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
# 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

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**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

Planning and preparation
- Next step guides
- Schemes of work
- Specimen papers
- Syllabuses
- Teacher guides

Teaching and assessment
- Endorsed resources
- Online forums
- Support for coursework and speaking tests

Learning and revision
- Example candidate responses
- Learner guides
- Past papers and mark schemes
- Specimen paper answers

Results
- Candidate Results Service
- Principal examiner reports for teachers
- Results Analysis

Support for Cambridge IGCSE

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 overview

All candidates take four components. Candidates will be eligible for grades 9 to 1.

<table>
<thead>
<tr>
<th>All candidates take:</th>
<th>and:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paper 1</td>
<td>Paper 2</td>
</tr>
<tr>
<td>Listening</td>
<td>Reading</td>
</tr>
<tr>
<td>Approximately 50 minutes</td>
<td>25%</td>
</tr>
<tr>
<td>40 marks</td>
<td>45 marks</td>
</tr>
<tr>
<td>Candidates listen to a number of recordings and answer multiple-choice and matching questions.</td>
<td>Candidates read a number of texts and answer multiple-choice and matching questions as well as questions requiring short answers.</td>
</tr>
<tr>
<td>Externally assessed</td>
<td>Externally assessed</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>and:</th>
<th>and:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paper 3</td>
<td>Paper 4</td>
</tr>
<tr>
<td>Speaking</td>
<td>Writing</td>
</tr>
<tr>
<td>Approximately 10 minutes</td>
<td>25%</td>
</tr>
<tr>
<td>40 marks</td>
<td>45 marks</td>
</tr>
<tr>
<td>Candidates complete one role play and conversations on two topics.</td>
<td>Candidates complete a form-filling task, one directed writing task and one task in the format of an email/letter or article/blog.</td>
</tr>
<tr>
<td>Internally assessed and externally moderated</td>
<td>Externally assessed</td>
</tr>
</tbody>
</table>

Information on availability is in the Before you start section.
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

<table>
<thead>
<tr>
<th>Assessment objective</th>
<th>Weighting in IGCSE %</th>
</tr>
</thead>
<tbody>
<tr>
<td>AO1 Listening</td>
<td>25</td>
</tr>
<tr>
<td>AO2 Reading</td>
<td>25</td>
</tr>
<tr>
<td>AO3 Speaking</td>
<td>25</td>
</tr>
<tr>
<td>AO4 Writing</td>
<td>25</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
</tr>
</tbody>
</table>

Assessment objectives as a percentage of each component

<table>
<thead>
<tr>
<th>Assessment objective</th>
<th>Weighting in components %</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Paper 1</td>
</tr>
<tr>
<td>AO1 Listening</td>
<td>100</td>
</tr>
<tr>
<td>AO2 Reading</td>
<td>–</td>
</tr>
<tr>
<td>AO3 Speaking</td>
<td>–</td>
</tr>
<tr>
<td>AO4 Writing</td>
<td>–</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>Area</th>
<th>Topic Areas</th>
<th>Sub-topics</th>
</tr>
</thead>
</table>
| A    | Everyday activities | • 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 | • 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 | • 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 | • 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 | • 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.

<table>
<thead>
<tr>
<th>Description of questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Questions 1–8</td>
</tr>
</tbody>
</table>

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

| Questions 9–14            |

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

| Questions 15–19           |

<table>
<thead>
<tr>
<th>Assessment objectives</th>
<th>L2, L3, L4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Task</td>
<td>Candidates listen to a conversation and match the names of people, places, items or activities with the correct statements.</td>
</tr>
<tr>
<td>Text types</td>
<td>Informal conversations</td>
</tr>
<tr>
<td>Total marks</td>
<td>5</td>
</tr>
</tbody>
</table>
### Description of questions (continued)

**Questions 20–28**

<table>
<thead>
<tr>
<th>Assessment objectives</th>
<th>L2, L3, L4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Task</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>Text types</strong></td>
<td>Conversations, interviews</td>
</tr>
<tr>
<td><strong>Total marks</strong></td>
<td>9</td>
</tr>
</tbody>
</table>

**Questions 29–34**

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

**Questions 35–37**

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

### 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**

<table>
<thead>
<tr>
<th>Assessment objective</th>
<th>R1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Task</strong></td>
<td>Candidates read simple texts and respond to four option multiple-choice questions.</td>
</tr>
<tr>
<td><strong>Text types</strong></td>
<td>Email, text, message, note</td>
</tr>
<tr>
<td><strong>Total marks</strong></td>
<td>3</td>
</tr>
</tbody>
</table>

**Question group 2**

<table>
<thead>
<tr>
<th>Assessment objective</th>
<th>R2, R4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Task</strong></td>
<td>Candidates read a short text and respond to three option multiple-choice questions.</td>
</tr>
<tr>
<td><strong>Text types</strong></td>
<td>Email, message, letter, postcard or blog</td>
</tr>
<tr>
<td><strong>Total marks</strong></td>
<td>7</td>
</tr>
</tbody>
</table>
Question group 3

Assessment objectives  
R2, R4

Task  
Candidates read a short text and complete a gap fill exercise, selecting one from four multiple-choice options.

Text types  
Short descriptions, advertisements, articles

Total marks  
7

Question group 4

Assessment objectives  
R2, R4

Task  
Candidates answer questions on a longer text requiring short responses.

Text types  
Email, message, letter, postcard or blog

Total marks  
12

Question group 5

Assessment objective  
R3

Task  
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.

Text types  
Short descriptions, advertisements

Total marks  
5

Question group 6

Assessment objectives  
R3, R4

Task  
Candidates answer questions on a longer text requiring short responses.

Text types  
Articles

Total marks  
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:

<table>
<thead>
<tr>
<th>Mark</th>
<th>Level</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>The information is communicated. Language is appropriate to the situation and is accurate. Minor errors (adjective endings, use of prepositions, etc.) are allowed.</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>The information is partly communicated and/or the meaning is ambiguous. Errors impede communication.</td>
<td></td>
</tr>
<tr>
<td>0</td>
<td>No creditable response.</td>
<td></td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Mark</th>
<th>Level</th>
<th>Descriptor</th>
</tr>
</thead>
</table>
| 13–15| Very good    | • 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         | • 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 | • 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         | • Has difficulty with many questions but still attempts an answer.  
• Communicates some simple information relevant to the questions. |
| 1–3  | Poor         | • 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    | Poor         | • No creditable response. |
Quality of Language
Give a mark out of 15 for the candidate's performance in both topic conversations.

<table>
<thead>
<tr>
<th>Mark</th>
<th>Level</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>13–15</td>
<td>Very good</td>
<td>• Accurate use of a wide range of the structures listed in the syllabus with occasional errors in more complex language.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Accurate use of a wide range of vocabulary with occasional errors.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Very good pronunciation, fluency, intonation and expression; occasional mistakes or hesitation.</td>
</tr>
<tr>
<td>10–12</td>
<td>Good</td>
<td>• Good use of a range of the structures listed in the syllabus, with some errors.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Good use of a range of vocabulary with some errors.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Good pronunciation and fluency despite some errors or hesitation; a good attempt at correct intonation and expression.</td>
</tr>
<tr>
<td>7–9</td>
<td>Satisfactory</td>
<td>• Satisfactory use of some of the structures listed in the syllabus, with frequent errors.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Satisfactory use of vocabulary with frequent errors.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Satisfactory pronunciation and fluency despite frequent errors and hesitation; some attempt at intonation and expression.</td>
</tr>
<tr>
<td>4–6</td>
<td>Weak</td>
<td>• Limited range of structures and vocabulary, rarely accurate and/or complete; frequent ambiguity.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Pronunciation can be understood with some effort; very noticeable hesitations and stilted delivery.</td>
</tr>
<tr>
<td>1–3</td>
<td>Poor</td>
<td>• Very limited range of structures and vocabulary, almost always inaccurate.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Poor pronunciation, rarely comprehensible; many serious errors.</td>
</tr>
<tr>
<td>0</td>
<td></td>
<td>• No creditable response.</td>
</tr>
</tbody>
</table>
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**

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

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

- Personal
  - Subject (e.g. he, she, they)
  - Object (e.g. him, her, them)
  - Possessive (e.g. his, hers, theirs)
  - Reflexive (e.g. myself, ourselves)
  - Demonstrative (e.g. this, that, these, those)
  - Quantitative (e.g. one, some)
  - Indefinite (e.g. another, several)
  - Relative (e.g. which, who)
  - Impersonal (e.g. it, there)

Verbs

- Regular and irregular forms
- All persons of verbs, singular and plural

Tenses:
- Present simple: habits, states and processes
- Present continuous: present actions and future plans
- Present perfect simple: recent, unfinished and indefinite past with just, already, yet, never, for, since, etc.
- Past simple: past actions
- Past continuous: continuous actions in the past
- Past perfect simple: narratives
- Future forms
  - Going to
  - Will/shall
- Present continuous
- Present simple

Verb forms:
- Affirmatives
- Negatives
- Interrogatives (e.g. Which …? How much …? How long …? Whose …?)
- Imperatives
- Infinitives (with and without to)
- Gerunds
  - Used as nouns (e.g. cycling, speaking)
  - After verbs and prepositions (e.g. keep doing, after swimming)
- Passives (present and past simple)
- Simple phrasal verbs (e.g. look after, find out)
- Verbs + dependent prepositions (e.g. belong to, lie down)
- Use of verb + object + infinitive + (in)direct object (e.g. make someone do something)
- Use of about to + infinitive (e.g. I was about to call)
- Causative have/get (e.g. I got my camera fixed)

continued
verbs continued

**Modals:**
- can (ability, possibility, request, permission)
- could (ability, possibility, request)
- may (possibility)
- might (possibility)
- will (offer, request)
- would (request)
- shall (suggestion, offer)
- should (advice)
- have (got) to (obligation)
- ought to (obligation)
- must (obligation)
- mustn’t (prohibition)
- need to (necessity)
- needn’t (lack of necessity)
- used to (past habit)
- modal passive (e.g. the game might be postponed)

**Conditionals:**
- zero conditional (e.g. When it rains, the garden gets wet.)
- first conditional (e.g. If you take the medicine, you will feel better.)
- second conditional (e.g. If I had more money, I would buy that.)

**Reported speech:**
- statements (e.g. She said (that) she had it.)
- commands (e.g. He told me to do it.)
- questions (e.g. She asked her parents if she could go out.)

**Conjunctions**
- coordinating (e.g. and, but, or, so, either, so that)
- subordinating (e.g. when, where, because, if, although, as soon as, unless)

**Prepositions**
- place (e.g. on, under, inside)
- time (e.g. at, since, during)
- direction (e.g. to, towards, from)
- method (e.g. by, with)
- other (e.g. like, as, among, including due to)
- prepositional phrases (e.g. at the end of)
- prepositions before or after nouns and adjectives (e.g. the difference between, by car, frightened of)

**Number**
- cardinals (one, two, three, etc.)
- ordinals ((the) first, second, third, etc.)

**Quantity**
- enough, (too/so) much/many, half, quarter, (a) few, etc.

**Time**
- dates (e.g. the 2nd of September)
- 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.

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

<table>
<thead>
<tr>
<th>Adjective</th>
<th>Adjective</th>
</tr>
</thead>
<tbody>
<tr>
<td>low</td>
<td>terrible</td>
</tr>
<tr>
<td>lucky</td>
<td>tidy</td>
</tr>
<tr>
<td>mobile</td>
<td>true</td>
</tr>
<tr>
<td>modern</td>
<td>typical</td>
</tr>
<tr>
<td>narrow</td>
<td>unhappy</td>
</tr>
<tr>
<td>necessary</td>
<td>upset</td>
</tr>
<tr>
<td>negative</td>
<td>useful</td>
</tr>
<tr>
<td>new</td>
<td>useless</td>
</tr>
<tr>
<td>noisy</td>
<td>warm</td>
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<tr>
<td>normal</td>
<td>well-known</td>
</tr>
<tr>
<td>old</td>
<td>wet</td>
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<tr>
<td>old fashioned</td>
<td>wide</td>
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<tr>
<td>perfect</td>
<td>wonderful</td>
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<tr>
<td>pleased</td>
<td>worse, worst</td>
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<tr>
<td>polite</td>
<td>wrong</td>
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<td>popular</td>
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<td>positive</td>
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<td>quick</td>
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<td>ready</td>
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<td>real</td>
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<tr>
<td>recent</td>
<td></td>
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<tr>
<td>rich</td>
<td></td>
</tr>
<tr>
<td>safe</td>
<td></td>
</tr>
<tr>
<td>(the) same (as)</td>
<td></td>
</tr>
<tr>
<td>shy</td>
<td></td>
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<tr>
<td>silent</td>
<td></td>
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<tr>
<td>silly</td>
<td></td>
</tr>
<tr>
<td>similar</td>
<td></td>
</tr>
<tr>
<td>simple</td>
<td></td>
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<tr>
<td>slim</td>
<td></td>
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<td>slow</td>
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<td>small</td>
<td></td>
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<tr>
<td>soft</td>
<td></td>
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<tr>
<td>strange</td>
<td></td>
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<tr>
<td>strict</td>
<td></td>
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<tr>
<td>strong</td>
<td></td>
</tr>
<tr>
<td>stupid</td>
<td></td>
</tr>
<tr>
<td>sure</td>
<td></td>
</tr>
<tr>
<td>surprised</td>
<td></td>
</tr>
</tbody>
</table>

### 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)

<table>
<thead>
<tr>
<th>to</th>
</tr>
</thead>
<tbody>
<tr>
<td>under</td>
</tr>
<tr>
<td>up</td>
</tr>
<tr>
<td>upstairs</td>
</tr>
<tr>
<td>with</td>
</tr>
</tbody>
</table>

### Degree

- all
- exactly
- instead
- just
- not enough
- only
- quite
- without

### 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

### 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
<table>
<thead>
<tr>
<th>Common adverbs and prepositions (continued)</th>
<th>Common verbs (continued)</th>
</tr>
</thead>
<tbody>
<tr>
<td>once, twice, three times, etc.</td>
<td>to decrease</td>
</tr>
<tr>
<td>plenty</td>
<td>to delay</td>
</tr>
<tr>
<td>several</td>
<td>to describe</td>
</tr>
<tr>
<td>some</td>
<td>to discuss</td>
</tr>
<tr>
<td>the only one</td>
<td>to do/make</td>
</tr>
<tr>
<td>total</td>
<td>to dream</td>
</tr>
<tr>
<td>various</td>
<td>to drink</td>
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<td></td>
<td>to drop</td>
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<td></td>
<td>to dry</td>
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<td></td>
<td>to eat</td>
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<td></td>
<td>to encourage</td>
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<td></td>
<td>to end</td>
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<tr>
<td></td>
<td>to enjoy</td>
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<td></td>
<td>to enter / go in</td>
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<td></td>
<td>to feel</td>
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<td></td>
<td>to fill</td>
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<td>to find</td>
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<tr>
<td></td>
<td>to finish</td>
</tr>
<tr>
<td></td>
<td>to fix/repair</td>
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<td></td>
<td>to follow</td>
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<td></td>
<td>to forget</td>
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<td></td>
<td>to get ready</td>
</tr>
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<td></td>
<td>to give (a present)</td>
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<tr>
<td></td>
<td>to go</td>
</tr>
<tr>
<td></td>
<td>to greet</td>
</tr>
<tr>
<td></td>
<td>to guess</td>
</tr>
<tr>
<td></td>
<td>to happen / take place</td>
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<td></td>
<td>to hate</td>
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<td>to have</td>
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<td>to have to</td>
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<td>to help</td>
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<td>to hold</td>
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<td></td>
<td>to hurry</td>
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<td>to increase</td>
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<td>to invite</td>
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<td>to jump</td>
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<td>to keep</td>
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<td></td>
<td>to kick</td>
</tr>
<tr>
<td></td>
<td>to lend</td>
</tr>
<tr>
<td></td>
<td>to let</td>
</tr>
<tr>
<td></td>
<td>to lie / tell lies</td>
</tr>
</tbody>
</table>

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
<table>
<thead>
<tr>
<th>Common verbs (continued)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>to like</td>
<td>to tear</td>
</tr>
<tr>
<td>to listen to / hear</td>
<td>to tell/say</td>
</tr>
<tr>
<td>to look after</td>
<td>to thank</td>
</tr>
<tr>
<td>to look for</td>
<td>to think</td>
</tr>
<tr>
<td>to look like / seem</td>
<td>to throw</td>
</tr>
<tr>
<td>to lose</td>
<td>to try</td>
</tr>
<tr>
<td>to love</td>
<td>to turn on/off</td>
</tr>
<tr>
<td>to meet</td>
<td>to use</td>
</tr>
<tr>
<td>to miss</td>
<td>to visit</td>
</tr>
<tr>
<td>to mix</td>
<td>to want</td>
</tr>
<tr>
<td>to move</td>
<td>to worry</td>
</tr>
<tr>
<td>to need</td>
<td></td>
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<tr>
<td>to order</td>
<td></td>
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<tr>
<td>to paint</td>
<td></td>
</tr>
<tr>
<td>to pick up</td>
<td></td>
</tr>
<tr>
<td>to prefer</td>
<td></td>
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<tr>
<td>to pull</td>
<td></td>
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<tr>
<td>to push</td>
<td></td>
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<tr>
<td>to put</td>
<td></td>
</tr>
<tr>
<td>to receive</td>
<td></td>
</tr>
<tr>
<td>to remember/remind</td>
<td></td>
</tr>
<tr>
<td>to repeat</td>
<td></td>
</tr>
<tr>
<td>to return</td>
<td></td>
</tr>
<tr>
<td>to scream/shout</td>
<td></td>
</tr>
<tr>
<td>to see/watch</td>
<td></td>
</tr>
<tr>
<td>to share</td>
<td></td>
</tr>
<tr>
<td>to show</td>
<td></td>
</tr>
<tr>
<td>to shut</td>
<td></td>
</tr>
<tr>
<td>to sing</td>
<td></td>
</tr>
<tr>
<td>to sit</td>
<td></td>
</tr>
<tr>
<td>to smoke</td>
<td></td>
</tr>
<tr>
<td>to speak/talk</td>
<td></td>
</tr>
<tr>
<td>to spend time</td>
<td></td>
</tr>
<tr>
<td>to stand</td>
<td></td>
</tr>
<tr>
<td>to start/begin</td>
<td></td>
</tr>
<tr>
<td>to stay</td>
<td></td>
</tr>
<tr>
<td>to steal</td>
<td></td>
</tr>
<tr>
<td>to stop</td>
<td></td>
</tr>
<tr>
<td>to swim</td>
<td></td>
</tr>
<tr>
<td>to take</td>
<td></td>
</tr>
<tr>
<td>to teach</td>
<td></td>
</tr>
</tbody>
</table>

### A Everyday activities

#### Time expressions

- afterwards/later/then
- again
- at last
- before
- date
- day/week/month
- during/while
- finally
- firstly
- future
- immediately
- it’s my/your turn
- last
- late
- meanwhile
- moment
- monthly
- next
- past
- season
- since
- sometimes
- soon
- still/yet
- suddenly
- the day before yesterday
- the following (week)
### 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
- midnight
- minute
- morning
- second

#### Days of the week
- Monday
- Tuesday
- Wednesday
- Thursday
- Friday
- Saturday
- Sunday

#### Months
- January
- February
- March
- April
- May
- June
- July
- August

#### 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**

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

**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 – 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 – 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 (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 (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 – Verbs and expressions (continued)

- to be in a good/bad mood
- to cry
- to get annoyed/angry
- to hug
- to kiss
- to laugh
- to like/love
- to smile

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

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 – Bedroom (continued)
- cupboard
- duvet
- lamp
- pillow
- sheet

#### 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 – 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 – 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

#### 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

#### 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 (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
### 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

#### 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 (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
<table>
<thead>
<tr>
<th>E  The international world (continued)</th>
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<tbody>
<tr>
<td>Culture and celebrations (continued)</td>
</tr>
<tr>
<td>religion</td>
</tr>
<tr>
<td>special occasion</td>
</tr>
<tr>
<td>synagogue</td>
</tr>
<tr>
<td>temple</td>
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<tr>
<td>wedding anniversary</td>
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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](http://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](http://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](http://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

- This syllabus has been updated to reflect changes made to the Reading and Writing specimen papers. See section 4, Details of the assessment.

Changes to assessment (including changes to specimen papers)

- 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