
 bridge
 bus stop
 car park
 corner
 metro/underground
 motorway
 neighbourhood
 pedestrian crossing
 place
 playground
 roundabout
 square
 street/road
 town/city
 traffic
 traffic lights
 village

The built environment – Shops and shopping

bakery
 bank
 bill
 bookshop
 butcher
 cash
 change
 changing room
 cheap
 closed
 coin
 credit card
 customer
 expensive
 kiosk
 market
 on sale
 open
 price
 receipt

The built environment – Shops and shopping (continued)

sales
 shop/store
 supermarket
 waiter/waitress

Shops and shopping – Verbs and expressions

How much does it cost?
 to buy
 to complain
 to get a refund
 to go shopping
 to pay
 to rent (a bike)
 to sell
 to spend money

Shops and shopping – Mass and units

centimetre
 gram
 kilogram
 kilometre
 litre
 metre

Shops and shopping – Size

big
 enormous
 large
 long
 medium size
 short
 small
 tall
 tiny

Shops and shopping – Shapes

circle (n.), round (adj.)
 square (n.), square (adj.)
 triangle (n.), triangular (adj.)

C The world around us (continued)**Shops and shopping – Materials**

cotton

glass

gold

leather

metal

paper

plastic

silver

stone

wood

wool

D The world of work**Education – Educational institutions**

nursery

primary school

private school

secondary school

university

Education – Places and people

canteen

course

department

director

education

school year

schoolyard/playground

student

subject

teacher

Education – In the classroom

(black/white/interactive) board

bell

book

desk

dictionary

eraser

notebook

D The world of work (continued)**Education – In the classroom (continued)**

notice

(sheet of) paper

pen

pencil

pencil case

poster

ruler

Education – School subjects

art

biology

chemistry

computer science / IT

drama

geography

history

languages

maths

music

physical education / PE

physics

religious education / RE

science

sport

Education – Studies

break

class (group of students)

classmate

exam/test

example

exercise

homework

lesson

mark

project

question

result

school report

term

timetable

D The world of work (continued)

Studies – Verbs and expressions

to answer
 to ask (questions)
 to experiment
 to explain
 to fail
 to know
 to pass
 to practise
 to read
 to revise
 to study
 to take notes
 to understand
 to write

Work – Professions and careers

actor
 architect
 artist
 baker
 boss
 builder
 businessman/businesswoman
 chef
 cleaner
 cook
 (bus/taxi) driver
 engineer
 farmer
 firefighter
 flight attendant
 guide
 hairdresser
 lawyer
 manager
 mechanic
 nurse
 photographer
 pilot
 police officer

Work – Professions and careers (continued)

postman/woman
 receptionist
 salesperson
 secretary
 shop assistant
 singer
 soldier
 teacher
 vet
 waiter/waitress

Work – Workplace

business
 company
 employee
 employer
 job
 office
 salary
 work

Workplace – Verbs and expressions

to be unemployed
 to earn
 to find/search for a job
 to get a job
 to get promoted
 to go on holiday
 to retire

E The international world

Culture and celebrations

birthday
 to celebrate
 church
 festival
 fireworks
 mosque
 New Year
 public holiday

E The international world (continued)

Culture and celebrations (continued)

religion

special occasion

synagogue

temple

wedding anniversary

5 What else you need to know

This section is an overview of other information you need to know about this syllabus. It will help to share the administrative information with your exams officer so they know when you will need their support. Find more information about our administrative processes at www.cambridgeinternational.org/eoguide

Before you start

Previous study

We recommend that learners starting this course should have studied an English curriculum such as the Cambridge Lower Secondary programme or equivalent national educational framework.

Guided learning hours

We design Cambridge IGCSE syllabuses based on learners having about 130 guided learning hours for each subject during the course but this is for guidance only. The number of hours a learner needs to achieve the qualification may vary according to local practice and their previous experience of the subject.

Availability and timetables

All Cambridge schools are allocated to one of six administrative zones. Each zone has a specific timetable.

This syllabus is **not** available in all administrative zones. To find out about availability check the syllabus page at www.cambridgeinternational.org/0772

You can view the timetable for your administrative zone at www.cambridgeinternational.org/timetables

You can enter candidates in the June exam series.

Check you are using the syllabus for the year the candidate is taking the exam.

Private candidates can enter for this syllabus. For more information, please refer to the *Cambridge Guide to Making Entries*.

Combining with other syllabuses

Candidates can take this syllabus alongside other Cambridge International syllabuses in a single exam series. The only exceptions are:

- Cambridge IGCSE English as an Additional Language (0472)
- Cambridge IGCSE First Language (0500)
- Cambridge IGCSE (9–1) First Language (0990)
- Cambridge IGCSE English as a Second Language (0510/0511)
- Cambridge IGCSE (9–1) English as a Second Language (0993/0991)
- Cambridge IGCSE English as a Second Language (Core) (Egypt) (0465)
- Cambridge O Level English Language (Brunei) (1120)
- Cambridge O Level English Language (1123)
- syllabuses with the same title at the same level.

Cambridge IGCSE, Cambridge IGCSE (9–1) and Cambridge O Level syllabuses are at the same level.

Group awards: Cambridge ICE

Cambridge ICE (International Certificate of Education) is a group award for Cambridge IGCSE. It allows schools to offer a broad and balanced curriculum by recognising the achievements of learners who pass exams in a range of different subjects.

Learn more about Cambridge ICE at www.cambridgeinternational.org/cambridgeice

Making entries

Exams officers are responsible for submitting entries to Cambridge International. We encourage them to work closely with you to make sure they enter the right number of candidates for the right combination of syllabus components. Entry option codes and instructions for submitting entries are in the *Cambridge Guide to Making Entries*. Your exams officer has a copy of this guide.

Audio materials

Centres should check the *Cambridge Handbook* for the year candidates are taking the assessment for information on when the audio material will be available and how to access the materials
www.cambridgeinternational.org/eoguide

Exam administration

To keep our exams secure, we produce question papers for different areas of the world, known as administrative zones. We allocate all Cambridge schools to one administrative zone determined by their location. Each zone has a specific timetable. Some of our syllabuses offer candidates different assessment options. An entry option code is used to identify the components the candidate will take relevant to the administrative zone and the available assessment options.

Support for exams officers

We know how important exams officers are to the successful running of exams. We provide them with the support they need to make your entries on time. Your exams officer will find this support, and guidance for all other phases of the Cambridge Exams Cycle, at www.cambridgeinternational.org/eoguide

Retakes and carrying forward marks

Candidates can retake the whole qualification as many times as they want to. Information on retake entries is at www.cambridgeinternational.org/entries

Candidates cannot resubmit, in whole or in part, coursework or speaking tests from a previous series. To confirm if an option is available to carry forward marks for this syllabus, refer to the *Cambridge Guide to Making Entries* for the relevant series. Regulations for carrying forward internally assessed marks can be found in the *Cambridge Handbook* for the relevant year at www.cambridgeinternational.org/eoguide

Equality and inclusion

We have taken great care to avoid bias of any kind in the preparation of this syllabus and related assessment materials. In our effort to comply with the UK Equality Act (2010) we have taken all reasonable steps to avoid any direct and indirect discrimination.

The standard assessment arrangements may present barriers for candidates with impairments. Where a candidate is eligible, we may be able to make arrangements to enable that candidate to access assessments and receive recognition of their attainment. We do not agree access arrangements if they give candidates an unfair advantage over others or if they compromise the standards being assessed.

Candidates who cannot access the assessment of any component may be able to receive an award based on the parts of the assessment they have completed.

Information on access arrangements is in the *Cambridge Handbook* at www.cambridgeinternational.org/eoguide

Language

This syllabus and the related assessment materials are available in English only.

After the exam

Grading and reporting

Grades 9, 8, 7, 6, 5, 4, 3, 2 or 1 indicate the standard a candidate achieved at Cambridge IGCSE (9–1).

9 is the highest and 1 is the lowest. 'Ungraded' means that the candidate's performance did not meet the standard required for grade 1. 'Ungraded' is reported on the statement of results but not on the certificate.

In specific circumstances your candidates may see one of the following letters on their statement of results:

- Q (PENDING)
- X (NO RESULT).

These letters do not appear on the certificate.

On the statement of results and certificates, Cambridge IGCSE is shown as INTERNATIONAL GENERAL CERTIFICATE OF SECONDARY EDUCATION (IGCSE).

How students and teachers can use the grades

Assessment at Cambridge IGCSE has two purposes:

- to measure learning and achievement

The assessment:

- confirms achievement and performance in relation to the knowledge, understanding and skills specified in the syllabus, to the levels described in the grade descriptions.

- to show likely future success

The outcomes:

- help predict which students are well prepared for a particular course or career and/or which students are more likely to be successful
- help students choose the most suitable course or career.

Grade descriptions

Grade descriptions are provided to give an indication of the standards of achievement candidates awarded particular grades are likely to show. Weakness in one aspect of the examination may be balanced by a better performance in some other aspect.

Grade descriptions for Cambridge IGCSE (9–1) English (as an Additional Language) will be published after the first assessment of the syllabus in 2023. Find more information at www.cambridgeinternational.org/0772

Changes to this syllabus for 2023, 2024 and 2025

The syllabus has been updated. This is version 2, published March 2022.

You must read the whole syllabus before planning your teaching programme.

Changes to syllabus content	<ul style="list-style-type: none">• This syllabus has been updated to reflect changes made to the Reading and Writing specimen papers. See section 4, <i>Details of the assessment</i>.
Changes to assessment (including changes to specimen papers)	<ul style="list-style-type: none">• The specimen Reading paper has been updated. See questions 1, 2 and 3.• The specimen Writing paper has been updated. See question 1.

'While studying Cambridge IGCSE and Cambridge International A Levels, students broaden their horizons through a global perspective and develop a lasting passion for learning.'

Zhai Xiaoning, Deputy Principal, The High School Affiliated to Renmin University of China

We are committed to making our documents accessible in accordance with the WCAG 2.1 Standard. We're always looking to improve the accessibility of our documents. If you find any problems or you think we're not meeting accessibility requirements, contact us at info@cambridgeinternational.org with the subject heading: Digital accessibility. If you need this document in a different format, contact us and supply your name, email address and requirements and we will respond within 15 working days.

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