



Cambridge Assessment  
International Education



Interactive

Learner Guide

Cambridge IGCSE™

Arabic 0544

For examination from 2021



In order to help us develop the highest quality resources, we are undertaking a continuous programme of review; not only to measure the success of our resources but also to highlight areas for improvement and to identify new development needs.

We invite you to complete our survey by visiting the website below. Your comments on the quality and relevance of our resources are very important to us.

[www.surveymonkey.co.uk/r/GL6ZNJB](http://www.surveymonkey.co.uk/r/GL6ZNJB)

Copyright © UCLES June 2019

Cambridge Assessment International Education is part of the Cambridge Assessment Group. Cambridge Assessment is the brand name of the University of Cambridge Local Examinations Syndicate (UCLES), which itself is a department of the University of Cambridge.

UCLES retains the copyright on all its publications. Registered Centres are permitted to copy material from this booklet for their own internal use. However, we cannot give permission to Centres to photocopy any material that is acknowledged to a third party, even for internal use within a Centre.

---

# Contents

---

About this guide	4
Section 1: Syllabus content - what you need to know	5
Section 2: How you will be assessed	6
Section 3: What skills will be assessed?	10
Section 4: Example candidate response	12
Section 5: Revision	16

---

## About this guide

---

This guide explains what you need to know about your Cambridge IGCSE Arabic 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 IGCSE 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).

Cambridge IGCSE Arabic encourages you to develop your use of the language for the purpose of practical communication. The syllabus provides opportunities for you to consolidate your language skills and extend your language range and expression through working with a variety of materials and contemporary resources. The syllabus is designed to equip you with the essential skills and language required for further study or employment using Arabic.

Our approach in Cambridge IGCSE Arabic encourages you to be:

- confident, using new and familiar structures and vocabulary to communicate with others in everyday situations
- responsible, seeking opportunities to use and develop your 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 you to express your ideas and increase your understanding of other cultures.

---

## Section 1: Syllabus content - what you need to know

---

This section gives you an outline of the syllabus content for this course. Ask your teacher for more detail about each topic. You can also find more detail in the revision checklists of this guide.

Cambridge IGCSE Arabic offers you the opportunity to develop practical communication skills in

listening, speaking, reading and writing. In both written and spoken Modern Standard Arabic, you will be able to follow factual information as well as abstract ideas, select relevant details, and understand what is directly stated or implied.

You will be encouraged to respond effectively to a variety of stimuli. You will be able to express your viewpoints with a degree of accuracy and clarity, in spoken and written form, in order to meet the needs of the given purpose and target audience. This will enable you to become independent users of Arabic in a range of contexts.

You will be learning about five broad topic areas:

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

## Section 2: How you will be assessed

You will be assessed at the end of the course by sitting four papers. You are required to take all four papers. All papers test Modern Standard Arabic.

### Components at a glance

This table summarises the key information about each examination paper. You can find details and advice on how to approach each paper in the 'About each paper' sub-section.

Component	Time and marks	Skills assessed	Details	Percentage of qualification
<b>Paper 1</b>	Approximately 45 minutes 40 marks	Listening	Candidates listen to a number of recordings and answer multiple-choice and matching questions.  Externally assessed	25%
<b>Paper 2</b>	1 hour 45 marks	Reading	Candidates read a number of texts and answer multiple-choice and matching questions as well as questions requiring short answers.	25%
<b>Paper 3</b>	Approximately 10 minutes 40 marks	Speaking	Candidates complete one role-play and conversations on two topics.  Internally assessed and externally	25%
<b>Paper 4</b>	1 hour 45 marks	Writing	Candidates complete one form-filling task, one directed writing task and one task in the format of an email/letter or an article/blog.	25%

## About each component

Each paper has a weighting of 25% of the total marks.

Component	Time and marks	Questions
Paper 1 Listening	Approx. 45 minutes  <b>40 marks</b>	<p>All questions and responses will be in Arabic and you should attempt all questions.</p> <p><b>Questions 1–8</b></p> <p>You listen to short texts (these could be announcements, phone messages, news items, or dialogues) and answer eight multiple-choice questions with four options.</p> <p>Total marks: 8</p> <p><b>Questions 9–14</b></p> <p>You listen to a short monologues or dialogue containing factual information and answer six multiple-choice questions with four options.</p> <p>Total marks: 6</p> <p><b>Question 15</b></p> <p>You listen to an Informal conversation and match the names of people, places, items or activities with the correct statements.</p> <p>Total marks: 5</p> <p><b>Questions 16–24</b></p> <p>You 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.</p> <p>Total marks: 9</p> <p><b>Questions 25–30</b></p> <p>You listen to a dialogue (conversation, discussion or interview) and answer six multiple-choice questions with four options.</p> <p>Total marks: 6</p> <p><b>Questions 31–33</b></p> <p>You listen to a conversation/discussion or interview. In each question there are five options and candidates must select the <b>two</b> options which are true.</p> <p>Total marks: 6</p>

Component	Time and marks	Questions
Paper 2 Reading	1 hour 45 marks	<p>All questions and responses will be in Arabic and you should attempt all questions.</p> <p>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 in Arabic. The number of questions in each group may vary in each examination session.</p> <p><b>Question group 1</b></p> <p>You match a series of short statements with the correct pictures.</p> <p>Total marks: 5</p> <p><b>Question group 2</b></p> <p>You match a series of short notices or signs commonly found in public places with an explanatory statement. The texts are all set in the same context.</p> <p>Total marks: 5</p> <p><b>Question group 3</b></p> <p>You answer multiple-choice questions with three options on a short text, it could be an email, message, postcard or letter.</p> <p>Total marks: 7</p> <p><b>Question group 4</b></p> <p>You answer questions on a longer text (an email, message letter or a blog) requiring short responses in Arabic.</p> <p>Total marks: 12</p> <p><b>Question group 5</b></p> <p>You 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.</p> <p>Total marks: 5</p> <p><b>Question group 6</b></p> <p>Candidates answer questions on a longer text, for example an article, requiring short responses in Arabic.</p> <p>Total marks: 11</p>

Component	Time and marks	Questions
Paper 3 Speaking	Approx.10 minutes plus (10 minutes preparation time, not assessed) 40 marks	<p>Speaking tests take place before the main examination by your teacher or examiner at the centre. The final marks, a recorded sample of your work and completed forms are sent for external moderation to Cambridge International before the advertised deadline.</p> <p>The exam consists of one role-play that includes five tasks and two topic conversations. 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.</p> <p><b>Role play</b></p> <p>You are given around 10 minutes preparation time, during which you study a role-play scenario provided on a candidate card. You are not allowed to make notes.</p> <p>You must then respond to five transactional questions to, for example, accomplish a task or obtain goods or services (approximately two minutes).</p> <p>Total marks: 10</p> <p><b>Topic conversations</b></p> <p>You respond to questions on each topic to share views, opinions and experiences (four minutes per topic conversation).</p> <p>Total marks: 30</p> <p>15 marks for Communication</p> <p>15 marks for Quality of Language</p>
Paper 4 Writing	1 hour 45 marks	<p>All questions and responses will be in Arabic and you should attempt all questions.</p> <p>This paper consists of a form-filling task, a directed writing task and an extended writing task.</p> <p><b>Question 1</b></p> <p>You fill in a form with single words or short phrases in response to a given context.</p> <p>Total marks: 5</p> <p><b>Question 2</b></p> <p>You complete a directed writing task in about 80–90 words on a familiar, everyday topic.</p> <p>Total marks: 12</p> <p><b>Question 3</b></p> <p>You choose between two tasks (an email/letter and an article/blog) and complete one of these in about 130–140 words.</p> <p>Total marks: 28</p>

## Section 3: What skills will be assessed?

The areas of knowledge, understanding and skills that you will be assessed on are called **assessment objectives** (AO). The examiners take account of the following skills areas (assessment objectives) in the examination papers:

- Knowledge
- Understanding and application
- Skills
- Evaluation

### Assessment objectives as a percentage of each component

	Paper 1	Paper 2	Paper 3	Paper 4
<b>AO1 Listening</b>	100			
<b>AO2 Reading</b>		100		
<b>AO3 Speaking</b>			100	
<b>AO4 Writing</b>				100
<b>Total</b>	100	100	100	100

Assessment objectives (AO)	What does the AO mean?	What do you need to be able to do?
<b>AO1 Listening</b>	<p>Assesses your ability to understand</p> <ul style="list-style-type: none"> <li>• the main points and key information in simple everyday material</li> <li>• clear speech on a range of familiar topics</li> <li>• the description of events and expression of ideas, opinions and attitudes in simple texts.</li> </ul> <p>And to</p> <ul style="list-style-type: none"> <li>• identify and select relevant information in predictable texts</li> </ul>	<ul style="list-style-type: none"> <li>• listen to find correct words, phrases or facts from a range of people talking with different voices and ways of pronouncing words (sources include recorded phone messages, announcements, conversations, interviews, formal talks)</li> <li>• identify ideas, opinions and views of people in a range of sources, and understand the links between them</li> <li>• understand factual information and ideas from a range of sources, such as a recorded phone message, news or weather report, travel broadcast, interview, dialogue, memoir or telephone conversation</li> <li>• recognise main points, specific information and details on everyday topics (e.g. personal and family information, shopping, local area, employment, school, leisure activities)</li> <li>• identify themes, opinions, ideas, emotions and attitudes in predictable texts (e.g. news reports, conversations, interviews, simple monologues)</li> <li>• show some awareness of ideas that are not actually spoken (for example, what a person really means, why they are really talking, their actual aim and how they really feel)</li> </ul>

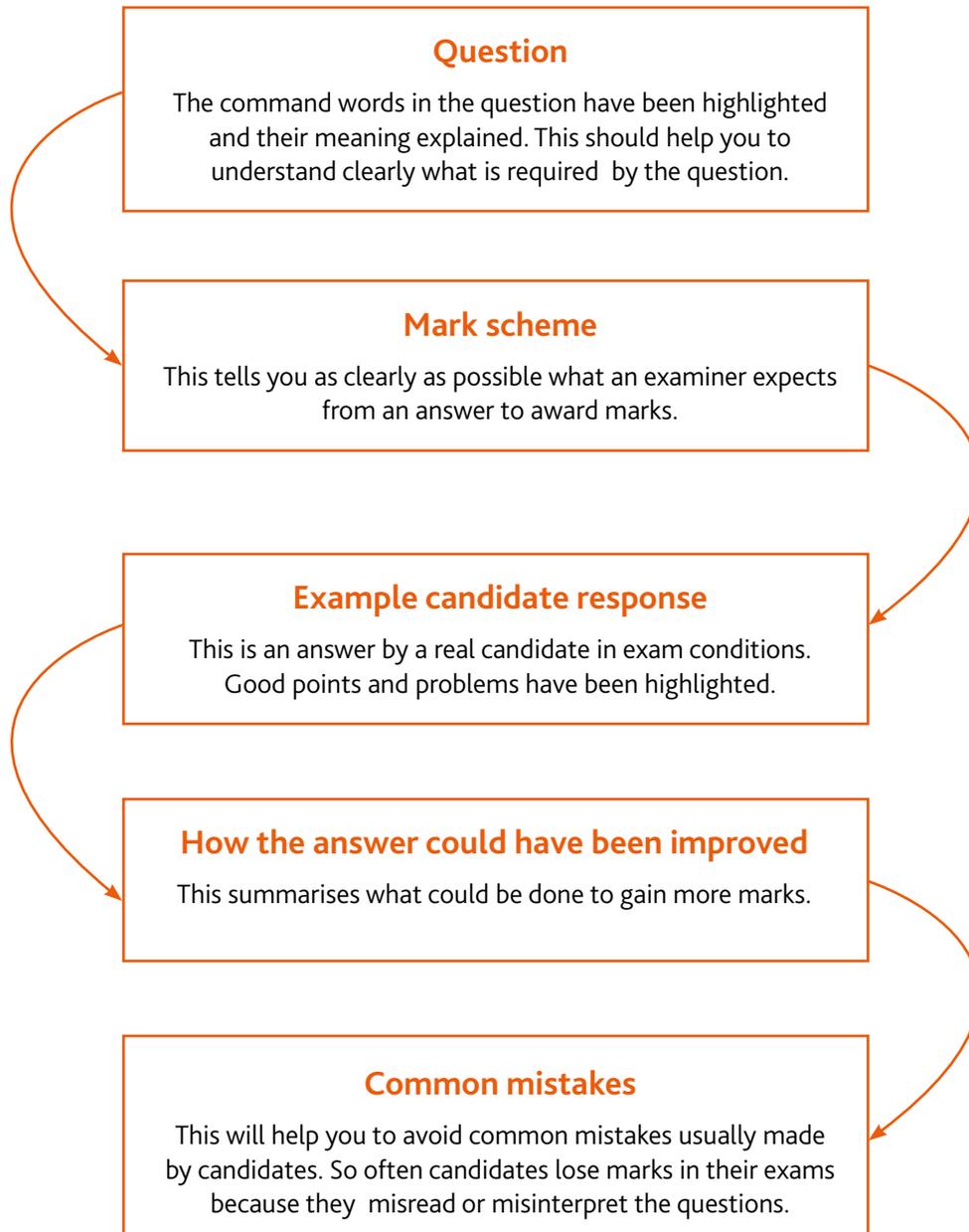
Assessment objectives (AO)	What does the AO mean?	What do you need to be able to do?
<b>AO2 Reading</b>	<p>Assesses your ability to understand</p> <ul style="list-style-type: none"> <li>the main points and key information in simple everyday material</li> <li>authentic factual texts on a range of familiar topics</li> <li>the description of events and expression of ideas, opinions and attitudes in simple texts.</li> </ul> <p>Also</p> <ul style="list-style-type: none"> <li>to identify and select relevant information in predictable texts.</li> </ul>	<ul style="list-style-type: none"> <li>read short, simple texts (e.g. signs and notices in public places, such as streets, restaurants and bus/railway stations and airports)</li> <li>read authentic texts on familiar topics and situations (e.g. newspaper/magazine articles, email messages, blogs and letters)</li> <li>read and identify descriptions of events, opinions, emotions, hopes and ambitions in simple texts (e.g. in articles, interviews or personal messages)</li> <li>read and select main points, specific information and details in predictable texts (e.g. advertisements, brochures, menus, timetables, instructions, messages)</li> <li>read and identify main points, themes, opinions, ideas, emotions and attitudes in predictable texts (e.g. newspaper/ magazine articles, simple plots of films or books)</li> <li>show some awareness of ideas that are not actually spoken (for example, what a person really means, why they are really talking, their actual aim and how they really feel)</li> </ul>
<b>AO3 Speaking</b>	<p>Assesses your ability to</p> <ul style="list-style-type: none"> <li>communicate clearly and effectively in a range of predictable everyday situations</li> <li>engage in conversations on familiar topics, expressing opinions and feelings</li> <li>use a range of structures and vocabulary with reasonable accuracy</li> <li>demonstrate some ability to maintain interaction</li> <li>show some control of pronunciation and intonation.</li> </ul>	<ul style="list-style-type: none"> <li>participate in short social exchanges (e.g. greet people, make and respond to invitations, apologies)</li> <li>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)</li> <li>take part 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)</li> <li>describe past events and experiences, hopes and ambitions and give brief reasons for opinions and plans</li> <li>communicate with reasonable accuracy, using a range of structures, tenses and vocabulary relevant to the given situation</li> <li>use simple connectors (e.g. and, but, because, then) to link a series of shorter discrete elements into a connected sequence of points</li> <li>talk using enough control and fluency of the way you say your words</li> <li>respond to what other people say so that the conversation lasts for a reasonable amount of time</li> </ul>
<b>AO4 Writing</b>	<p>Assesses your ability to</p> <ul style="list-style-type: none"> <li>communicate simple factual information clearly for everyday purposes</li> <li>write simple phrases and sentences on a familiar topic</li> <li>write simple connected texts describing events, experiences, opinions and hopes and ambitions</li> <li>use a range of simple vocabulary and language structures reasonably accurately.</li> </ul>	<ul style="list-style-type: none"> <li>fill in forms providing simple details</li> <li>communicate simple factual information in writing using everyday vocabulary and expressions</li> <li>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)</li> <li>write simple connected texts (e.g. email messages, articles) on familiar topics (e.g. plans and arrangements, likes and dislikes, family, home environment, hobbies and interests, education, work and travel)</li> <li>describe past events and experiences, opinions, hopes and ambitions and give brief reasons for opinions and plans</li> <li>write using a variety of sentence structures and interesting words correctly</li> <li>use simple connectors (e.g. and, but, because, then) to link a series of shorter discrete elements into a connected sequence of points</li> </ul>

## Section 4: Example candidate response

This section takes you through an example question and learner response from a Cambridge IGCSE Arabic past paper. It will help you to see how to identify command words within questions and to understand what is required in your response. A **command 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 separated as follows:



## Question 2 Writing

'Sports day at your school' underline the key words in the question so that you know exactly what you need to write about.

'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?

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

يطلب منك مدرّس التربية الرياضية أن تشارك في اليوم الرياضي بالمدرسة.  
اكتب رسالة إلكترونية قصيرة ( 80-90 كلمة ) إلى صديقك مستعيناً بالنقاط التالية:

'What are the types of sports?' make sure to mention more than one.

'Why?' Give at least one reason for choosing them.

'When?' and 'where?' Make sure to mention at least one time and one place.

'Why?'

The question starting with 'how?' requires detail.  
Also, notice that the future tense is required here.

ما أنواع الرياضة التي تلعبها ولماذا؟

متى تلعب الرياضة وأين تلعبها؟

لماذا الرياضة مهمة؟

كيف ستساعد في نجاح اليوم الرياضي؟

The candidate used the suggested **prompts/bullet points** to organise the information. Interesting, logical and detailed account was given employing appropriate style. A variety of language structures was attempted with some success.

## Mark scheme

The examiner uses the band descriptors in the mark scheme below to assess your response to this question. The band descriptors describe the specific evidence examiners are looking for to award a mark in a certain band. The descriptors in the mark scheme are based on the assessment objectives being tested in the question. Remember, assessment objectives are the areas of knowledge, understanding and skills you need to show you have by the end of your course. Assessment objectives W1 to W4 are tested here (You saw these in Section 3).

Marks	Descriptor	
10–12	<ul style="list-style-type: none"> <li>• Completes all tasks in the required level of detail.</li> <li>• Provides consistently relevant information and opinions.</li> <li>• Meaning is clear and communication is achieved, although there may be some linguistic inaccuracies.</li> <li>• Uses straightforward vocabulary and structures.</li> <li>• Links words and phrases using a range of simple connectors.</li> </ul>	<p><b>Marks 10–12 will be awarded, if you:</b></p> <ul style="list-style-type: none"> <li>• Write about all the bullet points in the question in some detail</li> <li>• Use straightforward vocabulary and structures.</li> <li>• Link words and phrases using a range of simple connectors</li> <li>• Write in the correct register (informal) throughout</li> <li>• Keep within the word limit</li> </ul>
7–9	<ul style="list-style-type: none"> <li>• Completes most tasks in the required level of detail.</li> <li>• Provides mostly relevant information and opinions.</li> <li>• Meaning is mostly clear and communication is generally achieved, despite linguistic inaccuracies.</li> <li>• Uses limited vocabulary and structures with some repetition.</li> <li>• Some attempt to link words and phrases using a range of simple connectors.</li> </ul>	<p><b>Marks 7–9 will be awarded, if you:</b></p> <ul style="list-style-type: none"> <li>• Write about all the bullet points in the question</li> <li>• Use a good style of writing for most of your task</li> <li>• Show some attempt to link words and phrases using a range of simple connectors</li> <li>• Ensure that meaning is mostly clear and If you make some mistakes, they will be small and not get in the way of your meaning</li> <li>• Keep within the word limit.</li> </ul>
4–6	<ul style="list-style-type: none"> <li>• Completes some tasks in the required level of detail.</li> <li>• Provides mostly relevant information and opinions.</li> <li>• Meaning is mostly clear and communication is generally achieved, despite linguistic inaccuracies.</li> <li>• Uses basic vocabulary and structures with frequent repetition.</li> <li>• Some attempt to link words or phrases using a limited range of simple connectors repetitively (e.g. <i>and / or</i>)</li> </ul>	<p><b>Marks 4–6 will be awarded, if you:</b></p> <ul style="list-style-type: none"> <li>• Write something on each bullet point</li> <li>• Write so that your meaning is generally clear</li> <li>• Use simple sentences and everyday words correctly</li> <li>• Try to use some paragraphs and simple linking words (e.g. <i>and, or</i>).</li> </ul>
1–3	<ul style="list-style-type: none"> <li>• Attempts task(s), with little or none of the required detail.</li> <li>• May provide information, is almost always irrelevant.</li> <li>• Meaning is unclear and communication is rarely achieved.</li> <li>• Uses isolated words/phrases appropriate to the task.</li> <li>• Little attempt to link words or phrases.</li> </ul>	<p><b>Marks 1–3 will be awarded, if you:</b></p> <ul style="list-style-type: none"> <li>• Write about some of the bullet points in the question</li> <li>• Use a few basic words and sentences</li> <li>• Use isolated words/phrases appropriate to the task</li> <li>• Meaning is unclear and communication is rarely achieved.</li> <li>• Little attempt to link words or phrases.</li> </ul>
0	<ul style="list-style-type: none"> <li>• No creditable content.</li> </ul>	<p><b>No marks will be awarded, if you:</b></p> <ul style="list-style-type: none"> <li>• Provide no creditable content.</li> </ul>

## Example candidate response

صديقتي نور ،

معلمي يطلبني مني أن أشارك في مدرسة. من الضروري أن ألعب الرياضة في اليوم الرياضي.

الآن أنا ألعب الرياضة كل يوم عادةً. أفعل كثير من الرياضة وكرة القدم هو مفضلتي.

الطلاب في مدرستي سوف نلعب الرياضة أسبوع القادم في مدرسة على حديقة أو في جيم.

الأنواع الرياضة أنا ألعب هو الرياضة مع كرة مثل كرة السلة. أنا أحب ألعب هذه الرياضة لأنه جيد لجسم.

الرياضة مهمة جداً لأنه جيد وصحي لجسمك وعلقك، وعندما نحن قديم نحن سوف نستطيع أن نمارس وسنلعب رياضة.

سوف أساعد في يوم الرياضي أسبوع القادم ألعب مع أفراد طالب من مدرسة مختلفة ومع طلب من مدرستي.

يوجد نشاطات كثيرة سوف نفعل! أنا مدير النادي الرياضية!

### Examiner comment

This is a Band 2 response. The candidate has produced an interesting email which is relevant to the set task. There is some successful development of ideas but there is also a degree of diversion and irrelevance when talking about the incident of the broken leg. The language used is not always accurate but it does not impede understanding, and the candidate used the future tense for the last bullet point as required by the question.

### D. How the answer could have been improved

The candidate should avoid:

- writing irrelevant information and opinions
- linguistic inaccuracies, e.g. spelling mistakes (علقك) , correct use of definite article (ال)
- using limited vocabulary, structures and repetition.

And should attempt to:

- link words and phrases using a range of simple connectors
- use more ambitious and varied vocabulary, especially nouns and adjectives
- organise the writing into clear paragraphs.

### E. Common mistakes

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

- It's easy to use only simple sentences and repeat the same sentence structures. However, you will gain more marks for varied, interesting and complex sentences.
- Some candidates only use a limited range of common everyday words. More varied and unusual vocabulary will gain higher marks.
- Errors in verbs – either in using the wrong form for the person, or the wrong tense.
- Spelling mistakes especially when they alter the meaning and impede communication.

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

---

## Section 5: Revision

---

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, Paper 3 and Paper 4

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

For more advice on revision, see the [Cambridge Learner Revision Guide](#) on our website

### General advice

#### Before the examination

Find out when the examinations are and plan your revision so you have time to revise. Create a revision timetable and divide it into sections to cover each topic.

Find out how long each paper is, how many questions you have to answer, how many marks there are for each question, and work out how long you have for each question.

Find out the choices you have on each paper, make sure you know how many sections there are and which sections you should answer from.

When there is a choice of questions in a section, make sure you revise enough to have a choice.

Know the meaning of the command words used in questions and how to apply them to the information given. Look at past examination papers and highlight the command words and check what they mean.

Make revision notes. Try different styles of notes.

Work for short periods then have a break. Revise small sections of the syllabus at a time.

Test yourself by attempting a past question paper (or questions from a past paper) without referring to your notes so that you get a true idea of your strengths and weaknesses.

Then, go back through the paper using your notes and a different coloured pen to make corrections and changes. Finally, mark it using the mark scheme and take notes of any points that you lost marks on.

If you identify an area that you are weaker in, review your notes and then practise again using different exam questions.

During your revision, test yourself again on your weaker areas to check your progress. This will help you to remember these skills when you get to the examination.

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 answer the right number of questions from the right sections.

Do not answer more questions than are needed, as this will not gain you more marks in the examination.

Plan your time according to the marks for each question. For example, a question worth one mark requires less time and a shorter answer than one worth three marks. If a question has several parts, then the parts with more marks will need more time and more developed answers.

Do not leave out questions or parts of questions. Remember, no answer means no mark.

Read each question very carefully.

- Identify the command words – you could underline or highlight them.
- Identify the other key words and perhaps underline them too.
- Try to put the question into your own words to understand what it is really asking.

Read all parts of a question before starting your answer. Think carefully about what is needed for each part. You will not need to repeat material.

Look very carefully at the resource material you are given.

- Look at pictures, information and figures.

**Answer the question.** This is very important!

Use your knowledge and understanding. Do not just write about everything you know, only write what is needed to answer the question.

Plan your answers. Clear, concise, well-ordered, well-argued, well-supported answers get more marks than long, rambling, muddled, repetitious answers. Quality is better than quantity.

Make sure your writing is clear and easy to read.

## Advice for each paper

### Paper 01 Listening

Listen as widely and as often as you can – listen to a person or two people speaking formally and informally and listen to people talking from different places. The more listening you can do the better. (Eg: TV shows, online, radio)

Practise listening for particular words or phrases by attempting to predict when the word or phrase may be said. In the examination you will listen to a long dialogue so it is advised to write down the main points, in single words or short phrases.

Practise making notes while you listen to a long conversation.

### Paper 02 Reading

Read as widely and as often as you can – use a variety of fiction and non-fiction, for example books, articles, newspapers, magazines, as well as the internet.

Practise skimming a range of texts. Read the text quickly and decide what each paragraph is mainly about.

Practise scanning a range of texts. Read the text carefully looking for key words or phrases.

In the examination, you will be asked to answer questions based on an article or text which might be long. This means identifying the main points or key words to give the relevant information.

### Paper 03 Speaking

Get involved in as many conversation or discussion activities as possible.

Practise using 3 minutes to come up with ideas you can talk about on a topic but don't make notes or use a dictionary.

Practise talking with another person about a topic of interest for 6 to 9 minutes and see how much you talk about in that time.

Record your conversation and think about how you can improve in the following areas:

- the phrases and sentence structures you used
- the range of words you used
- the detail you included
- your development of ideas
- how clearly and fluently you spoke.

### Paper 04 Writing

Write as widely and as often as you can – write formally and informally and in different forms, e.g. an email, a letter to a friend, a report.

Carry out exercises to help improve your skills in:

- spelling
- punctuation
- grammar
- vocabulary
- using linking words and paragraphs
- writing to a specific word count.

Practise re-writing sentences using your own words.

Practise checking and editing your writing.

Look at the example candidate response in this guide. Try to identify the strengths of the response and where they have made mistakes or lost marks.

## Revision checklists

The checklists below can be used as a revision checklist. **The checklists 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.

The table headings are explained below:

You should be able to	Ways to practise skills	R	A	G	Comments
Here is a list of the skills you need to cover and work on.	Here are some suggestions of how to practise your skills.	<p>You can use the tick boxes to show when you have revised an item and how confident you feel about it.</p> <p>R = <b>RED</b> means you are really unsure and lack confidence; you might want to focus your revision here and possibly talk to your teacher for help</p> <p>A = <b>AMBER</b> means you are reasonably confident but need some extra practice</p> <p>G = <b>GREEN</b> means you are very confident</p> <p>As your revision progresses, you can concentrate on the <b>RED</b> and <b>AMBER</b> items in order to turn them into <b>GREEN</b> items. You might find it helpful to highlight each topic in red, orange or green to help you prioritise.</p>			<p>You can use the Comments column to:</p> <ul style="list-style-type: none"> <li>• add more information about the details for each point</li> <li>• include a reference to a useful resource</li> <li>• add learning aids such as stories, articles or word play</li> <li>• highlight areas of difficulty or things that you need to talk to your teacher about.</li> </ul>

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

## Paper 1: Listening

You should be able to	Ways to practise skills	R	A	G	Comments
<p>Listen for specific information in short, separate statements</p> <p>Listen for specific information in longer conversations and talks</p>	<p>Listen:</p> <ul style="list-style-type: none"> <li>• for factual detail (e.g. news, weather or travel reports)</li> <li>• to announcements (e.g. on the radio, at train stations, at airports)</li> <li>• to recorded phone messages</li> <li>• to recordings of interviews, on news programmes or chat shows</li> <li>• to people (e.g. friends, family, teachers) you are talking to in everyday situations about a particular topic</li> <li>• to talks on a particular topic (e.g. history of your local area; a new invention).</li> </ul> <p>As you listen to each different source, write down the important information.</p>				
<p>Listen for gist</p> <p>Understand the main idea of a conversation; follow the overall theme</p> <p>Understand what is said in formal and informal conversations</p>	<ul style="list-style-type: none"> <li>• Listen to/watch television interviews where the host is asking a guest about his/her lifestyle, hobbies, job, future career, etc. Then write a profile of the guest.</li> <li>• After a class discussion, write a paragraph outlining your classmates' opinions.</li> <li>• Interview a friend. Then write short sentences to show your overall understanding of what they said.</li> <li>• Write some true/false questions, based on an interview/conversation that you heard.</li> <li>• Listen to different people talking in different situations and from different places and check that you understood what was said.</li> </ul>				
<p>Understand what is implied but not directly stated</p>	<p>Listen to any text and answer the following:</p> <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>				

You should be able to	Ways to practise skills	R	A	G	Comments
Make notes based on what you have heard	Listen to: <ul style="list-style-type: none"> <li>• a range of texts, including a short radio programme or internet broadcast. Practise finding exact information and making notes on precise details under specific headings</li> <li>• interesting discussions or interviews about people or places and then make some notes so that you can write a paragraph about the topic in your own words</li> <li>• a podcast about a certain subject, e.g. top 10s, comparing different mobiles, and make notes on the content.</li> </ul>				

## Paper 2 Reading

You should be able to	Ways to practise skills	R	A	G	Comments
Read short texts	Read newspaper or magazine advertisements.				
Read longer texts	Read: <ul style="list-style-type: none"> <li>• blogs or web pages</li> <li>• articles from newspapers and magazines which also state a viewpoint</li> <li>• articles in textbooks and journals</li> <li>• a newspaper or your favourite magazine regularly.</li> </ul>				
Understand certain ideas, opinions and views of a writer in a text	Read any text and answer the following: <ul style="list-style-type: none"> <li>• What specific ideas are included?</li> <li>• What are the writer's opinions/thoughts on the ideas given?</li> </ul>				

You should be able to	Ways to practise skills	R	A	G	Comments
Show some awareness of ideas that are not actually written down	<p>Read any text and answer the following:</p> <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> <li>• Read texts that are more complex and practise finding exact information and making notes on precise details under specific headings.</li> </ul>				

### Paper 3 Speaking

You should be able to	Ways to practise skills	R	A	G	Comments
Be confident when you are having a conversation with an adult	<ul style="list-style-type: none"> <li>• Practise role-playing conversations based on a single topic or theme, ideally with an adult.</li> <li>• Get involved in discussions with adults on topics which you are interested in.</li> </ul>				
Talk about a topic at some length Keep a conversation going and develop it	<ul style="list-style-type: none"> <li>• Read newspapers and listen to the news and documentaries to improve your general knowledge.</li> <li>• Practise talking for a minute on a topic. Then try talking about the topic for two minutes. Aim to get up to six minutes.</li> <li>• Get a friend to ask you questions about a topic you know well. Answer each question in as much detail as possible using carefully chosen vocabulary.</li> </ul>				
Connect what you say in different ways	<ul style="list-style-type: none"> <li>• Write down as many connecting words as you know, e.g. 'when', 'because', 'although'. Speak a sentence, which uses each of the connecting words correctly.</li> <li>• Write down as many words you know which link ideas, e.g. 'however', 'secondly', 'to summarise' and explain when you would use each of these words.</li> </ul>				

You should be able to	Ways to practise skills	R	A	G	Comments
Talk using a reasonable variety of sentence structures and interesting words	<ul style="list-style-type: none"> <li>• Talk about a topic of interest using as many different sentences as possible, e.g. a statement, a question, an exclamation.</li> <li>• Talk about a person you know well using sentences, which are always connected. Start by using 'and', 'but' or 'so'. Then try to use more interesting connecting words, e.g. 'because', 'although', 'however'.</li> <li>• Decide which grammar mistakes you make when you talk. Practise talking on different topics to other people, making sure that you correct your grammar mistakes.</li> </ul>				
Answer questions with some accuracy and clarity	<ul style="list-style-type: none"> <li>• Practise answering questions about yourself, or people, or places you know, focusing on the information being understood by the person asking the questions. Be aware of how you pronounce the words and how quickly you talk.</li> <li>• Practise answering questions about a topic of interest, focusing on the accuracy of your grammar and your sentences. It is helpful to record what you have said so you can listen to your answers again and check where you could improve answering questions about yourself or people.</li> </ul>				

## Paper 4 Writing

You should be able to	Ways to practise skills	R	A	G	Comments
Write using the correct language for the audience (informal and formal)	<p>Write:</p> <ul style="list-style-type: none"> <li>• emails to different people in different situations, e.g. an email to apply for a job or a letter to a friend about some work experience</li> <li>• about your feelings and opinions, e.g. in letters to relatives or friends</li> <li>• about your experiences in other ways, e.g. formal letter to head teacher</li> <li>• descriptions of events, places or people, etc.</li> <li>• an email to friends/family explaining about an event which happened to you recently.</li> </ul>				

You should be able to	Ways to practise skills	R	A	G	Comments
Write with some development of facts or ideas	<ul style="list-style-type: none"> <li>Re-write a piece of your writing, which contains some facts. Try to include more detail to support each fact.</li> <li>Re-write a piece of your writing, which contains some of your own ideas on a topic. Try to include more detail to expand each of your own ideas.</li> </ul>				
Use synonyms (different words that have different meanings)	<ul style="list-style-type: none"> <li>See how many different words you can find in place of a common verb, noun or adjective, e.g. 'speaking', 'problem' or 'big'.</li> <li>Take a paragraph and re-write it, using as many of your own words as possible</li> </ul>				
Connect phrases to create sentences	<ul style="list-style-type: none"> <li>Write down as many connecting words as you know, e.g. 'when', 'because', 'although'. Write a sentence which uses each connecting word correctly.</li> </ul>				
Connect sentences to create paragraphs	<ul style="list-style-type: none"> <li>Write down as many words you know which link paragraphs, e.g. 'however', 'secondly', 'to summarise' and explain when you would use each of these words.</li> </ul>				
Organise your writing in a logical way	<ul style="list-style-type: none"> <li>Copy a text which has a lot of paragraphs. Cut the text up to separate each paragraph. Now put the text into a logical order.</li> <li>Write a list of things that you do in a typical school day, starting a new line for each thing. Now re-write the list as paragraphs organised into different sections, e.g. getting ready for school, lessons that I enjoyed, what I learnt.</li> </ul>				
Write with good control of spelling	<ul style="list-style-type: none"> <li>Learn different usages of 'hamza' and write a sentence using each correctly.</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 sentences as possible, e.g. a statement, a question, an exclamation.</li> <li>Write about a person you know well. Re-write your description making any simple sentences into more lengthy sentences.</li> <li>Decide which grammar mistakes you make in your writing. Practise writing on different topics to other people, making sure that you correct your grammar mistakes.</li> </ul>				

Cambridge Assessment International Education  
The Triangle Building, Shaftesbury Road, Cambridge, CB2 8EA, United Kingdom  
t: +44 1223 553554  
e: [info@cambridgeinternational.org](mailto:info@cambridgeinternational.org) [www.cambridgeinternational.org](http://www.cambridgeinternational.org)

Copyright © UCLES June 2019