

> Section 1: Reading and writing

# Unit 1.1: About the exam

How much do you already know about the format of the Reading and Writing exam and what happens during the exam? Can you answer the following questions?

- 1 How many parts are there in the Reading and Writing exam? ..... [1]
- 2 How much time do you have to complete the whole Reading and Writing exam?  
 ..... [1]
- 3 Look at the following table. Can you match each exercise with the correct exam task?  
 ..... [6]

**TIP**

If you are new to the Reading and Writing exam, first go to Unit 1.4 and look at the complete test to see what each section looks like.

Reading and Writing exam	
Exercise 1	A <b>Informal email</b> You write an informal email to a friend. As part of the task, there are three bullet points with three ideas that you must include in your email.
Exercise 2	B <b>Multiple choice</b> You read a text and answer six questions, mainly about the writer’s ideas, attitudes and opinions. At least one question will test your ability to understand referencing words (e.g. it, them, this). You choose your answer from three options and tick the correct box.
Exercise 3	C <b>Question-answer reading comprehension</b> You read a text and answer six questions. Most questions require one detail (e.g. name, number, activity). The last question always requires three details, which appear throughout the text (e.g. problems, advice, goals, reasons). You write your answer on the line provided.
Exercise 4	D <b>Discursive writing (report/review/article/essay)</b> You write an article, an essay, a review or a report, which are mostly semi-formal to formal. Apart from the task, there are also four prompts connected to the task. These prompts will help you think of some ideas for your own written answer but you should also include your own ideas.
Exercise 5	E <b>Note-taking</b> You read a text and take notes under given headings. There will usually be two or three headings. Each heading may require three or four ideas (e.g. advantages, reasons), which you will find in the text. You need to include seven ideas/examples in total.
Exercise 6	F <b>Multiple matching</b> You read four (occasionally five) short paragraphs on the same topic (e.g. about people’s hobbies) in which different people express their opinions, feelings or attitudes. You then have to match these paragraphs to nine statements by writing the correct letter A, B, C or D next to each statement.

> CAMBRIDGE IGCSE™ ENGLISH AS A SECOND LANGUAGE: EXAM PREPARATION AND PRACTICE

- 4 What is the total number of marks you can get? ..... [1]
- 5 Do you have to answer all the exercises on the exam paper? ..... [1]
- 6 Do you lose marks if your answer is wrong? ..... [1]
- 7 Can you use a dictionary during the exam? ..... [1]
- 8 Do you have to transfer your answers onto a separate answer sheet at the end of the exam? ..... [1]

Now go to the answer key for Section 1, Unit 1.1 and check your answers.  
 Your score: ..... out of 13

Now look at the following table. How much do you know about each exercise in the Reading and Writing exam? Can you tick the correct boxes and complete the correct numbers for each exercise? If you do not know the answers, look at the reading and writing test in Unit 1.4 and then complete the table.

**TIP**

At the start of the exam, when the teacher says that you are allowed to open the question paper, always look quickly through the whole paper. This will allow you to plan how much time you should spend on each exercise/question.

Reading and Writing exam in more detail						
	Ex. 1	Ex. 2	Ex. 3	Ex. 4	Ex. 5	Ex. 6
Which exercises test your reading?						
Which exercises test your writing?						
How many marks can you get in each exercise?						
What is the word limit for longer written answers?						
Do you:						
• copy answers from the text?						
• write A, B, C or D?						
• tick boxes?						
• write your own answers?						

## 1.1 About the exam

## CHECK YOUR PROGRESS

Was there anything you didn't know about the Reading and Writing exam? Now test yourself to see if you can remember everything mentioned in the two previous exercises.

Are the following statements true (T) or false (F)? Circle the correct letter for each statement.

1	There are eight parts in the Reading and Writing exam.	T / F
2	Your writing skills will be tested in two parts of the exam only.	T / F
3	You are given 2.5 hours to complete the whole Reading and Writing exam.	T / F
4	You will receive more marks for your answers in the writing part than in the reading part of the exam.	T / F
5	If you do not understand a word in the reading part, you can use a dictionary to find the meaning.	T / F
6	You have to answer all the questions in the reading part, but you can choose which writing question – Exercise 5 or Exercise 6 – you want to answer.	T / F
7	In Exercise 1, some questions may need more than one detail as your answer.	T / F
8	In Exercise 1, when you find the answer in the text, you should copy it as it is in the text. You do not need to change the answer in any way.	T / F
9	In Exercise 2, you have to match all the statements to the texts. There are no spare statements.	T / F
10	In Exercise 3, you only need to find one detail in the text to go under each heading.	T / F
11	In Exercise 3, you should paraphrase the answers that you find in the text.	T / F
12	In Exercise 4, you can tick more than one box for each answer.	T / F
13	In Exercises 5 and 6, students receive more marks for the language they use in their writing than for the content.	T / F
14	In Exercises 5 and 6, you can write as many words as you want as long as you answer the question.	T / F
15	In Exercise 5, students are sometimes asked to write a formal email (e.g. a complaint).	T / F
16	In Exercise 6, students have to write their answers in a more formal tone than in Exercise 5.	T / F
17	In Exercise 6, students always have to write a report.	T / F

Now go to the answer key for Section 1, Unit 1.1 and check your answers.

Your score: ..... out of 17

## › Section 1: Reading and writing

# Unit 1.2: Exam strategies

First, do the exercise in Test 1 as you would in the real exam. Then look at the **Reflection** section to see some useful guidance on how to do this type of exercise. Also, look at the **Learn from mistakes** section to see common mistakes made by other students. Finally, do the same type of exercise in Test 2 to see if you have improved.

## Test 1

### Exercise 1

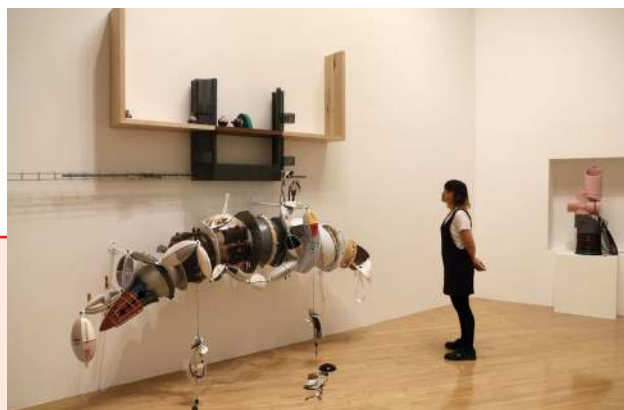
Read the article about a modern art competition called the Turner Prize and then answer the questions.

### The Turner Prize

There are many arts competitions held globally, ranging from photography to sculpture. One of the most famous visual arts competitions in Europe is the Turner Prize, which has been held in Britain since 1984. It was originally the idea of a group called the Patrons of New Art. The group itself came together only two years before the first Turner Prize competition, in 1982. The founders wanted to make the public more interested in modern art and to obtain new artworks for the Tate Gallery in London.

The competition was named after William Turner, an English painter (1775–1851) who, like most artists of that time, focused on painting landscapes. His way of painting was seen as rather controversial by many of his contemporaries – something that did not go unnoticed by the founders of the competition when they were thinking about a name for the contest.

At the beginning of the competition, unlike today, anyone who made an impact in art could have been awarded the prize. This included managers of galleries, curators or art critics. The only restriction was that these people had to have been born live or work in Britain, which is still the case today. Each year, the judges choose the winner from four shortlisted artists. After the competition was founded, people disapproved of the absence of women on the shortlist, and it wasn't until 1987 that the first two female artists were finally shortlisted.



Apart from the prestige that winning this competition carries, there is also a financial award of £40,000, which is divided among all the finalists. The artist that comes first receives £25,000 and the other shortlisted artists get £5,000 each. The jury's decision about who the winner is has often been questioned by the public because not everybody sees the winning artwork as original or exciting. The critics also dislike the fact that the selection process isn't clear. The public's divided opinion over modern art led a group called the 'K foundation' to award an anti-Turner Prize to the worst artist in Britain. In 1994, this prize was given to an artist that also won the Turner Prize in 1993 for her sculpture called 'House'.

The finalists exhibit their artwork at an exhibition, which is traditionally hosted by the Tate Britain gallery in London. In the past, it was pointed out that there was a lack of space for the exhibits at this venue. So, every other year, since 2011, galleries situated in other British cities have been selected to host the Turner Prize. These cities include Glasgow, and more recently Coventry, but it was Liverpool where this tradition began in 2007. And this is also the only city, apart from London, that has hosted this competition more than once.

1.2 Exam strategies

- 1 When did the competition first take place?  
 ..... [1]
- 2 Why did the founders of the competition find Turner’s paintings interesting?  
 ..... [1]
- 3 How many artists are in the final stage of the competition?  
 ..... [1]
- 4 How much money does the winner receive?  
 ..... [1]
- 5 Where was the first Turner Prize competition held outside London?  
 ..... [1]
- 6 What has the competition been criticised for? Give **three** details.  
 .....  
 .....  
 ..... [3]

[Total: 8]

TIP

If you are unsure about some of your answers, put a question mark next to these and have a look at them again once you have completed the whole exercise. However, do not spend too long on questions you do not know how to answer. If you do, you might not have enough time to complete other exercises in the rest of the paper.

When you have finished doing this part of the test, go to the answer key for Section 1, Unit 1.2 and check your answers.

Your score:..... out of 8

TIP

When you do Exercise 1, first answer Questions 1–5, then read the text again and find the answers to Question 6.

TIP

In Exercise 1, Questions 1–5 come in the same order as the answers in the text.

In this reading exercise, you get 1 mark for each correct answer you provide.

TIP

The last question in Exercise 1 always asks for **three** details and you get 3 marks for these. The answers are found throughout the text. There might be more than three details in the text. However, you only need to include three in your answer. You will not receive extra marks for giving more than that.

## CAMBRIDGE IGCSE™ ENGLISH AS A SECOND LANGUAGE: EXAM PREPARATION AND PRACTICE

### Reflection

Now think about the way you did Test 1, Exercise 1. Read the questions in the following table and put YES or NO to show you have, or have not, done these things. The questions remind you about the things you should do in Exercise 1 in the Reading and Writing exam. If some of your answers are NO, these are the areas you need to practise a bit more to improve your performance in the exam.

Before you started reading	YES or NO	Guidance
1 Did you read the questions first before reading the text?		<p>Read the questions first. You need to know what details to look for before you start reading. You should:</p> <ul style="list-style-type: none"> <li>• look at Question 1</li> <li>• read the text</li> <li>• find the answer to Question 1</li> <li>• highlight the answer in the text</li> <li>• write your answer on the line provided.</li> </ul> <p>Then do the same for Questions 2–5, continuing reading from where you left off. Remember you will need to read the whole text again for Question 6.</p>
2 Did you highlight the important words in each question?		Highlight important words in the question to remind you what detail you are looking for (e.g. the year of the first competition).
While you were reading	YES or NO	Guidance
3 Did you underline the answers when you found them in the text?		Sometimes you need to look at the text again to check that you have selected the correct detail. It is easier to check your answers if you underline them in the text. If you do not underline your answers, you might have to read some parts of the text again and waste your time during the exam.
4 Did you transfer your answers from the text onto the line provided as it is written in the text?		In Exercise 1, when you transfer your answers, you should use the same words as in the text. You do not need to change the wording of the answer. If you try to paraphrase the answer, you might change the meaning and lose marks.
5 Did you transfer the necessary details only, not the whole sentence or irrelevant information?		In this exercise, you are tested on your ability to select the correct detail when reading. You are not showing this skill if you copy the whole sentence. By writing too much, you also waste your time in the exam.
6 Did you check that you did not select any distracting information as part of your answer?		If you include a distracting detail together with a correct detail, the whole answer would be wrong and would not be given any marks.
7 Did you answer Questions 1–5 first and then scan the text to find the answers to Question 6?		It is very difficult to find the answers to Question 6 while you are answering Questions 1–5. It is easier to read the text again after you have answered Questions 1–5. You can scan read the text much more quickly the second time and focus on the three details.

## 1.2 Exam strategies

After you finished reading	YES or NO	Guidance
8 Did you check that you included the correct type of detail required for each question (e.g. a number, a name)?		

If you answered 'No' to any of the questions in the **Reflection** section, try to follow all the guidance from this section when you do Test 2, Exercise 1.

## Learn from mistakes

Before you do Test 2, Exercise 1, look at the following exercise. It includes some students' answers to Test 1, Exercise 1. What did the students do wrong?

1	Before answering Question 1	When <u>did</u> the competition first take <u>place</u> ?
2	Answer to Question 1	1982
3	Answer to Question 2	Turner was an English painter. He was born in 1775 and died in 1851.
4	Answer to Question 2	No-one painted like him.
5	Answer to Question 3	for artists
6	Answer to Question 3	There are four artists in the final stage of the competition.
7	Answer to Question 4	\$250,000
8	Answer to Question 4	(£40,000) £25,000
9	Answer to Question 5	Glasgow, Coventry and Liverpool
10	Answer to Question 5	2007

### TIP

After you check your answers, it is very important to look at your own mistakes. Think about why you made those mistakes to make sure you do not repeat them in the future. If you never look at your mistakes, you will not improve.

## > CAMBRIDGE IGCSE™ ENGLISH AS A SECOND LANGUAGE: EXAM PREPARATION AND PRACTICE

11 Answer to Question 6 absence of women, jury's decision  
the selection process, a lack of space

12 Answer to Question 6 jury  
process  
space

Now do Test 2, Exercise 1, and remember to follow all the guidance from the **Reflection** section for Test 1.

## Test 2

### Exercise 1

Read the article about a dinosaur called the Archaeopteryx and then answer the questions.

#### Is Archaeopteryx the birds' direct ancestor?

We learn at school that dinosaurs walked the Earth for 165 million years until they became extinct – something scientists believe was mainly caused by an asteroid crashing into our planet about 65 million years ago. However, it's less well known that one group of dinosaurs survived, including the Archaeopteryx, which was half dinosaur, half bird.

In 1860, scientists first found a fossilised feather that may have come from the Archaeopteryx dinosaur. This was followed by a more exciting find, in 1861, when the first bones of the Archaeopteryx were discovered. Just over a decade later, in 1874, a farmer discovered some more bones, which later turned out to be an even more complete skeleton of the Archaeopteryx dinosaur than the initial one.

All three finds were made in Germany and it is also where the complete skeleton can be seen – in the Humboldt Museum in Berlin. The dinosaur was given the name Archaeopteryx, which originates from the old Greek words for *ancient* and *feather*. It is also sometimes referred to by its German name *Urvogel*, which means *first bird*.

Scientists noticed that, apart from the usual features expected in these types of dinosaurs, like teeth, claws or a long bony tail, the fossils of Archaeopteryx also showed marks that resembled feathers, which was really fascinating for the scientific community. Scientists started to think that this dinosaur might have been a link between dinosaurs and birds. However, this dinosaur had a long way to go before it



would look like the birds we know nowadays. The question was, though, what Archaeopteryx needed feathers for if it wasn't for flying. The most obvious reason would be for body temperature control. It is also possible that their feathers played a role in their communication with each other.

Archaeopteryx wasn't a large dinosaur compared to other, much larger ones, which could be as heavy as 14 African elephants put together. With its 1 kilogram of weight and body length of 50 centimetres, Archaeopteryx wasn't much bigger than a pigeon. And, just like these birds, Archaeopteryx probably exploited its feathers to attract females.

Scientists don't know a lot about Archaeopteryx's diet, but they believe it mainly consisted of small reptiles. It is also believed to have occasionally replaced these with small mammals or even insects.

Despite having feathers, Archaeopteryx did not fly in the sky, but some scientists think that the dinosaur attempted very short flights near the ground when it needed to hunt or escape danger. And it must have been in situations like these when the feathers helped to ensure it remained hidden when it needed to. However, before dinosaurs could fully take to the sky, they still had to develop a few more features.



## 1.2 Exam strategies

- 1 When was the first skeleton of the Archaeopteryx dinosaur found?  
 ..... [1]
- 2 What does the German name for this dinosaur mean?  
 ..... [1]
- 3 What did scientists find interesting about the Archaeopteryx's fossils?  
 ..... [1]
- 4 What is the size of Archaeopteryx's body compared to?  
 ..... [1]
- 5 What did Archaeopteryx eat most of the time?  
 ..... [1]
- 6 What did Archaeopteryx use feathers for? Give **three** details.  
 .....  
 .....  
 ..... [3]

[Total: 8]

When you have finished doing this part of the test, go to the answer key for Section 1, Unit 1.2 and check your answers.

Your score: ..... out of 8

### CHECK YOUR PROGRESS

Now think about your progress so far and answer the following questions:

- Was your score in Test 2, Exercise 1 higher than in Test 1, or not? Why do you think this is?
- After doing the **Reflection** section for this part of the exam, did you find it easier to do Test 2? What tips did you find helpful?
- Is there anything you still find difficult? What are you going to do to improve this?

### TIP

It is important to reflect on your own progress. This will help you identify which areas are your strengths or weaknesses. If you can identify your weaknesses, you will then know what you need to revise more before the exam. The **Check your progress** sections, and the **Progress chart** at the beginning of the book will help you to do that.

## > CAMBRIDGE IGCSE™ ENGLISH AS A SECOND LANGUAGE: EXAM PREPARATION AND PRACTICE

### Develop your skills

In Exercise 1, you are tested on whether you can select the correct details and understand the connection between them in a longer piece of text. These texts can be taken from leaflets, magazine articles or from a website, etc.

Try some of the following to improve your skills in reading for detail:

- Select a short piece of text (leaflets or blogs are the best for this activity) and make a list of some question words (e.g. *who, when, what, how often, how much*). Then scan read the text and see how many answers you can find.
- Select an article and highlight random nouns, names or numbers in the text (e.g. *28%, John Burnes, Victoria Square, in January*). Then read the text around these details and find out what they refer to (e.g. *the price of houses has risen by 28%*).
- To practise your scan reading for detail, use materials like leaflets, TV guides, cinema programmes, etc. For example, you could scan read a TV guide and find how many, and what, films are being shown on one evening. You can scan read cinema programmes to try and find out if there are any comedy films and what time they are shown, etc.
- In the exam you are not allowed to use a dictionary. That is why it is important that you learn to guess the meaning of unknown vocabulary from the context when you are reading. Choose a short newspaper article, then scan it and underline all the words that you do not understand. Then read the text around each word and look for clues that might help you guess the meaning. When you have finished, check the meaning in an English dictionary to see if you were right.

### Test 1

#### Exercise 2

Read the article about four students (A–D) and their experience of studying. Then answer Question 7.

#### Experience of studying

Four students share their thoughts about studying

##### A Hoda

My favourite subjects at school are languages. I'm studying French, Russian and English because I'm hoping to become an interpreter. However, I don't have the same interest in subjects that involve practical experiments. This doesn't mean, though, that I neglect my homework for these subjects. I always try my best at whatever I do. That's why I like my tutor, who's very experienced. He shows me how to do things properly so that I don't pick up any bad habits. When I started learning French, the pronunciation was very tricky, but with practice it improved and now, everyone comments on how good my accent is. I've also

learnt that there are more ways of studying things during the lesson. At the moment, I like when the teacher asks us to put words into categories and use pictures to memorise new vocabulary. My friend, on the other hand, prefers writing down definitions from the dictionary, but I see very little value in this.

##### B Kim

I've recently changed schools, so I haven't fully settled in yet. It takes some time to get to know a new place, but the teachers have been very welcoming. They say I'm doing rather well and won't need any extra tuition to catch up with the others. I'm really happy when we're encouraged to work in groups. Not only does this give me a chance to meet new classmates, but we also think of interesting

## 1.2 Exam strategies

ideas together, so it's easier to complete the tasks we're given. The only thing I find quite demanding is the timetable. Twice a week, my lessons finish very late, which is exhausting. Then, when I get home, doing homework is a real challenge, but I noticed that if I get up before everybody else does, I get a lot of schoolwork done then. But I still have to remember to leave enough time to help my younger brother to get ready for school.

### C Kinga

I'm in my final year of college and planning to start a law degree at university next year. Getting ready for this involves a lot of research and I'd be lost if I couldn't access all the resources available online. Some of my school friends go to revision study groups in the afternoon. I've tried these groups a few times because I'm rather behind with my maths. At first, they seemed OK, but then I got frustrated with some of the people there who just wanted to chat, so we never got any work done. That's when my friend agreed, after I managed to persuade her, to support me with my maths studies. I'm not doing that badly in other

subjects, so I'm better off just doing some self-study when necessary. So, that's what I like to do in the school library these days, straight after my classes. While I'm there, I can also read about other things that interest me.

### D Miguel

When I was younger, I got into all sorts of trouble at school. I tended to disrupt the class a lot by making other students laugh or asking the teacher silly questions. My parents didn't know what to do with me. After school, I would spend lots of time online doing everything but my homework. Then I started a new school and got more involved in my studies. There was so much more to do and there still is, so, to cope with the amount of information, I take notes in the lessons, which I couldn't do without when it comes to my revision. Even some of my classmates have asked for my notes after their own approaches to revising have failed them. Recently, I got into science. Sometimes we go on trips and we learn about real science in everyday life. It's a shame that we don't do more things like this in other subjects.

For each statement, write the correct letter A, B, C or D on the line.

### Question 7

Which person gives the following information?

- |   |  |       |     |
|---|--|-------|-----|
| a | the idea that it is important to learn with a good teacher           | ..... | [1] |
| b | a preference for studying with other students                        | ..... | [1] |
| c | a claim that writing things down is really helpful for them          | ..... | [1] |
| d | an idea of how much the writer relies on technology                  | ..... | [1] |
| e | a preference for studying early in the day                           | ..... | [1] |
| f | an understanding that made the writer get help from someone          | ..... | [1] |
| g | the fact that doing extra work after school is a positive experience | ..... | [1] |
| h | a wish to have more practical school lessons                         | ..... | [1] |
| i | a description of different classroom activities to help learning     | ..... | [1] |

[Total: 9]

## > CAMBRIDGE IGCSE™ ENGLISH AS A SECOND LANGUAGE: EXAM PREPARATION AND PRACTICE

When you have finished doing this part of the test, go to the answer key for Section 1, Unit 1.2 and check your answers.

Your score:..... out of 9

## Reflection

Now think about the way you did Test 1, Exercise 2. Read the questions in the table and put YES or NO to show you have, or have not, done these things. The questions remind you about the things you should do in Exercise 2 in the Reading and Writing exam. If some of your answers are NO, these are the areas you need to practise a bit more to improve your performance in the exam.

Before you started reading	YES or NO	Guidance
1 Did you read the opinions (a)–(i) before reading the article?		The opinions can sometimes be noun phrases (e.g. a suggestion of how to deal with a difficult situation) but they can also be written as questions (e.g. which person suggests a way of dealing with a difficult situation).
2 Did you highlight the important words in each opinion?		Highlighting important words will remind you what detail you are looking for (e.g. <i>good teacher</i> and <i>important</i> ). Remember that the vocabulary used in the opinions is not always the same as the vocabulary used in the text. The ideas in the text are often paraphrased and implied.
While you were reading	YES or NO	Guidance
3 Did you read each text one at a time?		Read one text at a time. Then select all the opinions from the list that this text expresses before you move on to the next text. The order of the opinions on the list is usually different from the order they appear in the text.
4 Did you underline the answers when you found them in each text?		Check that the opinion you find in the text fully matches the idea in the opinion from the list. If only part of the idea is the same, it might not be the correct answer, but a wrong distracting detail. If you underline the ideas in the text, it will be easier for you to check them against the opinions from the list.
After you finished reading	YES or NO	Guidance
5 Did you match all the opinions (a)–(i) from the list to one of the texts?		Do not leave any spaces blank. If you do not know the answer, guess it. You will not lose marks for wrong answers. There are no extra opinions on the list. This means that you should use all the opinions (a)–(i) in your answers.

## 1.2 Exam strategies

6	Did you check again the answers you weren't sure about the first time?	If you are not sure about some of your answers, or you cannot decide between two opinions, while you are doing the exercise, put a question mark next to them. When you finish doing the whole exercise, go back to these answers to check them again and make your final decision about what the answer should be.
7	Did you write only one letter per line for each opinion?	Do not include more than one answer. If you change your mind, you need to cross out your first attempt and write your final answer clearly next to it. Do not overwrite your first attempt, as answers like these may not be legible and you may lose marks.

If you answered 'No' to any of the questions in the **Reflection** section, try to follow all the guidance from this section when you do Test 2, Exercise 2.

### Learn from mistakes

Before you do Test 2, Exercise 2, look at the following exercise. It includes some students' answers to Test 1, Exercise 2. What did the students do wrong?

- Answer to Question 7a

the idea that it is important to learn with a good teacher .....A/C.....
- Answer to Question 7b

preference for studying with other students  
.....B.....
- Answer to Question 7c

a claim that writing things down is really helpful for them .....
- Answer to Question 7d

an idea of how much the writer relies on technology .....Kinga.....

Now do Test 2, Exercise 2, and remember to follow all the guidance from the **Reflection** section for Test 1.

> CAMBRIDGE IGCSE™ ENGLISH AS A SECOND LANGUAGE: EXAM PREPARATION AND PRACTICE

## Test 2

### Exercise 2

Read the article about four people (A–D) and what they say about their jobs. Then answer Question 7.

#### Are you happy in your job?

Four people share their thoughts about jobs.

##### A Alice

I've been working for a major publishing company for over a decade now. When I started, I had to work very hard to get noticed. I wasn't necessarily trying to get a higher position, but I wanted my manager to see I could be relied on. With time I was asked if I'd be interested in being in charge of some projects. It's all the opportunities I'm given that make my job so interesting. The only downside of my work is how long it takes to get there in the morning. Some days I get stuck in traffic, which wastes a lot of time. That's why I recently requested if I could do some of my work from home and, to my surprise, my boss agreed. I actually get more things done this way compared to the days in the office. I suppose this is also a good way to avoid listening to other colleagues arguing about things.

##### B Bruno

I teach history at a college near my house. In this respect I'm lucky – I can avoid the morning traffic jams because I walk to college. The working week goes by very quickly for me because I really enjoy my job, but there is no denying that teaching doesn't suit everybody. Without enough patience and love for this job, some people decide to leave and look for a completely different job after just a year or two. I admit it might have crossed my mind a few times when I was a newly qualified teacher, but not anymore. What makes me sad though is when a good teacher leaves because of financial reasons. Teachers are hard-working people and deserve a pay rise. The school where I work is relatively modern and has a fantastic

library and gym, which my colleagues and I can use in the evening after long hours of teaching.

##### C Celine

I trained as a chef five years ago. I thought this would be my ideal job because I've always enjoyed cooking and being responsible for big family dinners. However, I've come to the conclusion that, while I enjoy cooking for my family, I don't want to do this for a living. Plus, I can't see myself being promoted any time soon either. Having said that, the restaurant where I work has the latest equipment, so this makes all the difference. I have no complaints about that, but the same can't be said about the schedule. I'm an early bird so I tend to wind down in the evening, but that's the time when the restaurant kitchen gets the busiest. The team are very friendly on the whole and I've made some friends there. Although, I feel that one of the supervisors often unfairly criticises me for all sorts of little things.

##### D Daniel

Two years ago, I took on a job for a large company dealing with computers. I used to dream of running my own company, but I've come to realise that it'd take a lot of savings to do this – something that I don't quite have yet. I also feel I still have a lot to learn and that is why my new role was totally unexpected. I'm now managing a team of five people and couldn't be happier. My family often complains about my long hours and the fact that I'm not at home with them enough. Quite a few meetings I have to attend are held abroad. My son thinks it's quite exciting, and doesn't believe me when I tell him there are so many things that need doing, like giving presentations, making new contacts, that hardly any time is left for sightseeing. However, I always make it up to my family during our holidays.

For each question, write the correct letter A, B, C or D on the line.

#### Question 7

Which person...

- |   |   |       |     |
|---|---|-------|-----|
| a | suggests that people in this job are underpaid? | ..... | [1] |
| b | is thinking of a career change?                 | ..... | [1] |
| c | is surprised by their recent promotion?         | ..... | [1] |

## 1.2 Exam strategies

- d doesn't get on with one of the staff? ..... [1]
- e feels that the working hours don't suit them? ..... [1]
- f thinks that people doing this job need to have certain qualities? ..... [1]
- g enjoys the variety of responsibilities their job offers? ..... [1]
- h says the job involves a lot of travelling? ..... [1]
- i doesn't have to travel to work every day? ..... [1]

[Total: 9]

When you have finished doing this part of the test, go to the answer key for Section 1, Unit 1.2 and check your answers.

Your score:..... out of 9

### CHECK YOUR PROGRESS

Now think about your progress so far and answer the following questions:

- Was your score in Test 2, Exercise 2, higher than in Test 1, or not? Why do you think this is?
- After doing the **Reflection** section for this part of the exam, did you find it easier to do Test 2? What guidance did you find helpful?
- Is there anything you still find difficult? What are you going to do to improve this?

## Develop your skills

In Exercise 2, you are tested on whether you can select the correct ideas/opinions and understand the connections between them. The ideas and opinions are either directly stated or implied, which means not stated directly.

Try the following activity to improve these reading skills:

- Try to read a range of texts where the author expresses their opinions (e.g. film/play/video game reviews, customer reviews online about various products and services, blogs).
- Find what the writer is writing about (e.g. a film review – acting, directing, screenplay) and what the writer's opinion is (i.e. positive, negative or mixed).
- Read the text again and find exactly what the writer liked or did not like and the reasons for their opinions.
- Then find the phrases that the writer uses to express their opinions (e.g. it was a complete let-down, it did not come up to our expectations, it is one of a kind).
- Finally, think of different ways of saying the same thing – try to paraphrase the same idea by using similar phrases. This will also help you improve your writing skills.

> CAMBRIDGE IGCSE™ ENGLISH AS A SECOND LANGUAGE: EXAM PREPARATION AND PRACTICE

Test 1

Exercise 3

Read the article about CYTECH, a company that designs wearable technology for cyclists, and then complete the notes.



**CYTECH – wearable technology for cyclists**

CYTECH, which stands for cycling and technology, is a relatively young company, but it has already found a place in the market of wearable technology. The founder, Jessica Curtis, set up this new company to combine her two biggest passions in life: cycling and designing.

Jessica first presented her plans to a friend of hers who specialises in the production of LED lighting, which is a type of low-energy lighting. Together they came up with a new design of clothing for cyclists.

Since then, Jessica has been getting feedback from her friends, who are mostly young professionals. They tend to cycle to work and often complained that they couldn't find a visibility jacket that would be functional but at the same time looked attractive. And that is exactly what Jessica has achieved with her latest clothing line for cyclists, which consists of jackets, hats and trousers. It is surprising that, in this day and age, most manufacturers of wearable technology don't focus on clothing for cyclists, but on gadgets, like smartwatches, instead. And that's exactly what Jessica's intention was – to fill a gap in the market.

Another unique feature, which is proving a huge hit with the wearers, is that the LED lighting used on these items is well hidden. Most cyclists also appreciate the fact that the battery life of this lighting is about 14 hours, which is really impressive, especially when compared to how long the average smartphone battery lasts.

In recent years, we have seen a significant increase in people taking up cycling, not only for their own pleasure, but also as a more reliable and environmentally friendly means of transport in cities around the world. The rise in cyclists on the road has brought the need to improve road safety more into the spotlight. This was something that also played a vital role in Jessica's decision to go into this business. When the clothing itself was tested, it was visible as far as 400 metres away – something Jessica was particularly pleased with.

The fabric that is used to make these clothes is both waterproof and machine washable – two practical facts that certainly can't be overlooked.

Currently, Jessica is looking into working with energy-harvesting fabrics next. Energy harvesting is a way of storing power from external sources like the wind or the sun and then using the small sources of energy for everyday purposes, such as charging your smartphone or any other portable electronic devices.

Jessica has become a role model for other aspiring entrepreneurs and is often asked what the secret of her success is. She believes that there is no harm in aiming high, but urges anyone who wants to follow in her footsteps to invest in thorough market research. The bottom line is – the customer comes first.

Imagine you are going to give a talk about the CYTECH company and their products to your classmates. Use words from the article to help you write some notes.

Make short notes under each heading.

8 Reasons why Jessica started designing clothing for cyclists

- .....
- ..... [2]



1.2 Exam strategies

9 Benefits of CYTECH products

Example: functional

- .....
- .....
- .....
- .....
- ..... [5]

[Total: 7]

When you have finished doing this part of the test, go to the answer key for Section 1, Unit 1.2 and check your answers.

Your score:..... out of 7

Reflection

Now think about the way you did Test 1, Exercise 3. Read the questions in the following table and put YES or NO to show you have, or have not, done these things. The questions remind you about the things you should do in Exercise 3 in the Reading exam. If some of your answers are NO, these are the areas you need to practise a bit more to improve your performance in the Reading exam.

Before you started reading	YES or NO	Guidance
1 Did you first carefully read the instructions and the headings for your notes?		The order of the headings for your notes may not always be the same as the order of the ideas in the text. Also, the ideas in the text may not always come in the same paragraph. They are often spread throughout the text.
2 Did you highlight the important words in each heading?		Highlight important words in the question to remind you what detail you are looking for (e.g. <i>reasons</i> and <i>starting</i> ). It is a good idea to use a different highlighter pen for each heading and then to use the same colour to underline the ideas in the text.
While you were reading	YES or NO	Guidance
3 Did you highlight the details/ ideas in the text that are required for each heading?		Read the text and highlight all the examples required for the first heading. Then transfer the correct number of examples onto the lines provided under the first heading. Repeat the same for the second heading, and so on.
4 Did you transfer the ideas under the correct heading, on the lines provided?		If you highlight ideas that go under the same heading with a different colour highlighter, it will be easier for you to see which ideas should go under the same heading. Also make sure that each idea is written on a separate line.

## > CAMBRIDGE IGCSE™ ENGLISH AS A SECOND LANGUAGE: EXAM PREPARATION AND PRACTICE

While you were reading	YES or NO	Guidance
5 Did you transfer the answers as they are worded in the text?		Do not paraphrase your answers. You are tested on whether you can find the correct details. By changing the wording of the answer, you might also change the meaning and lose marks. Use the same wording as in the text.
After you finished reading	YES or NO	Guidance
6 Did you include the correct number of details under each heading?		The number of marks shown under each heading tells you how many ideas are required. You get one mark for each correct idea. There are usually more ideas in the text than you need.
7 Did you check that you did not include the same idea twice?		Sometimes there may be two details that talk about the same idea. If you include both of these similar ideas as two separate answers, you will only get one mark. For example, <i>the battery life of this lighting is about 14 hours</i> and <i>[14 hours of battery life] is really impressive</i> both express the same benefit of CYTECH products and should only be included once.
8 Did you check that you included the details under the correct heading?		If you include the correct detail, but write it under the wrong heading, this detail will not receive a mark.

If you answered 'No' to any of the questions in the **Reflection** section, try to follow all the guidance from this section when you do Test 2, Exercise 3.

## Learn from mistakes

Before you do Test 2, Exercise 3, look at the following exercise. It includes some students' answers to Test 1, Exercise 3. What did the students do wrong?

- Answer to Question 8

  - improve roads
  - she is a designer
- Answer to Question 8

  - CYTECH, which stands for cycling and technology, is a relatively young company, but it has already found a place in the market of wearable technology. The founder, Jessica Curtis, set up this new company to combine her two biggest passions in life: cycling and designing.
- Answer to Question 9

  - fill a gap in the market

1.2 Exam strategies

4	Answer to Question 9	<ul style="list-style-type: none"> <li>• attractive</li> <li>• machine washable</li> <li>• waterproof</li> <li>• stores power from the sun</li> <li>• .....</li> </ul>
5	Answer to Question 9	<ul style="list-style-type: none"> <li>• the LED lighting cannot be accessed by other people</li> </ul>
6	Answer to Question 9	<ul style="list-style-type: none"> <li>• (charge phone) / machine washable / waterproof / attractive / LED lighting hidden</li> <li>• .....</li> <li>• .....</li> <li>• .....</li> <li>• .....</li> </ul>

Now do Test 2, Exercise 3, and remember to follow all the guidance from the **Reflection** section for Test 1.

**Test 2**

**Exercise 3**

Read the article about how to become an astronaut and then complete the notes.

**Could you be a future astronaut?**

Becoming an astronaut has always been a dream of many young boys and girls, but the question is – how do you become one?

The NTV television channel is launching a reality series that may help to answer this question. It will offer people who think they have what it takes to become an astronaut the opportunity to try out what it is really like to go through a selection process and a space preparation programme. The TV channel has asked a former astronaut who also used to be in charge of the International Space Station (ISS) to oversee this process to make sure it is as close to the real thing as possible. 'Unless you have self-discipline, you shouldn't even think of handing in your application.' The real process



is very demanding, both physically and mentally, so hopeful applicants won't make it without enough determination.

People who have been selected to go to space and to work at the ISS have come from varied backgrounds. At the beginning of space exploration, astronauts often came from an army background, for example army pilots. These days, successful applicants usually have some previous experience in science and engineering, which is an advantage and certainly helps with the scientific experiments that are carried

> CAMBRIDGE IGCSE™ ENGLISH AS A SECOND LANGUAGE: EXAM PREPARATION AND PRACTICE

out by the crew of each space mission. These can range from examining cosmic dust to growing lettuce.

The space programme is also suited to people who are good at staying calm under pressure, especially when they have to deal with zero gravity once on board the ISS. This is the lack of the force that pulls objects to the ground, something we experience on Earth, but not in space. This means that all objects float around the space station and can potentially be a danger to the astronauts. Because of this, astronauts need to predict in which direction the objects are likely to move. People who apply are, therefore, tested on their spatial awareness. Even though research has shown that this is something that

can be taught, it's preferable for successful applicants to already possess this quality. The tough selection process is absolutely necessary to prepare them for what lies ahead, where working together as a team will prove essential.

To many, being at the ISS might sound like a lot of fun, but this is not always the case. One of the downsides, for example, is the loss of muscle and bone mass after spending time in space. On return to Earth, it takes astronauts some time to get back to normal and regain their strength. And that's why a good level of general physical health is expected at the initial stage of the process.

The reality show starts on 3 March, but if you think you have what it takes already, you can try applying directly to the ISS.

Imagine you are going to give a talk about how to become an astronaut to your science class at school. Use words from the article to help you write some notes.

**Make short notes under each heading.**

**8** Skills and personal qualities needed to become an astronaut

*Example: self-discipline*

- .....
- .....
- .....
- ..... [4]

**9** What is expected of all astronauts while they are in space

- .....
- .....
- ..... [3]

[Total: 7]

When you have finished doing this part of the test, go to the answer key for Section 1, Unit 1.2 and check your answers.

Your score:..... out of 7

## 1.2 Exam strategies

### CHECK YOUR PROGRESS

Now think about your progress so far and answer the following questions:

- Was your score in Test 2, Exercise 3 higher than in Test 1? Why do you think this is?
- After doing the **Reflection** section for this part of the exam, did you find it easier to do Test 2? What guidance did you find helpful?
- Is there anything you still find difficult? What are you going to do to improve this?

## Develop your skills

In Exercise 3, you are tested on whether you can select the correct details and ideas/opinions and understand the connections between these ideas.

Try the following activity to improve these reading skills:

- Try to read a range of texts where the author writes about advantages and disadvantages, success and failure, benefits and difficulties, etc. You might find these ideas in texts like travel blogs, online articles about various projects or magazine articles about history/nature/science. Do not choose articles that are too long. The articles you choose should be of a similar length to the articles in the real exam – approximately one A4 page.
- First, quickly skim the text to get the general idea and see whether it contains ideas like reasons, results, pros/cons, etc.
- Select one of the ideas (e.g. reasons), scan read the text again and find examples of reasons. Ignore all the other information.
- When you get better at these reading skills, time yourself each time you read a new article to see if your reading speed is improving too.

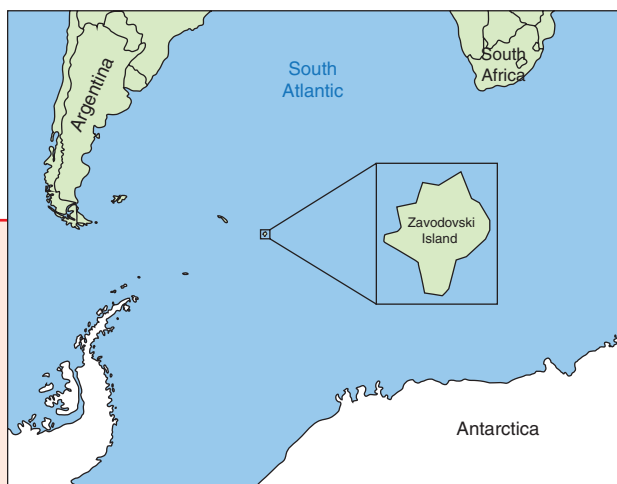
## Test 1

### Exercise 4

Read the blog written by someone who films wildlife in different parts of the world, and then answer the questions.

#### Filming penguins on Zavodovski Island

Today we're leaving Zavodovski Island, where we've spent several weeks filming penguins. This island in the South Atlantic Ocean is uninhabited and hosts the largest penguin colony in the world. The species that lives on this island is called the chinstrap penguin, named after the black line that runs from ear to ear underneath its beak. The island is located in such extreme conditions that life for the penguins here is very dangerous. While there are plenty of fish in the ocean surrounding the island, getting to it is not an easy task. The waves are huge and smash against the rocks with great power.



> CAMBRIDGE IGCSE™ ENGLISH AS A SECOND LANGUAGE: EXAM PREPARATION AND PRACTICE

Our whole team spent several weeks preparing for this expedition. We took this stage very seriously. After all, getting ready for filming in a very remote region isn't the same as packing for a couple of weeks' family holidays with all the conveniences of the modern world. Apart from the usual precautions like making sure we had enough food, the appropriate equipment and clothing, we also gave a lot of thought to safety. We had to have everything ready in case of a medical emergency. All of this is probably what anyone would expect to happen before setting off on an expedition. The environmental impact the team may have on the island and its wildlife is one aspect that doesn't cross many people's minds though. We were very lucky to benefit from the experience, and knowledge, of Pete Johansson, who was in charge of our expedition. He made sure we knew exactly what to do to minimise our impact. This included vacuuming the inside of our backpacks and cleaning our shoes to avoid bringing any seeds to the island, and potentially causing harm to the local environment.

On the day we got to the island, the sea was very rough. This made getting the filming gear onto dry land no easy task. And, as if that wasn't hard enough, pulling it up a cliff to the exact location really tested us to the limit. The weather can change very quickly in this region, as we soon discovered,

which made filming rather tricky at times. We couldn't stay on one spot for too long because of the strong, biting winds, so we had to do everything very quickly. But you realise it's all well worth it when you see the penguins. They resemble funny little people in dinner jackets. I could watch them forever swaying from one side to another as they walk around the island. And they're very curious too, which meant they interfered with us setting up the filming equipment.

These friendly creatures, who are more than half a metre tall, now dominate the island. They build their nests here and have their chicks. The nest is round and made from collected stones, which aren't in short supply on the island. Both parents take *it* in turns to sit on the eggs to keep them warm until the chicks are ready to come out, after about 37 days. The chicks don't leave the nests for another few weeks, when they join the penguin 'nursery', where they're looked after together with all the other youngsters.

Now that it's time to leave, saying our goodbyes isn't proving nearly as easy as we thought it would because we've certainly grown close to the penguins. Our cameraman even has his favourite ones and has given each of them a name. It's been a true privilege to film these amazing animals in their natural habit and witness some of the key moments in their everyday lives.

47

10 In paragraph 1, we learn that

- A Zavodovski Island is the only place where chinstrap penguins are found.
- B Nobody had been to the island before the film crew arrived.
- C The environment on the island is challenging for the penguins.

[1]

11 What does the writer suggest about the preparation stage of the expedition?

- A He would rather have been getting ready for a holiday with his family.
- B He appreciated there was someone who was very experienced on the team.
- C He was surprised by the number of things to consider before setting off.

[1]

12 What did the filming crew find most difficult when they arrived at the island?

- A the mountainous landscape
- B the unpredictable weather
- C the sea storm

[1]

1.2 Exam strategies

- 13 In paragraph 3, the writer mentions 'dinner jackets' to demonstrate
- A how formal the penguins' way of walking is.
  - B how similar the penguins' behaviour is to humans.
  - C how amusing the penguins' appearance is.

[1]

- 14 In paragraph 4, what activity does 'it' refer to?
- A building their nests
  - B looking after the eggs
  - C collecting stones

[1]

- 15 What was the writer's main reason for writing this blog?
- A To raise awareness of the environmental changes on the island.
  - B To advise people visiting the island about how to prepare for the trip.
  - C To describe how satisfying a wildlife expedition can be.

[1]

[Total: 6]

When you have finished doing this part of the test, go to the answer key for Section 1, Unit 1.2 and check your answers.

Your score:..... out of 6

## Reflection

Now think about the way you did Test 1, Exercise 4. Read the questions in the following table and put YES or NO to show you have, or have not, done these things. The questions remind you about the things you should do in Exercise 4 in the Reading and Writing exam. If some of your answers are NO, these are the areas you need to practise a bit more to improve your performance in the exam.

Before you started reading	YES or NO	Guidance
1 Did you read the questions before reading the text?		The order of the questions is the same as the order of the answers in the text.
2 Did you highlight the important words in each question?		Only highlight the key words in the question, not in the options. The highlighted words will help you to locate the part of the text where the answer is more quickly. For example, some questions will tell you which paragraph you need to look at to find the answer.

> CAMBRIDGE IGCSE™ ENGLISH AS A SECOND LANGUAGE: EXAM PREPARATION AND PRACTICE

Before you started reading	YES or NO	Guidance
3 Did you check which questions focus on referencing words or vocabulary phrases?		To locate the answers to questions that test referencing words or vocabulary phrases, you are given the number of the line where the word or phrase appears in the text. This means you can locate the correct part of the text very quickly.
4 Did you check if any of the questions are 'global' questions (e.g. the main reason/purpose the text was written)?		Always check if there is a 'global' question. This type of question may not always be included in Exercise 4. But, when it is, remember that you will have to read the whole text to be able to answer this question. Such questions may focus on: <ul style="list-style-type: none"> <li>the main purpose of the text (e.g. to entertain, to inform, to encourage)</li> <li>what the whole text describes (e.g. an experience, challenges)</li> <li>what the writer suggests in the whole text (e.g. a change is needed, an idea that is often misunderstood)</li> </ul>
While you were reading	YES or NO	Guidance
5 Did you read the text quickly to find the part of the text where the answer is located for each question?		Remember that for some questions you are given the number of the line in the text so that you can locate the answers more quickly.
6 Did you read the part of the text with the answer in more slowly and match it to the correct option, A–C?		It is a good idea to highlight the answers in the text when you find them. You can then always go back to this part of the text if you need to check anything. Look at the highlighted text and make sure the idea matches the option completely. If it does not, this means it is probably a distracting detail and, therefore, not the correct answer.  If you still cannot decide between two options, put a question mark next to this question and go back to it when you have finished the rest of the questions. If you are still not sure what the correct answer is, guess and put a tick in one of the boxes. Do not spend too long on one particular question, as you might run out of time.
7 Did you read the sentence before and after the sentence with the referencing word, or a phrase, in it?		Reference questions test your knowledge of referencing words (e.g. <i>it, this, them, those</i> ). This type of question can also test how well you can guess the meaning of an unknown phrase, like idioms (e.g. <i>with flying colours, when the penny dropped, at the deep end</i> ). To answer these questions, you will have to look for clues in the sentences that come before and after to be able to decide what the meaning of these words/phrases is.



## 1.2 Exam strategies

8	Did you read the text quickly again before answering the 'global' question?		You need to make sure that the idea in the option you select as your answer is an idea that is present in the whole text. If the idea is only present in one of the paragraphs, this means it is not the correct answer, but a distracting detail.
	After you finished reading	YES or NO	Guidance
9	Did you tick one box for each question?		You should only tick one box for each question as there is only one correct answer for each question. The other two options are distracting details that are wrong.

If you answered 'No' to any of the questions in the **Reflection** section, try to follow all the guidance from this section when you do Test 2, Exercise 4.

## Learn from mistakes

Before you do Test 2, Exercise 4, look at the following exercise. It includes some students' answers to Question 10 in Test 1, Exercise 4. What did the students do wrong?

1	In paragraph 1, we learn that	<p><b>A</b> Zavodovski Island is the only place where chinstrap penguins are found. <input type="checkbox"/></p> <p><b>B</b> Nobody had been to the island before the film crew arrived. <input checked="" type="checkbox"/></p> <p><b>C</b> The environment on the island is challenging for the penguins. <input checked="" type="checkbox"/></p>
---	-------------------------------	---

2	In paragraph 1, we learn that	<p><b>A</b> Zavodovski Island is the only place where chinstrap penguins are found. <input type="checkbox"/></p> <p><b>B</b> Nobody had been to the island before the film crew arrived. <input type="checkbox"/></p> <p><b>C</b> The environment on the island is challenging for the penguins. <input type="checkbox"/></p>
---	-------------------------------	---

3	In paragraph 1, we learn that	<p><b>A</b> Zavodovski Island is the only place where chinstrap penguins are found. <input type="checkbox"/></p> <p><b>B</b> Nobody had been to the island before the film crew arrived. <input type="checkbox"/></p> <p><b>C</b> The environment on the island is challenging for the penguins. <input type="checkbox"/></p>
---	-------------------------------	---

## > CAMBRIDGE IGCSE™ ENGLISH AS A SECOND LANGUAGE: EXAM PREPARATION AND PRACTICE

In paragraph 1, we learn that

- A Zavodovski Island is the only place where chinstrap penguins are found.
- B Nobody had been to the island before the film crew arrived.
- C The environment on the island is challenging for the penguins.

Now do Test 2, Exercise 4, and remember to follow all the guidance from the **Reflection** section for Test 1.

## Test 2

### Exercise 4

Read the following blog written by Elisa Davies, who participated in a reality TV show about life in 19th-century London, and then answer the questions.

#### Life in 19th-century London

When I agreed to take part in this reality show about life in 19th-century London, I thought it'd just be a bit of fun – I couldn't have been more wrong. When I told my friends about my plans a few days before the filming started, they were all horrified. They couldn't understand why I'd put myself through such a process. I even had my mum crying on the phone to me. I think she had the image of reality shows where participants are made to do things to look silly. But it wasn't that kind of show. I knew that much.

The producers of the series took great care to recreate every single detail of what life was like in 19th-century London. For three weeks, we had to do everything that the people back then would have done. The first days were really hard. We were a group of 21st-century people and looking back we took a lot of things, like running water, for granted. You don't know what you've got until it's taken away from you.

We had to try hard to earn a living through selling things we made, for example, clothes or candles. I was given the task of sewing clothes, which we then sold at the local market. I'd never made clothes before, but to be able to earn money for food, I had to learn very quickly. To learn to sew, you need patience and practice – neither of which I had. I remember one day I'd been sewing for several hours, working on a shirt. My back was hurting from sitting in one position for too long, but I just kept going. This wasn't



just for me, the whole group depended on me. If I hadn't completed sewing all the clothes, we wouldn't have had enough money for our dinner and rent. At the end of the day, when we were all sitting round the table eating, I was really proud of myself – a feeling I hadn't felt in a long time.

The house we were staying in was built in 1877. At that time, safety for the residents couldn't be guaranteed but, obviously for us, the producers made sure that the house met 21st-century safety regulations. Still, they also made sure the conditions were as close to reality as possible. The house had a huge courtyard, which was filled with three tonnes of mud specifically for this programme to recreate the living conditions of that time. This meant we were always dragging ourselves through the mud. For someone who likes to look presentable all the time, this wasn't something I found easy to cope with and something I could have really done without. We had no toilet inside

## 1.2 Exam strategies

the house, so to use it, we had to go outside, no matter whether it was nice weather or pouring down with rain late at night. Space was also limited – there were several families sleeping in the same room, so the sleeping arrangements took most people some time to get used to. Free time was very precious and a working day started very early because things just had to be done. When we

did manage to have some time off, we made sure we didn't waste a single minute of it.

I'm probably painting a very gloomy picture here, but there were also happy moments. We all bonded really well and I think I made friends for life on this programme, which just goes to show that hardship brings people more closely together.

53

10 What happened before Elisa joined the show?

- A** Her friends were irritated that Elisa had not told them about the show earlier.
- B** Elisa was disappointed about the lack of information she was given about the show.
- C** Her mother was anxious about what the show's viewers might think of Elisa.

[1]

11 In paragraph 2, Elisa suggests that

- A** The show taught everyone a very important lesson in life.
- B** Everyone on the show was very knowledgeable about history.
- C** The participants preferred the simple way of life during the show.

[1]

12 How did Elisa feel about sewing clothes?

- A** She was worried it might affect her health.
- B** She did not think she was given enough time to learn.
- C** She found making some clothes more difficult than others.

[1]

13 What was the biggest challenge about living in a 19th-century house for Elisa?

- A** having to access certain facilities in bad weather
- B** sharing her private space with other people
- C** being unable to keep her clothes clean

[1]

14 What does 'gloomy' in line 53 mean?

- A** depressing
- B** realistic
- C** unpredictable

[1]

## > CAMBRIDGE IGCSE™ ENGLISH AS A SECOND LANGUAGE: EXAM PREPARATION AND PRACTICE

15 The main purpose of Elisa's blog is

- A to describe how people's opinions about a reality show can change
- B to show people the benefits of experiencing something unusual
- C to inform people about poor living conditions in the past.

[1]

[Total: 6]

When you have finished doing this part of the test, go to the answer key for Section 1, Unit 1.2 and check your answers.

Your score: ..... out of 6

### CHECK YOUR PROGRESS

Now think about your progress so far and answer the following questions:

- Was your score in Test 2, Exercise 4, higher than in Test 1, or not? Why do you think this is?
- After doing the **Reflection** section for this part of the exam, did you find it easier to do Test 2? What guidance did you find helpful?
- Is there anything you still find difficult? What are you going to do to improve this?

## Develop your skills

In Exercise 4, you are tested on whether you can select the correct details and ideas/opinions and understand the connections between these ideas, which may be either directly stated or implied in the text. You will also be tested on understanding the text as a whole, ideas in individual paragraphs and words or phrases in some sentences.

Try the following activities to improve these reading skills:

- Read a range of online blogs, magazine articles, interviews or short stories where the author describes their experiences of something (e.g. taking up a new hobby, travelling, doing a new job, taking part in a competition, living in a new place). When you read these texts try to do different things each time.
- Read the whole text and decide why the writer wrote the text (e.g. to inform readers about a certain topic) and highlight the evidence in the text that tells you that (e.g. referring to research, statistics, providing a lot of factual information). The highlighted features should be present throughout the text. This activity will also help your writing skills.
- Quickly skim read the whole text and find the paragraphs where the writer talks about their feelings/attitudes about a process (e.g. when learning something new). Then read these paragraphs again more slowly and say how the writer's feelings/attitudes changed throughout the process.

### TIP

Learning to guess unknown vocabulary from the text around it, while you are reading, will help you improve your reading speed. It is also important to have this skill as you are not allowed to use a dictionary during the exam.

1.2 Exam strategies

- Select one paragraph and circle all the referencing words in it (e.g. *it, this, them, those*). Then read the sentences before and after these words and say what the words refer to. Learning more about how referencing words are used will help you improve your writing.
- Scan the whole text (or just a few paragraphs) for unknown words and phrases. Highlight this vocabulary and read a bit of text before and after it. Try to find clues in the text that will help you guess the meaning. Write down what you think the vocabulary means and then check in an English dictionary.

Writing: what are the examiners looking for?

- a The list shows features that the examiners will be looking for in your writing. Look at the list and decide whether the features are connected with content or language. Then complete the following table by listing the features under the correct heading. If you are new to the Reading and Writing exam, first look at the simplified mark scheme in the **What are the examiners looking for?** section and then do this exercise.

Features

- how well you organise ideas
- how accurate the language is (i.e. grammar and vocabulary)
- how well you complete the task
- a range of vocabulary
- paragraphs
- the correct length
- the appropriate format (e.g. an email, a review)
- a range of linking words and phrases
- how well you develop ideas
- a range of grammatical structures (e.g. tenses, conditionals, relative clauses)
- the appropriate register for the intended audience (i.e. informal, formal or semi-formal)
- how relevant your ideas are
- how well you achieve the intended purpose of the task (e.g. to persuade, to inform, to evaluate)

**TIP**

In Exercise 5, you are only tested on your writing skills. There are 6 marks available for the content of your email and 9 marks available for the language that you use.

Content (include seven points)	Language (include six points)

- b Look at the following descriptions **A–D**. They describe how well you can do things when you answer a question in the writing part of the exam. However, the descriptions are in the wrong order. Read them and place them in the correct band next to the correct marks for **content** in the following table.

## > CAMBRIDGE IGCSE™ ENGLISH AS A SECOND LANGUAGE: EXAM PREPARATION AND PRACTICE

A

- very few words or nothing has been written

B

- the task is fully completed
- ideas are relevant
- the format and register are appropriate throughout
- the correct purpose is achieved
- ideas are well developed
- the answer is the correct length

C

- the task is only partially completed
- some ideas are irrelevant
- the format and register are sometimes inappropriate
- the correct purpose is not achieved
- very little development of ideas
- answer may be too short

D

- the task is mainly completed
- ideas are mainly relevant
- the format and register are mostly appropriate
- the correct purpose is mostly achieved
- most ideas are developed
- the answer is the correct length

### TIP

When you have completed the tables in Exercises b and c, use them as simplified mark schemes to mark your own writing. Before you decide on the marks for content and language, think about the band first: top band (excellent skills), middle band (reasonable skills) and low band (poor skills). Then decide on the exact mark; the higher the mark, the more things you do well in that band.

Marks	How well it is done (Content)
5–6 (top band)	
3–4 (middle band)	
1–2 (low band)	
0	

- c Now do the same with the descriptions of how well you use the language in your own writing in the following table.

## 1.2 Exam strategies

### A

- a range of common words, only a few less common words
- a range of simple grammatical structures, only a few complex structures
- mostly accurate
- most errors appear in less common words and more complex structures
- the meaning is always clear despite all the errors
- ideas are reasonably well organised into paragraphs
- a range of linking words and phrases

### B

- a very good range of common and less common words
- a very good range of simple and complex grammatical structures
- very few errors
- errors only appear in less common words and complex grammatical structures
- the meaning is always clear despite errors
- ideas are well organised into paragraphs
- a very good range of linking words and phrases

### C

- very few words or nothing has been written

### D

- a small range of only common words
- a small range of only simple grammatical structures
- frequent errors
- errors appear in common words and simple grammatical structures
- the meaning is sometimes unclear because of errors
- very little attempt at organising ideas into paragraphs
- a small range of only simple linking words

> CAMBRIDGE IGCSE™ ENGLISH AS A SECOND LANGUAGE: EXAM PREPARATION AND PRACTICE

Marks	How well it is done (Language)
7–9 (top band)	
4–6 (middle band)	
1–3 (low band)	
0	

First, do the following writing exercise as you would in the real exam. Then look at the **Reflection** section to see some guidance on how to do this type of exercise. Also, look at the **Learn from mistakes** section to see common mistakes made by other students. Finally, do the same type of exercise in Test 2 to see if you have improved.

**Test 1**

**Exercise 5**

16 Your family has recently got a new pet.

**Write an email to a friend about the pet.**

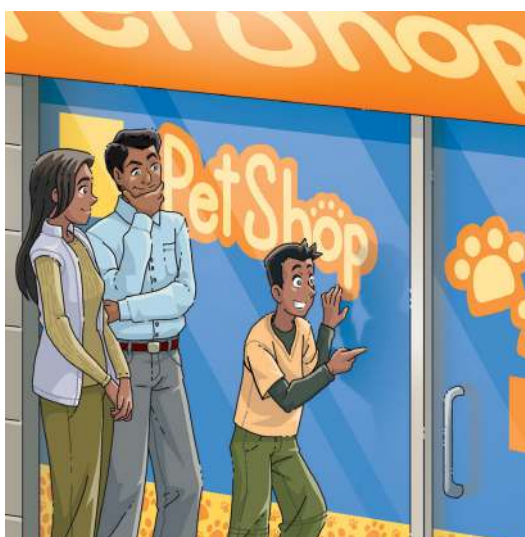
In your email, you should:

- describe your new pet
- explain what you do to look after your new pet
- say how the pet makes you feel and why.

**Write about 120 to 160 words.**

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

[Total: 15]



When you have finished doing this part of the test, go to the answer key for Section 1, Unit 1.2. Read the model answer and compare the content and language used in this email with your email. Then look at the simplified mark scheme for Exercise 5 in the **What are the examiners looking for?** section. Try to guess what marks you might get for the content and language in your email.

Your score for content:..... out of 6  
 Your score for language:..... out of 9



## Reflection

Now think about the way you did Test 1, Exercise 5. Read the questions in the following table and put YES or NO to show you have, or have not, done these things. The questions remind you about the things you should do in Exercise 5 in the Reading and Writing exam. If some of your answers are NO, these are the areas you need to practise a bit more to improve your performance in the exam.

Before you started writing	YES or NO	Guidance
1 Did you read the instructions carefully and highlight the important information?		Pay attention to the information in the instructions, which tell you what you have to do: <ul style="list-style-type: none"> <li>• what format you should write in (e.g. an email)</li> <li>• who you are writing to (e.g. a friend)</li> <li>• what points you need to include (e.g. describe your new pet). Remember – you need to cover all three points in your email</li> <li>• how many words you should write.</li> </ul>
2 Did you plan your answer before you started writing?		Spend a few moments thinking about how you are going to organise your email, how many paragraphs to include and what ideas you want to include in each paragraph. Only make quick notes of these ideas (e.g. <i>cat / rescue home, brown, feed and play / happy, mischievous</i> ). Do not spend too much time writing down your notes as long sentences.
3 Did you decide what register your email should be in?		Always check who you are writing to before deciding what register you need. If you are writing to a friend, you need to write in an informal register.
While you were writing	YES or NO	Guidance
4 Did you refer to your notes from the planning stage?		Your notes will save you time when you start writing your answer. You will already know what information you need to include and in which order. Also, as you will already know what to write, it is easier for you to focus on other things in your writing, like grammar and vocabulary.
5 Did you develop the ideas from the bullet points?		Do not just include short answers to the bullet points. Develop your ideas by adding examples, comparing things that are happening now with something in the past, or comparing your situation with somebody else's (e.g. another family member, your neighbour).
6 Did you make sure you divided your email into paragraphs?		Start with three paragraphs (1 introduction, 2 giving information, 3 conclusion). If you write about more topics, you can add more paragraphs in the middle.
7 Did you make sure you used linking words and phrases to connect ideas?		Connect your ideas in sentences within paragraphs (e.g. <i>when, but, that is why, which</i> ). You also need linkers to introduce a new idea at the start of a paragraph (e.g. <i>anyway, that reminds me</i> ). Without any linkers your writing will sound very simple and unnatural.

## CAMBRIDGE IGCSE™ ENGLISH AS A SECOND LANGUAGE: EXAM PREPARATION AND PRACTICE

While you were writing	YES or NO	Guidance
8 Did you use a range of vocabulary?		To increase your range of vocabulary try using: <ul style="list-style-type: none"> <li>• synonyms (e.g. <i>huge, enormous, massive, look, stare, glance</i>)</li> <li>• collocations (e.g. <i>keep a promise, the exact opposite</i>)</li> <li>• phrasal verbs (e.g. <i>break up for the summer, grow up in town</i>)</li> <li>• idioms (e.g. <i>she is a breath of fresh air, he makes my day</i>)</li> <li>• other fixed expressions (e.g. <i>I am in charge of, we are out of time</i>).</li> </ul>
9 Did you use a range of grammatical structures?		Use a range of structures – such as tenses (e.g. <i>I was so happy because my parents had got me a pet</i> ), or conditionals (e.g. <i>If I had not asked every single day, my parents would not have agreed to get me a pet</i> ).
After you finished writing	YES or NO	Guidance
10 Did you check that you covered all three points from the question and achieved the purpose of the task (e.g. to inform and explain)?		You might lose marks for content if you do not cover all three points from the question.
11 Did you check that your email is within the word limit?		If you write too little, your answer will not be developed enough and you might lose marks for content. If you spend too much time on your answer and it is too long, some of your ideas may be irrelevant to the task and you might not have enough time for the other parts of the test.
12 Did you proofread your answer to check for any obvious errors?		When you proofread your writing, check if your verbs are in the correct form (e.g. <i>see/sees/saw/seen/seeing</i> ), you used the correct prepositions (e.g. <i>in/at/with/by</i> ), you used articles ( <i>a/the</i> ), you used the correct tenses (e.g. <i>he went / he was going / he will go / he is gone</i> ) and so on. However, only do this if you have enough time. Remember that you still have to write another task after Exercise 5.

If you answered ‘No’ to any of the questions in the **Reflection** section, try to follow all the guidance from this section when you do Test 2, Exercise 5.

## Learn from mistakes

- Before you do Test 2, Exercise 5, look at two emails written by students A and B. Read the emails and decide which one is better, and why.
- Then look at the simplified mark scheme for Exercise 5 in the **What are the examiners looking for?** section. How many marks do you think each student would receive for the content and language? Then check your suggestions for the marks in the answer key for Section 1, Unit 1.2.

## 1.2 Exam strategies

## Student A's email

New message

← → ↻

Dear Elein,

How are you doing? I'm fine. Recently, an amazing thing happened on my family. So I'm writing to tell you about that. You know we have a cat which is named Elle.

Elle is a girl, 10 years old who has gray hair colour, who was rescued from pet shop. One day, my father knocked my door. He said something was moving in Elle's bed. It was a kitten.

I couldn't believe it. We hadn't realised about her pregnancy until she gave birth. So we've got a new kitten. We named him Chopper 'cause I really like the name 'Chopper' who is a character of 'One Piece', which is famous Japanese manga. Chopper has light brown hair colour. I attach his pictures. It's so funny and cute. He has slept with Elle until his eyes opened. But he has always been next to me and following me everywhere now.

Although we were surprised that new family increased suddenly, we are so happy to see Chopper growing up. I'd love you to see him! Let me know if you can come over here!

See you soon.

Risa xxx

Send

## Student B's email

New message

← → ↻

Hello Mia,

How are you? How is your family? I have very exciting news! My family has got a brand new member in it – a new pet!

Last weekend we decided to go to the pet shop to finally get a cat! I got inside the store and immediately saw the cutest kitten I had ever seen! From the moment I noticed her blue eyes and silky soft and shiny fur that was mostly black and white, I fell in love with her. The most goofy thing on her was her little black nose. I called her Trina.

I wake up every day at 5 o'clock, I play with her for forty-five minutes and I give her her breakfast as soon as we finish playing. I really miss her when I'm at school, but when I return in the afternoon, I can't stop playing with her! Her favourite toy is a squishy plastic mouse. As soon as I throw it away, she starts chasing it. The most important thing is that she seems to have endless energy and never gets bored when it comes to playing. Trina makes me feel happy and secure because she's always enthusiastic. I love her so much.

I hope you'll be able to come to my house soon and meet her!

Write back soon!

Love you,

Despoina

Send

## > CAMBRIDGE IGCSE™ ENGLISH AS A SECOND LANGUAGE: EXAM PREPARATION AND PRACTICE

Now do Test 2, Exercise 5, and remember to follow all the guidance from the **Reflection** section for Test 1.

### Test 2

#### Exercise 5

16 You have just finished working on a school project.

**Write an email to a friend about the project.**

In your email, you should:

- say what the project was about
- say how successful the project was, and why
- explain what you would have done differently.

**Write about 120 to 160 words.**

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



[Total: 15]

When you have finished doing this part of the test, go to the answer key for Section 1, Unit 1.2. Read the model answer and compare the content and language used in this email with your email. Then look at the simplified mark scheme for Exercise 5 in the **What are the examiners looking for?** section. Try to guess what marks you might get for the content and language in your email.

Your score for content:..... out of 6

Your score for language:..... out of 9

#### CHECK YOUR PROGRESS

Now think about your progress so far and answer the following questions:

- Was your score in Test 2, Exercise 5, higher than in Test 1, or not? Why do you think this is?
- After doing the **Reflection** section for this part of the exam, did you find it easier to do Test 2? What guidance did you find helpful?
- Is there anything you still find difficult? What are you going to do to improve this?

### Develop your skills

In Exercise 5, you are tested on your writing skills. These include:

- communicating your ideas clearly
- organising and linking your ideas logically

## 1.2 Exam strategies

- using a range of grammatical structures and vocabulary accurately
- using the appropriate format and register.

Try the following activities to improve your writing skills.

- Write in English as much as you can (e.g. your school notes, memos, emails to friends, text messages, keep a diary).
- Find a text online. Cut and paste into a document and remove all the paragraphs so that the text is not divided into sections at all. Then read the text and try to divide it into logical paragraphs.
- Find a short text online and cut and paste one paragraph into a document. Then blank out all the linking words (e.g. *but*, *when*, *which*, *however*). Read the text and insert the linking words back into the text. Compare your rewritten text with the original one to check your answers.
- Keep a notebook with your own common mistakes and write the corrections next to the mistakes.
- When you look up a new word/phrase in an English dictionary, also copy the sentence that shows you how to use the word/phrase, do not just copy the definition/meaning. This will make it easier for you to use the word correctly in your speaking and writing. It will also help you improve your sentence structures.

## Test 1

### Exercise 6

**17** Your class recently went on a trip to your capital city. Your teacher has now asked you to write a report about the trip.

**In your report, say what you enjoyed about the trip and suggest how school trips can be improved in the future.**

Here are some comments from other students:

Taking a coach was a mistake.

I loved the visit to the museum.

Everyone was so relaxed. We had such a good time.

There was not enough time to see everything.

**Now write a report for your teacher.**

The comments above may give you some ideas, and you should also use some ideas of your own.

#### TIP

The prompts in Exercise 6 give you ideas for your writing. However, if you prefer, you can use only your own ideas. If you choose to use the ideas from the prompts you should paraphrase them, develop them and also add ideas of your own.

> CAMBRIDGE IGCSE™ ENGLISH AS A SECOND LANGUAGE: EXAM PREPARATION AND PRACTICE

Write about 120 to 160 words.

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

[Total: 15]

When you have finished doing this part of the test, go to the answer key for Section 1, Unit 1.2. Read the model answer and compare the content and language used in this report with your report. Then look at the simplified mark scheme for Exercise 6 in the **What are the examiners looking for?** section. Try to guess what mark you might get for the content and language in your report.

Your score for content:..... out of 6  
 Your score for language:..... out of 9

## Reflection

Now think about the way you did Test 1, Exercise 6. Read the questions in the following table and put YES or NO to show you have, or have not, done these things. The questions remind you about the things you should do in Exercise 6 in the Writing exam. If some of your answers are NO, these are the areas you need to practise a bit more to improve your performance in the Writing exam.

Before you started writing	YES or NO	Guidance
1 Did you read the instructions carefully and highlight the important information?		Pay attention to the information in the instructions, which tell you what you have to do: <ul style="list-style-type: none"> <li>• what format you should write (e.g. a report)</li> <li>• who you are writing to (e.g. a teacher)</li> <li>• what you need to include (e.g. what you enjoyed and suggest improvements)</li> <li>• how many words you should write (120–160).</li> </ul>
2 Did you plan your answer before you started writing?		Spend a few moments thinking about: <ul style="list-style-type: none"> <li>• what the purpose of the report is</li> <li>• what register you should use (i.e. informal, semi-formal or formal)</li> <li>• how many paragraphs to include</li> <li>• what ideas you want to include in each paragraph.</li> </ul> Only make quick notes of these ideas (e.g. <i>coach – bad traffic, delays / ran out of time to see more / museum – good, but guided tour would be better / recommendations – students vote on what to see, more careful planning next time, by train</i> ).

## 1.2 Exam strategies

While you were writing	YES or NO	Guidance
3 Did you refer to your notes from the planning stage?		It is very difficult to think of ideas and write at the same time. If you have your notes from the planning stage, you know you will not forget to mention anything and your ideas will be well organised, in a logical order.
4 Did you paraphrase the ideas from the speech bubbles (if you used them)?		
5 Did you also include at least one idea of your own?		
6 Did you develop your ideas?		Develop your ideas by adding examples, or writing about the positive and also negative aspects (e.g. what was good about the museum and what was not). You can also include reasons and explanations.
7 Did you divide your report into paragraphs?		You should always have at least three paragraphs. If you have a lot of information in the middle paragraph, you can divide it into more paragraphs (e.g. the positive and negative points about the trip).
8 Did you label paragraphs / report sections with subheadings?		To make it easier for the reader to find the necessary information in reports, we use subheadings for paragraphs (e.g. <i>1 Introduction, 2 The trip, 3 Conclusion / Recommendations</i> ).
9 Did you introduce the topic of the report in the first paragraph?		To introduce your report, use phrases like <i>The aim of this report is to ...</i> or <i>This report provides information about ...</i>
10 Did you provide information about the trip in the middle paragraph?		
11 Did you suggest improvements in the last paragraph?		To make recommendations in the final paragraph of your report, use phrases like <i>I therefore suggest (+ -ing form) or I would like to recommend that ...</i>
12 Did you use linking words and phrases to connect ideas?		In reports we often use linking words and phrases to add more examples (e.g. <i>in addition to that</i> ), contrast (e.g. <i>however</i> ) and result (e.g. <i>therefore</i> ).
13 Did you make sure your report is written in the correct register?		The register is the tone and the type of language you use in your writing. The register needs to be appropriate for the given situation. Always check who you are writing to before deciding on the register. If you are writing to your teacher, you need to use a semi-formal register.

## > CAMBRIDGE IGCSE™ ENGLISH AS A SECOND LANGUAGE: EXAM PREPARATION AND PRACTICE

While you were writing	YES or NO	Guidance
14 Did you try to use a range of grammatical structures?		<ul style="list-style-type: none"> <li>Use a range of structures, like tenses (e.g. <i>We had been driving on the motorway for an hour when we experienced bad traffic and we were delayed as a result</i>), or conditionals (e.g. <i>If we had not taken a coach, we would have had more time to see the city centre properly</i>).</li> <li>It is common to use the passive voice in reports. This makes them a bit more formal. For example, rather than writing 'they were renovating one section of the museum', you can write 'one section of the museum was being renovated'.</li> </ul>
15 Did you use a range of words and phrases?		In reports you will often be asked to provide opinions and to evaluate something. This means you can use a range of adjectives. Remember that your choice of vocabulary needs to be appropriate for a semi-formal register so, instead of using <i>It was rubbish</i> , you should write <i>It was very disappointing</i> or <i>It did not meet our expectations</i> .
After you finished writing	YES or NO	Guidance
16 Did you check that your report is within the word limit?		
17 Did you proofread your report at the end?		Only check your writing if you have some time left and you have completed all the other parts of the Reading and Writing exam.

If you answered 'No' to any of the questions in the **Reflection** section, try to follow all the guidance from this section when you do Test 2, Exercise 6.

### Learn from mistakes

- Before you do Test 2, Exercise 6, look at two reports written by students A and B. Read the reports and decide which one is better, and why.
- Then look at the simplified mark scheme for Exercise 6 in the **What are the examiners looking for?** section. How many marks do you think each student would receive for the content and language? Then check your suggestions for the marks in the answer key for Section 1, Unit 1.2.



## 1.2 Exam strategies

### Student A's report

Introduction
The principal aims of this report are to describe how the school trip was and explain how people enjoyed as well as things they did not like.
Student's opinions about the first moments
Having made a survey with 30 students we could see many different opinions about the trip. No sooner had we arrived to the first city that a group of students were complaining about the coach. The fact that this did not have toilet, for a long trip, was a big issue. However, some students saw here a possibility to stop frequently and chat with other student different than the ones around them.
The visit
Most of them, nearly three quarters, enjoyed the trip in general. The best part was the museum, however some of them did not have enough time to visit everything because some roads were closed. In addition, we missed the main square of the city.
Recommendations
In light of the results above, I recommend the following:
<ul style="list-style-type: none"> <li>• to check every road before leaving in order to know the route we should follow.</li> <li>• to rent a coach with toilet and stop less frequently using this time to visit the city.</li> </ul>
Following these recommendations, next trips will be improved as well as the number of participants.

### Student B's report

This report is about my class recently went on a trip to Seoul. Seoul is South Korea's capital. We planned to visit three tourist attractions.
First, we visited Gyeongbokgung Palace. This traditional palace is located in centre of Seoul. The palace was really beautiful and exotic. I enjoyed the palace view. Also, we went to the National Palace museum. I love the visit to the museum.
Second place is Insa-dong. The Insa-dong is traditional culture area. The Insa-dong was closed to the palace. We moved to the Insa-dong by walk. There were many restaurants, shops, street shops. We ate Korean traditional foods, Bulgogi and Bibimbap. It was really tasty. Some students bought a Korean traditional souvenir here. We wanted to stay longer, but there wasn't enough time to see everything.
Finally, we moved to Han-river Park. We took a coach to go there. However, we spent much time on the roads. There was a lot of traffic. Taking a coach was a mistake. After arrived the Han-river Park, we rode a bicycles. It was really exciting. What is more, view of the Han-river Park is very nice. Also, we laid picnic mat on the grass. Everyone was so relaxed. We had a good time.

> CAMBRIDGE IGCSE™ ENGLISH AS A SECOND LANGUAGE: EXAM PREPARATION AND PRACTICE

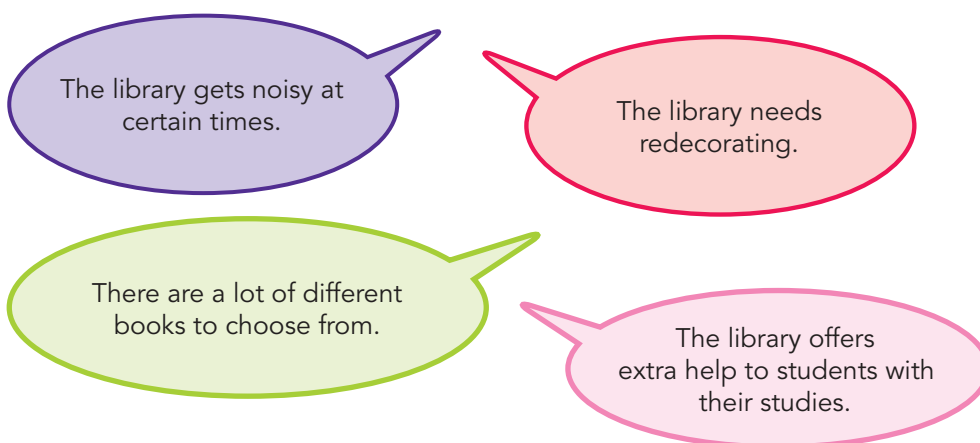
## Test 2

### Exercise 6

17 In your lesson you were talking about libraries. Your teacher has asked you to write a report about your school library.

**In your report you should say what you like about the school library and suggest how it can be improved.**

Here are some comments from other students:



**Now write a report for your teacher.**

The comments above may give you some ideas, and you should also use some ideas of your own.

**Write about 120 to 160 words.**

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

[Total: 15]

When you have finished doing this part of the test, go to the answer key for Section 1, Unit 1.2. Read the model answer and compare the content and language used in this report with your report. Then look at the simplified mark scheme for Exercise 6 in the **What are the examiners looking for?** section. Try to guess what mark you might get for the content and language in your report.

Your score for content:..... out of 6

Your score for language:..... out of 9

## 1.2 Exam strategies

### CHECK YOUR PROGRESS

Now think about your progress so far and answer the following questions:

- Was your score in Test 2, Exercise 6, higher than in Test 1, or not? Why do you think this is?
- After doing the **Reflection** section for this part of the exam, did you find it easier to do Test 2? What guidance did you find helpful?
- Is there anything you still find difficult? What are you going to do to improve this?

## Develop your skills

In Exercise 6, you are tested on the same writing skills as in Exercise 5. These include:

- communicating your ideas clearly
- organising and linking your ideas logically
- using a range of grammatical structures and vocabulary accurately
- using the appropriate format and register.

Try the following activity to practise writing in different formats and using the appropriate register:

- Find examples of different types of texts online (e.g. cover letters, essays, reports, customer reviews, blogs, complaint letters). Read them and think who the intended audience is (e.g. the wider public, teenagers, someone in charge) and what the purpose of the text is (e.g. to complain, to entertain, to educate). Notice the language each text uses and how different the language is from another type of text. Also think whether the language sounds more formal (e.g. a cover letter, report), semi-formal (customer reviews) or informal (blogs, posts on social media). Then try to rewrite these texts using a different style and register. For example, rewriting a formal report as an informal email to a friend.

Also try the activities from the **Develop your skills** section for Exercise 5 to improve the rest of your writing skills.

### TIP

Remember – you learn most from your own mistakes. To improve your writing in general, always rewrite your first drafts after they have been corrected by your teacher.

## › Section 1: Reading and writing

# Unit 1.3: Language focus

First, do the exercise in Test 3 as you would in the real exam. Then, before you check your answers, look at the **Language focus** section and follow the instructions.

## Test 3

### Exercise 1

Read the article about the two largest caves in the world, located in Asia, and then answer the questions.

### The largest caves in the world

#### Son Doong Cave in Vietnam

Son Doong Cave, situated in a national park in central Vietnam, was discovered by a local man called Ho Khanh in the early 1990s. Ho liked to trek through the park. One day he thought he could hear a river from inside a hill, which, on its own, isn't unusual. When he came closer, however, he could feel wind blowing from an opening in a cliff. This suggested that the opening wasn't just a small hole, but something much bigger. After returning to the village, he forgot all about his discovery. It wasn't until 2008 when Ho came across the same opening again. This time, he took careful notes of the location and passed them on to the caving professionals, who carried out their initial research of the cave in 2009. They looked at the structure of the cave, but the cave was so large they couldn't finish mapping it until 2010, when they became aware that Doong was, indeed, the largest cave ever found. In fact, the cave is so huge, with a length of 5 kilometres and a height of 200 metres, that several skyscrapers could easily fit inside it.

After studying the rocks, scientists were able to determine the cave's age. While other cave systems in the area of the national park are as old as 450 million years, Son Doong is relatively young and goes back only 3 million years. New hollow spaces inside the cave were created by a river about 300,000 years ago. In some parts of the cave the ceiling of these hollow spaces



collapsed, which allowed the direct sunlight in. It was just a matter of time before plants and animals made it their home and the cave now contains its own jungle. The unique ecosystem that has been created has been carefully examined by scientists as it may reveal exciting new discoveries. And that is also one of the reasons why access to Son Doong is restricted to a certain number of visitors each year.

#### Deer Cave in Malaysia

Deer Cave, the second largest cave in the world, was first explored in 1961. Scientists have since documented the various living organisms that have made the place their home. The name for the cave didn't come from its appearance or a special feature inside it. It's believed that deer came to lick salt off the rocks at the cave's entrance.

The cave is a popular tourist attraction, bringing annual crowds of over 25,000 visitors to the area. Tourists are especially drawn to the 30 species of bats that can be found there. To reach the cave, visitors take a three-kilometre walk through the surrounding jungle, which is home to various species of monkeys and birds.

### 1.3 Language focus

- 1 How did the local man know there was a cave?  
 ..... [1]
- 2 When did experts explore Son Doong Cave for the first time?  
 ..... [1]
- 3 How old is Son Doong Cave?  
 ..... [1]
- 4 How did Deer Cave get its name?  
 ..... [1]
- 5 What is Deer Cave most famous for?  
 ..... [1]
- 6 What did the caving experts research inside the two caves? Give **three** details.  
 .....  
 .....  
 ..... [3]

[Total: 8]

#### TIP

Remember, apart from the correct detail for each question in this exercise, there is sometimes distracting information in the text. This information is to test your reading skills for detail to see whether you can select the correct answer.

## Language focus

After you have answered all the questions in Exercise 1, look at the **Language focus** box following each question. These boxes contain guidance that will help you focus on the important vocabulary and grammar that you need to select the correct answer. Then read the text again to check if you selected the correct answers the first time.

- 1 How did the local man know there was a cave?  
 ..... [1]

#### LANGUAGE FOCUS 1

There are two situations mentioned. One is the correct answer and one is a distracting detail. Which situation made Ho think there might be a cave? Which phrase tells you that?

> **CAMBRIDGE IGCSE™ ENGLISH AS A SECOND LANGUAGE: EXAM PREPARATION AND PRACTICE**

- 2 When did experts explore Son Doong Cave for the first time?

..... [1]

**LANGUAGE FOCUS 2**

There are several years mentioned in the text. However, in which year did experts start exploring the cave?

'Experts' is paraphrased in the text. What word is used instead?

Which phrase in the text means 'explore for the first time'?

- 3 How old is Son Doong Cave?

..... [1]

**LANGUAGE FOCUS 3**

There are three details referring to how old something is. What do these details refer to? Which one refers only to Son Doong Cave?

- 4 How did Deer Cave get its name?

..... [1]

**LANGUAGE FOCUS 4**

Find the reference to the 'name'. There are three details, but only one is correct. Which phrase tells you which two are wrong?

- 5 What is Deer Cave most famous for?

..... [1]

**LANGUAGE FOCUS 5**

The phrase 'most famous' in the question is important. How is it paraphrased in the text? The answer comes straight after this phrase.

### 1.3 Language focus

6 What did the caving experts research inside the two caves? Give **three** details.

.....  
 .....  
 ..... [3]

#### LANGUAGE FOCUS 6

Think of synonyms (i.e. similar words) for 'to research something' and 'experts'. These synonyms will help you to find some of the answers in the text.

When you have finished doing this part of the test and the **Language focus** section, go to the answer key for Section 1, Unit 1.3 and check your answers.

Your score:..... out of 8

#### CHECK YOUR PROGRESS

Now think about your progress so far and answer the following questions:

- Did you remember to use all the exam techniques you learnt in Unit 1.2, Exercise 1?
- Was your score in Exercise 1 in this unit better or worse than your scores in Exercise 1 in Unit 1.2? Why do you think this is?
- After looking at the **Language focus** sections for this part of the exam, did you find it easier to find the correct answers? Are you now better at recognising what the correct detail is and what the distracting information is?
- Is there anything that you still find difficult? What are you going to do to improve this?

## Test 3

### Exercise 2

Read the magazine article about four people (A–D) and what they say about sports facilities and exercising. Then answer Question 7.

#### TIP

The number of texts in Exercise 2 may vary from one long text to five shorter ones.

> CAMBRIDGE IGCSE™ ENGLISH AS A SECOND LANGUAGE: EXAM PREPARATION AND PRACTICE

**Do you like to exercise regularly?**

**A: Abhay**

In the past, I would only go skiing in the mountains or play beach volleyball once or twice a year during my holidays. My wife and kids tried to persuade me to go to the local sports centre more often, but I'd always come up with an excuse. This was all before I was involved in a skiing accident one winter and needed physiotherapy. My doctor also suggested going to the gym, so I did. My family have noticed that I don't get so stressed out anymore and I think they're right. At work, I don't really have time to socialise, but at the gym it's a different story. There's always someone who invites the others for a coffee and I love getting to know them. My wife can't understand why I resisted going to the gym for so long. I definitely want to keep it up and disagree with anybody who says that our local sports centre is not worth the money.

**B: Bibi**

I really take pride in staying in shape. To achieve this, I'm very particular about what I eat, but also about my fitness regime. I try to keep active as often as I can, even though it's a real challenge to motivate myself sometimes, especially when I get home tired after work. I wish I had a personal trainer to push me, but I find monthly gym fees really high. Some of my work colleagues go to the gym and say it's a good place to switch off after work and meet someone else, rather than the people you spend all day with. However, I think I've found a good alternative, which I've grown to like much more than going to the gym. I go jogging in my local park four times a week. My friend thinks that I overdo the jogging. She also worries it's too dangerous and I might fall over and hurt my ankle. But then that can happen anywhere.

**C: Conor**

These days, I think it's very important to make sure everyone gets enough exercise because most people have jobs where they don't move enough all day long. However, I feel everything should be done in moderation, unlike quite a few of my colleagues who are obsessed with extreme workouts. I've recently started cycling to work. I also go swimming twice a week with my friend. I think swimming is great and quite effective as part of injury recovery, just like in the case of my friend. He felt a bit anxious about going on his own, so asked me to come along. I thought it'd be good for me to get a bit more active because I noticed that I got quite breathless and had put on a bit of weight. As a result of our swimming practice, my friend made a full recovery and I improved my stamina, which made me think I should have taken up swimming ages ago.

**D: Dana**

I enjoy sports and take looking after my health very seriously. I read lots of articles related to exercising and how it impacts how people feel. I do lots of outdoor activities from playing tennis to trekking and, when the weather gets bad, I do indoor activities like squash or Zumba. However, it took me a while to find a sports centre close to my house. I think this is one of the things that puts people off joining sports centres. Some say the cost is an important factor too. I pay quite a lot for my annual membership, but I expect the best in return, which, sadly, hasn't been the case this year. A few weeks ago, I visited a friend and she took me to her local sports centre. I couldn't believe the range of activities they offered to attract all ages. I do believe it's important to start with sports as early in life as possible.

For each question, write the correct letter A, B, C or D on the line.

7 Which person...

- |   |  |       |     |
|---|--|-------|-----|
| a | says they started working out after an injury?         | ..... | [1] |
| b | regrets not starting exercising earlier in life?       | ..... | [1] |
| c | claims it is more difficult to exercise on their own?  | ..... | [1] |
| d | suggests there are not enough local sports facilities? | ..... | [1] |



1.3 Language focus

- e thinks a lot of people exercise too much these days? ..... [1]
  - f feels exercising positively affects their mood? ..... [1]
  - g prefers to do their exercises outdoors? ..... [1]
  - h is disappointed with the service at their sports centre? ..... [1]
  - i thinks going to the gym is a good way of meeting people? ..... [1]
- [Total: 9]

**TIP**

In Exercise 2, most of the ideas/opinions from the list in the question will only be implied in the texts. This means the ideas/opinions will not be directly stated. This can be done in many different ways. For example: by providing examples of the idea/opinion or suggesting a possible result of a situation (*if you climb that tree, you might fall* implies it is dangerous to climb trees).

**Language focus**

Before you check your answers for Test 3 Exercise 2, do this **Language focus** section. It will help you to decide whether you have selected the correct opinions as your answers.

- a In addition to the correct answers, each text also contains distracting ideas/opinions. Look at the opinions listed. Some of them are the correct answers and some of them are the distracting details. Read the four texts again and decide which opinions are the distractors and why they are the wrong answers.

**TIP**

Before you make your final choice, make sure that the whole idea in the opinion is expressed in the text. If only one word, or part of the opinion, is expressed in the text this means it is probably one of the distractors and not the correct answer.

**A: Abhay**

- a says they started working out after an injury?
- b regrets not starting exercising earlier in life?
- f feels exercising positively affects their mood?
- g prefers to do their exercises outdoors?
- i thinks going to the gym is a good way of meeting people?

**B: Bibi**

- a says they started working out after an injury?
- c claims it is more difficult to exercise on their own?
- e thinks a lot of people exercise too much these days?
- g prefers to do their exercises outdoors?
- i thinks going to the gym is a good way of meeting people?

**C: Conor**

- a says they started working out after an injury?
- b regrets not starting exercising earlier in life?
- c claims it is more difficult to exercise on their own?
- e thinks a lot of people exercise too much these days?
- f feels exercising positively affects their mood?

**D: Dana**

- b regrets not starting exercising earlier in life?
- c claims it is more difficult to exercise on their own?
- d suggests there are not enough local sports facilities?
- f feels exercising positively affects their mood?
- g prefers to do their exercises outdoors?
- h is disappointed with the service at their sports centre?

## CAMBRIDGE IGCSE™ ENGLISH AS A SECOND LANGUAGE: EXAM PREPARATION AND PRACTICE

- b Now you are going to focus on the vocabulary used in the opinions (a)–(i) and the four texts in Exercise 2. Read the texts again and find the words and phrases that express a very similar idea to the vocabulary listed. This vocabulary will help you with matching the ideas/opinions (a)–(i) to the correct texts A–D.

### A Abhay

- a an injury – .....
- b I started working out – .....
- c positively affects their mood – .....
- d I feel that – .....
- e meeting people – .....
- f there – .....
- g it is a good way of – .....

### B Bibi

- a it is more difficult – .....
- b on their own – .....
- c prefers – .....
- d outdoors – .....
- e sports facilities – .....
- f too expensive – .....

### C Conor

- a regrets not starting – .....
- b exercising – .....
- c earlier in life – .....
- d a lot of people – .....
- e exercise – .....
- f too much – .....

### D Dana

- a there are not enough – .....
- b sports facilities – .....
- c local – .....
- d is disappointed with – .....
- e the service – .....

When you have finished doing this part of the test and the Language focus section, go to the answer key for Section 1, Unit 1.3 and check your answers.

Your score:..... out of 9

### CHECK YOUR PROGRESS

Now think about your progress so far and answer the following questions:

- Did you remember to use all the exam techniques you learnt in Unit 1.2, Exercise 2?
- Was your score in Exercise 2 in this unit better or worse than your scores in Exercise 2 in Unit 1.2? Why do you think this is?
- After looking at the **Language focus** sections for this part of the exam, did you find it easier to find the correct answers? Are you now better at recognising what the correct opinion is and what the distracting information is?
- What do you still find difficult? What are you going to do to improve this?

### TIP

The vocabulary in the **Language focus** sections is useful for your own speaking and writing. For example, use the vocabulary from this section to talk about your own experience of keeping fit and using sports facilities.

## Test 3

### Exercise 3

Read the following blog, written by Harrison Green, about his trek along the edge of the Himalayas, and then complete the notes.

#### Trekking in the Himalayas

This is the beginning of my journey along the edge of the highest mountain range in the world – the Himalayas.

##### Afghanistan and Pakistan

I started my trek with two close friends, Arzad and Sadiq. It's important to have someone with you in case of emergency, but also to keep you company during a long journey. Plus, we relied on Arzad to interpret for us to make sure that communicating with the locals, which could have been an issue, wasn't.

We began in the Wakhan Corridor in north-east Afghanistan. The mountainous landscape makes it extremely difficult to live in for the people who've made this valley their home. We walked for miles before coming across a nomadic tribe – the Whaki people. I found them fascinating and I'd love to put a book together with all the information I collected about this tribe. We spent a day with them and told them about our plans to cross over the mountains to Pakistan. Using their local knowledge, they warned us there was still too much snow and ice in the mountains. However, we decided to set out the following morning anyway. After a few hours, I realised the nomads were right. The thin air at this high altitude also made it almost impossible for me to breathe. I was so relieved when we finally made it to Pakistan, but I definitely want to come back to this part of the world again.

##### India and Nepal

One day, while crossing the mountains from Pakistan to India, we got lost just before dusk. This is not a good situation to find yourself in when you only have about an hour of daylight left. The possibility of an encounter with a roaming bear or



wolf was making me quite nervous. Fortunately, we managed to find a hut built by nomadic goat herders – and that's where we spent the night. The following morning, we descended to a nearby village, where we topped up our food supplies. The villagers advised us not to carry on with our journey down the tarmac road because of charging elephants. However, we took our chances and continued as planned. We didn't meet any elephants that day.

The danger came much later when we were in the Bardia National Park in Nepal. We set up our camp, close to a river. I was totally unaware of the heavy rain pouring down that night, until I heard my friends shout: 'Get out of the tent, quick!' The floodwater from the river was getting dangerously close to the tent.

In the morning, the sun came out again and everything that had happened the night before seemed like a distant memory. As we were leaving the National Park, I couldn't stop thinking about how beautiful and varied the habitats are in this region. I decided that I really needed to raise awareness of all the endangered species living here, once I got back home.

Our final destination – Bhutan – was still several hundred miles away.

Imagine you are going to give a talk about Harrison Green's Himalayan trek to your classmates. Use words from his blog to help you write some notes.

Make short notes under each heading.

8 Difficulties Harrison experienced on his trek

- .....
- .....
- .....
- .....
- ..... [5]

TIP

The ideas for one heading are often mixed together with ideas for another heading throughout the text.

> CAMBRIDGE IGCSE™ ENGLISH AS A SECOND LANGUAGE: EXAM PREPARATION AND PRACTICE

- 9 What Harrison is planning to do in the future
- .....
  - ..... [2]
- [Total: 7]

### Language focus

After you have answered the questions in Exercise 3, look at the **Language focus** box following each question. These boxes contain guidance that will help you focus on the important vocabulary and grammar that you need to select the correct answer. Then read the text again to check if you selected the correct answers the first time.

- 8 Difficulties Harrison experienced on his trek
- .....
  - .....
  - .....
  - .....
  - ..... [5]

**TIP**

To find the necessary details in the text more easily, look for certain 'clues' in the text. These are words and phrases that will lead you towards the part of the text where the detail is located. They can come before the answer but also after the answer.

**LANGUAGE FOCUS 8**

**a** What are the words/phrases in the text that introduce the idea of difficulties and dangerous situations?

**b** Now look at the difficulties and dangerous situations you have found in the text. Some of them are the correct answers, but some of them are distractors. To decide which ideas are the correct answers, think about which situations:

- i happened to Harrison
- ii were a possibility, but didn't really happen to Harrison
- iii are linked to other people.

- 9 What Harrison is planning to do in the future
- .....
  - ..... [2]

**LANGUAGE FOCUS 9**

The heading asks you to look for future plans/intentions. Which phrases tell you what Harrison would like to do?

### 1.3 Language focus

When you have finished doing this part of the test and the **Language focus** section, go to the answer key for Section 1, Unit 1.3 and check your answers.

Your score:..... out of 7

#### CHECK YOUR PROGRESS

Now think about your progress so far and answer the following questions:

- Did you remember to use all the exam techniques you learnt in Unit 1.2, Exercise 3?
- Was your score in Exercise 3 in this unit better or worse than your scores for Exercise 3 in Unit 1.2? Why do you think this is?
- After looking at the **Language focus** sections for this part of the exam, was it easier to find the correct answers?
- Is there anything that you still find difficult? What are you going to do to improve this?

## Test 3

### Exercise 4

Read the blog written by someone who loves foreign languages, and then answer the questions.

#### How many languages can you speak?

Ever since I can remember I've been fascinated by languages. The first foreign language I learnt at school was Russian. I was nine and couldn't wait to start. I adored my teacher and she made the lessons very exciting. After one year, I could read and write in a foreign language! I was very young, so didn't get anxious when it came to things like pronunciation, unlike some grown-ups. With time, I became more and more confident and could even read short stories in Russian. This was before the internet, so I couldn't just go online to practise listening. You can imagine my joy when I got a record with Russian songs for my birthday, by a singer called Alla Pugacheva. I couldn't get enough of it. I struggled to understand what Alla was singing about, but wouldn't stop playing it until I did.

I didn't start learning English until I was 14. I can't say I enjoyed my English lessons as much as I did my Russian ones. It felt like all we did were grammar exercises and never got onto speaking the language. Everything changed when my grandad told me about the time he went to live in London when he was



about my age – so, when I turned 18, I applied to study English in the United Kingdom. My parents were worried about me, in their eyes I was still a little girl. They never thought I could make it by myself, let alone in another country!

I got into a school in Manchester and couldn't wait to learn the language in the country where it's spoken. At first, the local accent made English sound a bit alien to me, but after a few weeks I noticed I could understand more and



> CAMBRIDGE IGCSE™ ENGLISH AS A SECOND LANGUAGE: EXAM PREPARATION AND PRACTICE

36

more and began to enjoy myself. I also made new friends from all over the world and being able to communicate with them in English was a dream come true. When my best friend asked me to come to Switzerland with her for a holiday, I jumped at the chance. I loved the country so much that I decided to stay longer to learn Italian, French and German – the languages spoken in Switzerland. It was the start of a very exciting journey.

Switzerland is one of many countries where there's more than one official language. I must admit – I was a bit jealous of my new friends who grew up being bilingual or, in some cases, even multilingual. I thought how wonderful it must be to speak two or more languages at home because your parents come from two different parts of the world. I became so fascinated I did quite a lot of research into

being bilingual. One American survey, done a few years ago, revealed that one in five children over the age of five speak another language at home on top of English. Another study, carried out in a nursery school, has revealed that bilingual children can come up with solutions to problems much more quickly. And if that wasn't enough, it has also highlighted the fact that they don't find it as difficult to make new friends compared to other children.

The ability to speak more than one language certainly opened up a lot of possibilities for *me* and I also had a wide range of career choices. But it came as no surprise to many people when I announced I was going into teaching languages. Nowadays I teach students from all over the world and feel so privileged to be part of *their* learning journey.

10 In paragraph 1, what does the writer say about learning languages?

- A Practising a language online is the best way to improve.
- B The skills that are really difficult to improve are reading and listening.
- C Some aspects of languages may be harder for adults than they are for children.

[1]

11 The writer mentions a record with Russian songs to

- A demonstrate how important determination is
- B suggest the quality of the record was not very good
- C explain who her favourite artist was at the time.

[1]

12 What influenced the writer's decision to study abroad?

- A She wanted to have a similar experience to one of her relatives.
- B She felt her English lessons at school were not right for her.
- C She was keen to prove to others she was an independent person.

[1]

13 What does 'it' in line 36 refer to?

- A the start of a very exciting journey
- B the decision to learn more languages
- C coming to Switzerland for a holiday.

[1]

## TIP

For the option to be correct, the idea in the option needs to fully match the idea in the text. In this exercise, this applies to Questions 10, 11, 12 and 14.

### 1.3 Language focus

- 14 In paragraph 4, we learn that
- A children who can speak more than one language are better at solving things
  - B there is a lot of research being done into the benefits of being bilingual
  - C the writer regrets not starting to learn foreign languages earlier in life.
- [1]
- 15 The writer's main reason for writing this blog was to highlight
- A the importance of having a good teacher
  - B the importance of learning foreign languages
  - C the importance of being bilingual for people's careers.
- [1]
- [Total: 6]

## Language focus

After you have answered all the questions in Exercise 4, look at the **Language focus** box following each question. These boxes contain guidance that will help you focus on the important vocabulary and grammar that you need to select the correct answer. Then read the text again to check if you selected the correct answers the first time.

- 10 In paragraph 1, what does the writer say about learning languages?
- A **Practising** a language **online** is the best way to improve.
  - B The skills that are really difficult to improve are **reading and listening**.
  - C Some **aspects of languages** may be harder for adults than they are for children.

#### LANGUAGE FOCUS 10

Look at the highlighted key detail for each option A–C.

What does the writer say about each of these highlighted ideas in the text in paragraph 1? Does the information in the text match the whole idea in each option?

Which is the correct option? Why are the other options wrong?

## > CAMBRIDGE IGCSE™ ENGLISH AS A SECOND LANGUAGE: EXAM PREPARATION AND PRACTICE

- 11 The writer mentions a record with **Russian** songs to
- A demonstrate how important **determination** is
  - B suggest the **quality** of the record was not very good
  - C explain who her favourite **artist** was at the time.

### LANGUAGE FOCUS 11

Look at the highlighted key detail for each option A–C.

What does the writer say about each of these highlighted ideas in the text in paragraph 1? Does the information in the text match the whole idea in each option?

Which is the correct option? Why are the other options wrong?

- 12 What influenced the writer's decision to study abroad?
- A She wanted to have a **similar experience** to one of her relatives.
  - B She felt her **English lessons** at school were not right for her.
  - C She was keen to prove to others she was an **independent person**.

### LANGUAGE FOCUS 12

Look at the highlighted key detail for each option A–C.

Which of the three options made the writer decide to study abroad? Read carefully what the writer says about each of these highlighted ideas in the text in paragraph 2.

Does the information in the text match the whole idea in each option?

Which is the correct option? Why are the other options wrong?

- 13 What does 'it' in line **36** refer to?
- A the start of a very exciting journey
  - B the decision to learn more languages
  - C coming to Switzerland for a holiday.

### LANGUAGE FOCUS 13

Look at the end of paragraph 3. Does the pronoun 'it' refer to the idea that comes before it or after it?

Which idea is likely to continue (i.e. is like a journey)?