



Syllabus

Cambridge IGCSE™

English (as an Additional Language)

0472

Use this syllabus for exams in 2026, 2027 and 2028.

Exams are available in the June series.

This syllabus is **not** available in all administrative zones.

Please check the syllabus page at www.cambridgeinternational.org/0472 to see if this syllabus is available in your administrative zone.



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, are 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. Learn more about our research at www.cambridgeassessment.org.uk/our-research/

We believe education works best when curriculum, teaching, learning and assessment are closely aligned. Our programmes develop deep knowledge, conceptual understanding and higher-order thinking skills, to prepare students for their future. 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.

School feedback: ‘We think the Cambridge curriculum is superb preparation for university.’

Feedback from: 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 education programmes and qualifications for students aged 5 to 19 is independently certified as meeting the internationally recognised standard, ISO 9001:2015. Learn more at www.cambridgeinternational.org/about-us/our-standards/

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Important: Changes to this syllabus



For information about changes to this syllabus for 2026, 2027 and 2028, go to page 53.

Any textbooks endorsed to support the syllabus for examination from 2023 are still suitable for use with this syllabus.

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 5000 schools in 150 countries.

Our programmes promote 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 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 English (as an Additional Language) encourages learners to be:

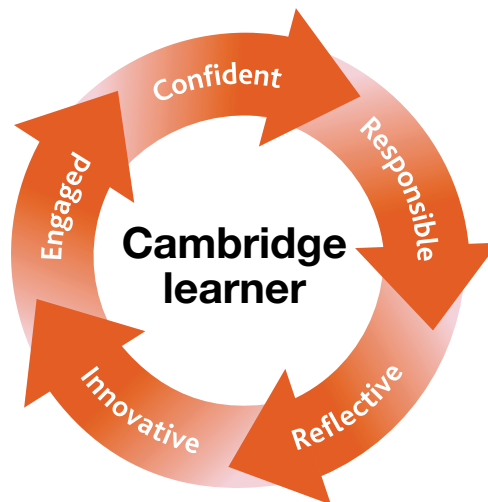
confident, using new and familiar structures and vocabulary to communicate with others in everyday situations

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.



School feedback: ‘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.’

Feedback from: Gary Tan, Head of Schools and CEO, Raffles 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 English (as an Additional Language) gives learners a solid foundation for further study. Candidates who achieve grades A* to C 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. Cambridge students can be confident that their qualifications will be understood and valued throughout their education and career, in their home country and internationally. Many universities require a combination of Cambridge International AS & A Levels and Cambridge IGCSEs or equivalent to meet their entry requirements.

Cambridge IGCSE 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 ENIC, 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 GCSE in the UK. This means students can be confident that their Cambridge IGCSE qualifications are accepted as equivalent to UK GCSEs by leading universities worldwide.

Learn more at www.cambridgeinternational.org/recognition

School feedback: ‘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.’

Feedback from: Managing Director of British School of Egypt BSE

Supporting teachers

We believe education is most effective when curriculum, teaching and learning, and assessment are closely aligned. We provide a wide range of resources, detailed guidance, innovative training and targeted 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

Support for Cambridge IGCSE			
Planning and preparation <ul style="list-style-type: none"> Syllabuses Schemes of work Specimen Question Papers and Mark Schemes Teacher guides 	Teaching and assessment <ul style="list-style-type: none"> Endorsed resources Online forums Support for coursework and speaking components 	Learning and revision <ul style="list-style-type: none"> Example candidate responses Past papers and mark schemes Specimen paper answers 	Results <ul style="list-style-type: none"> Candidate Results Service Principal examiner reports for teachers Results Analysis

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

Syllabuses and specimen materials represent the final authority on the content and structure of all of our assessments.

Professional development

Find the next step on your professional development journey.

- Introductory Professional Development – An introduction to Cambridge programmes and qualifications.
- Extension Professional Development – Develop your understanding of Cambridge programmes and qualifications to build confidence in your delivery.
- Enrichment Professional Development – Transform your approach to teaching with our Enrichment workshops.
- Cambridge Professional Development Qualifications (PDQs) – Practice-based programmes that transform professional learning for practising teachers. Available at Certificate and Diploma level.

Find out more at:

www.cambridgeinternational.org/support-and-training-for-schools/professional-development/



Supporting exams officers

We provide comprehensive support and guidance for all Cambridge exams officers.

Find out more at: www.cambridgeinternational.org/eoguide

2 Syllabus overview

Aims

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

The aims are to enable students to:

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

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



Content overview

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

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

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

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

Assessment objectives

The assessment objectives (AOs) are:

AO1 Listening

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

AO2 Reading

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

AO3 Speaking

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

AO4 Writing

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

Weighting for assessment objectives

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

Assessment objectives as a percentage of the qualification

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

Assessment objectives as a percentage of each component

Assessment objective	Weighting in components %			
	Paper 1	Paper 2	Paper 3	Paper 4
AO1 Listening	100	0	0	0
AO2 Reading	0	100	0	0
AO3 Speaking	0	0	100	0
AO4 Writing	0	0	0	100
Total	100	100	100	100

3 Subject content

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

Skills

The skills covered in the syllabus are outlined below.

Listening

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

Reading

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

Speaking

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

Writing

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

Topic areas

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

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

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

4 Details of the assessment

Dictionaries are not allowed in the examination.

Paper 1 – Listening

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

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

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

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

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

Description of questions

Questions 1–8

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

Questions 9–14

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

Description of questions (continued)

Questions 15–19

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

Questions 20–28

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

Questions 29–34

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

Questions 35–37

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

Paper 2 – Reading

Written paper, 1 hour, 45 marks

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

Description of question groups

Question group 1

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

Question group 2

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

Question group 3

<i>Assessment objectives</i>	R2, R4
<i>Task</i>	Candidates read a short text and complete a gap fill exercise, selecting one from four multiple-choice options.
<i>Text types</i>	Short descriptions, advertisements, articles
<i>Total marks</i>	7

Question group 4

<i>Assessment objectives</i>	R2, R4
<i>Task</i>	Candidates answer questions on a longer text requiring short responses.
<i>Text types</i>	Email, message, letter, postcard or blog
<i>Total marks</i>	12

Description of question groups continued

Question group 5

<i>Assessment objective</i>	R3
<i>Task</i>	Candidates match a series of descriptions of the requirements, interests or skills of different people with the correct description of places, events, services or activities. All texts are on a common theme.
<i>Text types</i>	Short descriptions, advertisements
<i>Total marks</i>	5

Question group 6

<i>Assessment objectives</i>	R3, R4
<i>Task</i>	Candidates answer questions on a longer text requiring short responses.
<i>Text types</i>	Articles
<i>Total marks</i>	11

Paper 3 – Speaking

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

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

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

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

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

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

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

Cambridge International supplies the Instructions for Teachers/Examiners which details instructions on the test, 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 Instructions for Teachers/Examiners document..

Administration of the speaking test

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

Internal moderation

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

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

External moderation

Cambridge International will externally moderate all internally assessed components.

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

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

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

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

Speaking assessment criteria grids

Role play

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

2	The information is communicated. Language is appropriate to the situation and is mainly accurate, including the time frame. Minor errors (use of prepositions, etc.) are allowed.
1	The information is partly communicated and/or the meaning is ambiguous (e.g. unclear pronunciation of a key word, incorrect time frame). Errors impede communication.
0	No creditable response.

Topic conversations

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

Communication

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

Mark	Level	Descriptor
13–15	Very good	<ul style="list-style-type: none"> Responds confidently to questions; may occasionally need repetition of words or phrases. Communicates information which is consistently relevant to the questions. Frequently develops ideas and opinions. Justifies and explains some answers.
10–12	Good	<ul style="list-style-type: none"> Responds well to questions; requires occasional use of the alternative question(s) provided. Communicates information which is almost always relevant to the questions. Sometimes develops ideas and opinions. Gives reasons or explanations for some answers.
7–9	Satisfactory	<ul style="list-style-type: none"> Responds satisfactorily to questions; frequently requires use of the alternative question(s) provided. Communicates most of the required information; may occasionally give irrelevant information. Conveys simple, straightforward opinions.
4–6	Weak	<ul style="list-style-type: none"> Has difficulty with many questions but still attempts an answer. Communicates some simple information relevant to the questions.
1–3	Poor	<ul style="list-style-type: none"> Frequently has difficulty understanding the questions and has great difficulty in replying. Communicates one or two basic pieces of information relevant to the questions.

0

- No creditable response.
-

Quality of Language

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

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

Paper 4 – Writing

Written paper, 1 hour, 45 marks

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

Description of questions

Question 1

<i>Assessment objectives</i>	W1, W2, W4
<i>Task</i>	Candidates fill in a form with single words and simple sentences in response to a given context.
<i>Total marks</i>	5

Question 2

<i>Assessment objectives</i>	W2, W4
<i>Task</i>	Candidates complete a directed writing task in about 80–90 words on a familiar, everyday topic.
<i>Total marks</i>	12

Question 3

<i>Assessment objectives</i>	W3, W4
<i>Task</i>	Candidates choose between two tasks (an email/letter and an article/blog) and complete one of these in about 130–140 words.
<i>Total marks</i>	28

List of grammar and structures

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

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

Pronouns

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

Vocabulary list

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

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

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

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

Common adjectives

afraid

amazing

attractive

bad

big

boring/dull

brilliant

broken

busy

calm

careful

clear

clever

close

cold

comfortable

correct

cosy

crowded

dangerous

dead

deep

different

difficult/hard

dirty

dry

early

easy

electric

empty

enormous

exact

excellent

exciting

extra

fantastic

fast

final

fine

free (free of charge)

free (available)

friendly

fun

general

glad

good

great

hard

heavy

high

horrible

hot

kind

light

lively

lonely

loud

lovely

Common adjectives (continued)

low
lucky
mobile
modern
narrow
necessary
negative
new
noisy
normal
old
old fashioned
perfect
pleased
polite
popular
positive
possible
previous
quick
ready
real
recent
rich
safe
(the) same (as)
shy
silent
silly
similar
simple
slim
slow
small
soft
strange
strict
strong
stupid
sure
surprised

terrible
tidy
true
typical
unhappy
upset
useful
useless
warm
well-known
wet
wide
wonderful
worse, worst
wrong

Common adverbs and prepositions

Place

above
across
after
around
behind
below
beside / next to
between
down
everywhere
from
here
in
inside
nowhere
off
on
out
outside
over
over there
somewhere
there

Common adverbs and prepositions (continued)

to

Degree

under

up

upstairs

with

Possibility

definitely

maybe

possibly/perhaps

probably

Frequency

always

daily / every day

never

normally

often

rarely

too much

usually

Manner

badly

carefully

clearly

easily

especially

quickly

slowly

very

well

Emphasis

certainly

even

really

so

**Common adverbs and prepositions
(continued)**

once, twice, three times, etc.

all

exactly

instead

just

not enough

only

quite

without

Numbers

Cardinal numbers

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

Ordinal numbers

first, second, third, fourth etc.

Fractions

half, a third, a quarter

Other numerical vocabulary

a lot (of)

all / every one

almost

approximately

around

both

double

each

enough

everything

half

how much / how many

little

many

more

more or less

most

nearly

nothing

number

Common verbs (continued)

to decrease

plenty
several
some
the only one
total
various

Common verbs

there is/are
to achieve / manage to
to agree
to approach
to arrange
to arrive
to ask for
to be
to be able to
to be interested in
to believe
to belong
to bite
to book
to borrow
to break
to break up
to bring
to build
to carry
to catch
to change
to chat
to check
to climb
to collect
to come
to complete
to contact
to continue / carry on
to cover
to copy
to decide

Common verbs (continued)

to delay
to describe
to discuss
to do/make
to dream
to drink
to drop
to dry
to eat
to encourage
to end
to enjoy
to enter / go in
to feel
to fill
to find
to finish
to fix/repair
to follow
to forget
to get ready
to give (a present)
to go
to greet
to guess
to happen / take place
to hate
to have
to have to
to help
to hold
to hurry
to increase
to invite
to jump
to keep
to kick
to lend
to let
to lie / tell lies

to like

to listen to / hear

to look after

to look for

to look like / seem

to lose

to love

to meet

to miss

to mix

to move

to need

to order

to paint

to pick up

to prefer

to pull

to push

to put

to receive

to remember/remind

to repeat

to return

to scream/shout

to see/watch

to share

to show

to shut

to sing

to sit

to smoke

to speak/talk

to spend time

to stand

to start/begin

to stay

to steal

to stop

to swim

to take

to teach

A Everyday activities (continued)

Time expressions (continued)

to tear

to tell/say

to thank

to think

to throw

to try

to turn on/off

to use

to visit

to want

to worry

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)

September

till/until

today

week / last week / next week

weekend

when

year / annual / yearly

yesterday

Time

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

(At) one/two o'clock.

afternoon

clock/watch

evening

half/quarter of an hour

hour

midday

midnight

minute

morning

second

Days of the week

Monday

Tuesday

Wednesday

Thursday

Friday

Saturday

Sunday

Months

January

February

March

April

May

June

July

August

October

November

December

Seasons

spring

summer

autumn

winter

Eating and drinking – Meals

breakfast

dessert

dinner

lunch

main course

meal

picnic

starter

Eating and drinking – Fruit and vegetables

apple

apricot

aubergine

banana

beans

cabbage

carrot

cauliflower

cherry

coconut

cucumber

fruit

garlic

grape

lemon

lettuce

mango

melon

mushroom

onion

A Everyday activities (continued)

**Eating and drinking – Fruit and vegetables
(continued)**

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

Eating and drinking – Other food

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

Eating and drinking – Meat, fish and seafood

beef
chicken
fish
ham
lamb
meat
pork
sausage
seafood
steak

Eating and drinking – Snacks

burger
chips
chocolate
crisps
ice cream
pizza
snack
sweets

Eating and drinking – Drinks

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

Eating and drinking – Tableware

bowl
chopsticks
cup
fork
glass
knife

yoghurt

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

pan

plate

pot

saucer

spoon

Eating and drinking – Verbs and expressions

to be full

to be hungry

to be thirsty

to drink / have a drink

to go on a diet

to have a barbecue

to have breakfast/lunch/dinner

to prepare food

to serve

Eating and drinking – Adjectives

cooked

fresh

raw

spicy

sweet

Body and health – Body parts

ankle

arm

back

beard

body

bone

chest

ear

eye

face

finger

(left/right) foot

head

mug

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

heart

knee

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

B Personal and social life (continued)

to feel better/worse

to feel ill/sick

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!

Invitations

to accept an invitation

to invite

to turn down/refuse an invitation

Would you like to (go to the cinema)?

Family members and relationships

adult

aunt

baby

boy

boyfriend

child

childhood

cousin

daughter

divorced

elderly

family

father/dad

first name

friend

girl

girlfriend

granddaughter

grandfather/granddad/grandpa

grandmother/grandma/granny

grandparent

grandson

guy

husband

man

marriage

married

mother/mum

neighbour

nephew

niece

**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

older/younger brother

older/younger sister

parent

partner

B Personal and social life (continued)

Family members and relationships – Verbs and expressions (continued)

slim

straight

tall

thin

ugly

young

Character and mood

active

angry

bored

crazy

curious

excited

exhausted

famous

funny

greedy

happy

important

intelligent

interesting

lazy

nice

pleasant

polite

quiet

rude

sad

satisfied

sensible

serious

tired

unhappy

unpleasant

worried

old

poor

pretty

short

Character and mood – Verbs and expressions

to be in a good/bad mood

to cry

to get annoyed/angry

to hug

to kiss

to laugh

to like/love

to smile

At home – Rooms and furniture

balcony

bathroom

ceiling

dining room

door

floor

furniture

garage

hall

study

stairs

wall

window

At home – Bathroom

bath

comb

hairbrush

mirror

shampoo

shower

soap

tap

toilet

toothbrush

towel

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

to brush teeth
 to brush/comb hair
 to have a bath
 to have a shower
 to wash your face

At home – Living room

armchair
 carpet
 chair
 chest of drawers
 living room / lounge
 picture
 rug
 shelf (s) / shelves (pl)
 sofa
 table

At home – Kitchen

bottle
 box
 kitchen
 sink
 tin

Kitchen – Verbs and expressions

to boil
 to chop
 to cook
 to cut
 to freeze
 to fry
 to get lunch/dinner ready
 to grill/barbecue
 to roast

At home – Bedroom

bed
 bedroom
 blanket
 closet/wardrobe

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

cupboard
 duvet
 lamp
 pillow
 sheet

Bedroom – Verbs and expressions

to be sleepy/tired
 to go to bed
 to get up
 to lie down
 to rest
 to sleep
 to wake up

At home – Household tasks

to clean
 to cook
 to do the laundry
 to do the washing
 to do the washing up
 to iron
 to lay/clear the table
 to sew
 to take the rubbish out
 to tidy up / clean the house

At home – Garden

flower
 (back/front) garden
 gate
 path
 plant
 tree
 wall

Garden – Verbs and expressions

to do some gardening
 to grow vegetables
 to plant

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)****Leisure – Hobbies (continued)**

tie

tights

trainers

trousers

T-shirt

umbrella

uniform

watch

Clothing and accessories – Verbs and expressions

It fits / doesn't fit.

It is casual.

It is smart.

It is too loose/tight.

The trousers are comfortable.

to get dressed/undressed

to put on

to take off

to try on

to wear

What size?

Leisure – Leisure activities

to go fishing

to go to a concert

to go to a music festival

to go to the theatre

to listen to (pop/classical/rock) music

to listen to music on headphones

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

Leisure – Hobbies

climbing

drawing

painting

singing

to play the drums

to play the flute

to play the guitar

to play the piano

to play the trumpet

B Personal and social life (continued)

to play the violin

to play the clarinet

to write a poem / short story

Leisure – Sport

ball

bat

bicycle

champion

equipment

fan/supporter

football pitch

game/match

goal

golf course

medal

prize

(badminton/tennis) racket

(hockey) stick

team

tennis court

trainer/coach

Sport – Verbs and expressions

to do athletics

to do gymnastics

to do yoga

to go cycling

to go jogging

to go running

to go sailing

to go skateboarding

to go skating

to go skiing

to go snowboarding

to go surfing

to go swimming

to play badminton

to play baseball

to play basketball

to play cricket

C The world around us (continued)

Sport – Verbs and expressions (continued)

to play football

to play golf

to play hockey

to play rugby

to play table tennis

to play tennis

to play volleyball

to ride a bicycle/horse

to score a goal

to take photos

to win a competition/race

to win a medal

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

Africa

America, (North/South/Central) America

Antarctica

Asia

Australia

Europe

The Arctic

People and places – Countries and nationalities

Candidate's own nationality + country of residence

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

People and places – Cardinal points

north

south

east

west

Nature and environment

air

beach

branch

climate

Nature and the environment (continued)

coast

desert

dust

earth

environment

farming

forest

grass

hill

island

lake

landscape

moon

mountain

nature

pollution

recycle/recycling

region

river

sand

sea

sea shore

shade

shadow

sky

star

stick

stone

sun

top

underground

view

volcano

waterfall

wave

wood

world

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

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

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

C The world around us (continued)**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.)

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

notice
 (sheet of) paper
 pen
 pencil
 pencil case
 poster
 ruler

Education – School subjects

art
 biology
 chemistry
 computer science / IT
 drama
 geography
 history
 languages
 maths
 music
 physical education / PE
 physics
 religious education / RE
 science
 sport

Education – Studies

break
 class (group of students)
 classmate
 exam/test
 example
 exercise
 homework
 lesson
 mark
 project
 question
 result
 school report
 term
 timetable

D The world of work (continued)**Studies – Verbs and expressions**

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

Work – Professions and careers

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

Work – Professions and careers (continued)

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

Work – Workplace

business
 company
 employee
 employer
 job
 office
 salary
 work

Workplace – Verbs and expressions

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

E The international world**Culture and celebrations**

birthday
 to celebrate
 church
 festival
 fireworks
 mosque
 New Year
 public holiday

E The international world (continued)

Culture and celebrations (continued)

religion

special occasion

synagogue

temple

wedding anniversary

5 What else you need to know

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

Before you start

Previous study

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

Guided learning hours

We design Cambridge IGCSE syllabuses to require about 130 guided learning hours for each subject. This is for guidance only. The number of hours a learner needs to achieve the qualification may vary according to each school and the learners' 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. Find your administrative zone at www.cambridgeinternational.org/adminzone. This syllabus is **not** available in all administrative zones. To find out about availability check the syllabus page at www.cambridgeinternational.org/0472

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 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)
- Cambridge IGCSE (9–1) English (as an Additional Language) (0772)
- 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 encourages schools to offer a broad and balanced curriculum by recognising the achievements of learners who pass exams in a range of different subjects.

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

Making entries

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

Audio materials

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

Exam administration

To keep our exams secure, we produce question papers for different areas of the world, known as administrative zones. We allocate all Cambridge schools to an 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 entries on time. Your exams officer will find this support, and guidance for all other phases of the Cambridge Exams Cycle, at www.cambridgeinternational.org/eoguide

Retakes and carrying forward marks

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

Candidates cannot resubmit, in whole or in part, coursework or speaking tests from a previous series for remarking.

To confirm what entry options are available for this syllabus, refer to the *Cambridge Guide to Making Entries* for the relevant series. Regulations for carrying forward component marks can be found in the *Cambridge Handbook* for the relevant year of assessment at www.cambridgeinternational.org/eoguide

Language

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

Accessibility and equality

Syllabus and assessment design

At Cambridge International, we work to avoid direct or indirect discrimination in our syllabuses and assessment materials. We aim to maximise inclusivity for candidates of all national, cultural or social backgrounds and candidates with protected characteristics, which include special educational needs and disability, religion and belief, and characteristics related to gender and identity. We also aim to make our materials as accessible as possible by using accessible language and applying accessible design principles. This gives all candidates the fairest possible opportunity to demonstrate their knowledge, skills and understanding and helps to minimise the requirement to make reasonable adjustments during the assessment process.

Access arrangements

Access arrangements (including modified papers) are the principal way in which Cambridge International complies with our duty, as guided by the UK Equality Act (2010), to make 'reasonable adjustments' for candidates with special educational needs (SEN), disability, illness or injury. Where a candidate would otherwise be at a substantial disadvantage in comparison to a candidate with no SEN, disability, illness or injury, we may be able to agree pre-examination access arrangements. These arrangements help a candidate by minimising accessibility barriers and maximising their opportunity to demonstrate their knowledge, skills and understanding in an assessment.

Important:

Requested access arrangements should be based on evidence of the candidate's barrier to assessment and should also reflect their normal way of working at school. This is explained in the *Cambridge Handbook* www.cambridgeinternational.org/eoguide

- For Cambridge International to approve an access arrangement, we will need to agree that it constitutes a reasonable adjustment, involves reasonable cost and timeframe and does not affect the security and integrity of the assessment.
- Availability of access arrangements should be checked by centres at the start of the course. Details of our standard access arrangements and modified question papers are available in the *Cambridge Handbook* www.cambridgeinternational.org/eoguide
- Please contact us at the start of the course to find out if we are able to approve an arrangement that is not included in the list of standard access arrangements.
- Candidates who cannot access parts of the assessment may be able to receive an award based on the parts they have completed.

Some access arrangements are not allowed in this syllabus because they affect the assessment objectives:

- candidates must **not** use voice-activated software to dictate their written work
- candidates must **not** use word processing technology which uses word prediction and/or phrase prompting including spell check and grammar check
- candidates must **not** use human readers.

After the exam

Grading and reporting

Grades A*, A, B, C, D, E, F or G indicate the standard a candidate achieved at Cambridge IGCSE.

A* is the highest and G is the lowest. 'Ungraded' means that the candidate's performance did not meet the standard required for grade G. '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:

- 1 to measure learning and achievement
The assessment confirms achievement and performance in relation to the knowledge, understanding and skills specified in the syllabus.
- 2 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.
The outcomes help students choose the most suitable course or career.

Changes to this syllabus for 2026, 2027 and 2028

The syllabus has been updated. This is version 1, published September 2023.

You must read the whole syllabus before planning your teaching programme. We review our syllabuses regularly to make sure they continue to meet the needs of our schools. In updating this syllabus, we have made it easier for teachers and students to understand, keeping the familiar features that teachers and schools value.

Changes to syllabus content

- The guidance for Paper 3 Speaking on pages 18 and 19 has been updated for clarity.
- The guidance in the Role Play mark scheme on page 20 has been updated.

Changes to assessment (including changes to specimen papers)

- The Specimen Instructions for Teachers/Examiners have been updated on page 5 to clarify the location of guidance in the *Cambridge Handbook* and on page 10 the Role play mark scheme has been updated.

Significant changes to the syllabus are indicated by black vertical lines either side of the text.

Any textbooks endorsed to support the syllabus for examination from 2023 are still suitable for use with this syllabus.



School feedback: ‘While studying Cambridge IGCSE and Cambridge International A Levels, students broaden their horizons through a global perspective and develop a lasting passion for learning.’

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

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

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