

IGCSE

English as a Second Language

Third edition

Teacher's book

Peter Lucantoni



CAMBRIDGE
UNIVERSITY PRESS

Cambridge University Press
978-0-521-73601-5 - IGCSE English as a Second Language Teacher's Book, Third Edition
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Frontmatter
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CAMBRIDGE UNIVERSITY PRESS

Cambridge, New York, Melbourne, Madrid, Cape Town, Singapore,
São Paulo, Delhi

Cambridge University Press
The Edinburgh Building, Cambridge CB2 8RU, UK

www.cambridge.org

Information on this title: www.cambridge.org/9780521736015

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First published 2009

Printed in the United Kingdom at the University Press, Cambridge

A catalogue record for this publication is available from the British Library

ISBN 978-0-521-73601-5 paperback

ACKNOWLEDGEMENTS

Cover image: © ImageState/Alamy

As always, thanks and all my love go to Lydia, Sara and Emily, who
continue to support my efforts – I couldn't do it without you.

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Introduction

This Teacher's book supports the third editions of the IGCSE *English as a Second Language* Coursebook 1 and Workbook 1 (Level 1) and Coursebook 2 and Workbook 2 (Level 2). The Level 1 and Level 2 books together form a complete and comprehensive course for students who are taking the IGCSE English as a Second Language (E2L) examination. Students must complete both Levels before they can be considered fully prepared for the exam.

The combined Teacher's book for the two Levels provides the following:

- an overview of the IGCSE English as a Second Language syllabus 0510
- menus for the two coursebooks and the two workbooks
- a grid for marking and grading Core and Extended writing
- answers to the exercises in the two coursebooks and the two workbooks
- answers to sample exam-practice questions
- suggestions for alternative approaches to tasks.

It is assumed that students following the Level 2 course will be in a position to focus on the exam itself, while the new Level 1 course is more appropriate for consolidating language and language skills. The two Levels therefore provide more than adequate preparation in terms of exam skills and language skills, and the content-based approach of the new Level 1 coursebook exposes students to a wide variety of lexis and knowledge.

Level 1

The completely new Level 1 course is designed to provide students with a broad content-based coursebook (Coursebook 1), exposing them to a wide variety of topics and themes, while at the same time consolidating essential language and vocabulary. Each themed unit is divided into sections, covering speaking and thinking skills, reading and vocabulary, listening, writing, language focus, study skills and research, and a unit review quiz.

Coursebook 1 is divided into two parts: Part 1, The world around us, and Part 2, Human endeavour. Each part is subdivided into units covering topics such as

Space, Living creatures, The senses, Explorers, Sport, and Wonders of the world. In addition, there are two further units which focus on aspects of the English language.

Throughout Coursebook 1 and Workbook 1, students are encouraged to learn inductively, by applying thinking and learning strategies. While the book is content-based, it does not assume or require any previous knowledge of a particular subject. However, students are continually encouraged to work things out for themselves and to use alternative sources of information to find solutions to tasks and problems. There is no mention of the IGCSE E2L exam in the Level 1 course, although it is clearly an introduction to the exam-based content found in the Level 2 course.

Level 2

Coursebook 2 is divided into units, each focusing on particular aspects of the IGCSE E2L exam. Speaking skills are integrated throughout the book and are practised through discussion work, role play and specific tasks. Although candidates in the exam are not assessed in role-play situations, these provide invaluable practice for the techniques required and, of course, help to build confidence. While it is probably best to follow the units in Coursebook 2 consecutively, there is no reason why teachers should not choose to focus on a particular language skill or exam question.

The material in Coursebook 2 and Workbook 2 becomes progressively more demanding, with longer and more advanced reading and listening texts in the second half of the book. The exercises in the Further practice section of each unit are particularly useful for homework, for early finishers, or for practice outside the classroom. Note that the word limit for writing activities is 100–150 words for the Core curriculum and 150–200 for the Extended curriculum. The first three exam-practice units (Units 5, 10 and 15) contain a selection of exercises related to material covered in the preceding units, whereas exam-practice Unit 20 is a complete sample exam paper. The author is wholly responsible for the answers to the sample exam questions.

The progressive step-by-step approach of Level 2, including exam tips, will help to build students' confidence in all the main skill areas, while also developing the techniques and additional skills necessary for success in all the papers of the IGCSE E2L exam. Workbook 2 provides an additional source of extra material for home or classroom practice.

Additional materials

Throughout both Levels it is suggested that students refer to a dictionary to help them with problem vocabulary and to check the meanings of unknown words. At IGCSE level, students should feel comfortable using a learner's monolingual dictionary, of which there are many available. Bilingual dictionaries may be used as a last resort, but they will not help students to understand vocabulary 'in English'. If students are not familiar with using a dictionary, teachers should spend time getting them used to how a dictionary is laid out, what the various symbols mean, and, more importantly, how a dictionary can help them to improve their English.

Using the Internet for research

In both Level 1 and Level 2, students are actively encouraged to use the Internet as a research tool and the following guidelines about how to use the Internet effectively and safely may be of use to teachers.

Remind students that when they search the Internet for information, they need to identify **key words** for their search – just as they do when scanning a text for the answer to a question! To find out more about a famous person (e.g. Coursebook 1, Unit 9, Exercise 20), students should first write down the person's name and a few facts that they already know about them. They could also think about other things that they might want to include – for example, where the famous person went to school. Students can then pick out the key words to use in their search(es). The following tips may help:

- Try to use more than just one or two key words – the best number is between six and eight.
- The best key words are nouns.
- Most search engines allow you to enter phrases in quotation marks. For example, entering the key words **Will Smith** tells the search engine to look for web pages containing the words 'Will' and 'Smith' – but not necessarily together. A search for "**Will Smith**", however, will return only pages that include the two words together and in that order.
- Some search engines use Boolean commands:
 - Use **AND** if you want documents that include both/all your key words/phrases. For example, a search for "**Will Smith** **AND** **film** **AND** **music**" will return pages that contain all three key words/phrases.
 - Use **OR** if you want documents that include any of your key words/phrases. For example, a search for "**Will Smith** **OR** **film** **OR** **music**" will return pages that contain any one of the key words/phrases.
 - Use **AND NOT** if you want documents that contain one or more key words/phrases, but not those that also contain another word/phrase. For example, a search for "**Will Smith** **AND** **film** **AND NOT** **music**" will return pages that include the key words/phrases 'Will Smith' and 'film', but not those that also contain the word 'music'.

Students also need to be aware that not all websites are reliable. For example, it is generally safe to assume that large organisations such as the BBC have verified their information, but the same cannot be said of all websites. It is also important to consider the purpose of a website, as this may affect what information is presented, as well as how it is presented. You should advise students that they may want to verify the information they find on sites they are not sure about by using a trusted site or an encyclopaedia.

Overview of syllabus

The revised IGCSE English as a Second Language syllabus 0510 is based on practical communication and on students' ability to express themselves effectively in both written and spoken English. It aims to:

- develop the ability to use English effectively for the purpose of communication
- form a sound base for the skills required for further study or employment using English as the medium
- develop an awareness of the nature of language and language-learning skills, along with skills of a more general application
- promote students' personal development.

Reading and listening comprehension are assessed through a wide range of material and language registers. An IGCSE English as a Second Language qualification at Grade C or above is usually accepted by most United Kingdom universities and by many colleges in the United States, as well as in other places throughout the world, as an indication of English language proficiency. However, students are advised to confirm requirements with the university of their choice.

The syllabus is normally assessed through three separate papers: Reading and Writing, Listening, and Speaking. Speaking is assessed independently of the other two papers and candidates receive a separate grade for their oral skills. (See the University of Cambridge International Examinations current syllabus for details of component percentage weightings, length of papers, etc.)

Thirteen examples of Speaking test cards (taken from various recent examination sessions) are given in Appendix 1 of Coursebook 2. You should stress to students that the test is one of speaking skills and not of detailed topic knowledge.

Guidance on conducting Speaking tests, exam requirements, and information on the Core and Extended options of the syllabus can be found in the syllabus booklet for the relevant year of examination, and this is available from the University of Cambridge International Examinations.

		Coursebook 1
Level 1	Introductory unit: The English language 1	In this unit students will: get to know their classmates, think about what they can say and what they would like to say in English, read about where English is spoken, read about different learning styles, look at questions and short answers, listen to a student interviewing a teacher, write an article
	Unit 1: Space	In this unit students will: learn about the planets, read about lenses, look at the passive, do a project on telescopes, read and write about animals in space
Level 1, Part 1: The world around us	Unit 2: Living creatures	In this unit students will: talk about UFOs and aliens, read about living things, build on their vocabulary, do a project on living things, read and write about turtles
	Unit 3: Natural disasters	In this unit students will: talk about the weather and violent Earth, listen to a news item about hurricanes, read about avalanches, look at the conditional, do a project on the weather, read about Pompeii
	Unit 4: Water	In this unit students will: talk about water, read about the oceans, listen to a marine biologist talking about sea monsters, look at superlatives, do a project on their nearest ocean, read about hot and cold places
	Unit 5: Plants	In this unit students will: talk about plants, read about ecosystems, draw an ecosystem diagram, do a project on an ecosystem, read about carnivorous plants
	Unit 6: Animals	In this unit students will: talk about animals, read about elephants in Kenya, listen to a scientist talking about invertebrates, look at question tags, do a project on invertebrates, read about a science fiction novel
	Unit 7: The senses	In this unit students will: talk and read about human and animal senses, read about the game of chess, look at comparative and superlative adjectives, do a project on games, listen to an animal scientist, read about Indonesia, write an e-mail
	Unit 8: Edible plants	In this unit students will: talk about ingredients in food, read about chilli peppers, listen to someone talking about rainforest plants, look at referring words, do a project on food products, read about fish as food
	Unit 9: Explorers	In this unit students will: talk and read about famous explorers, read about oceanographers, look at the past perfect, do a project on an explorer, listen to a radio programme about NASA
Level 1, Part 2: Human endeavour	Unit 10: Jobs	In this unit students will: talk and read about jobs, read about jobs 150 years ago, look at word building, do a project on jobs, listen to a careers counsellor
	Unit 11: Running	In this unit students will: talk about marathon running, read about sports shoes, listen to a report about Maasai warriors, do a project on the Maasai, read about unusual sports
	Unit 12: Sport	In this unit students will: talk about their favourite sports, read about sports equipment, listen to a triathlete, do a project on sports equipment, read about different holidays
	Unit 13: Science	In this unit students will: talk about science at school, read some scientific definitions, listen to a scientist talking about water, look at word building, do a project about water, read about how to save water
	Unit 14: Technology	In this unit students will: talk about oil, read about products made of plastic, read about mobile phones, look at question forms, do a project on technology, listen to someone talking about inventions
	Unit 15: Buildings	In this unit students will: talk and read about bridges, read about an hotel made of ice, look at nouns, verbs and adjectives, do a project on buildings and structures, read about Atlantis
	Unit 16: Wonders of the world	In this unit students will: talk and read about the Seven Wonders of the Ancient World, listen to someone talking about the Seven Wonders, look at passives, do a project on modern wonders, read about the city of Mumbai
	Unit 17: Leisure	In this unit students will: talk and read about free time and digital entertainment, read about fashion, look at modal verbs, do a project on clothes, listen to someone talking about clothes in history
	Unit 18: Films	In this unit students will: talk and read about the cinema, listen to someone talking about film genres, look at word building, do a project on films, read and write a film review
Level 1	Concluding unit: The English language 2	In this unit students will: talk and read about the importance of vocabulary, read some interesting facts about language, read an introduction to IGCSE, do a review of this Coursebook

	Workbook 1	Coursebook 1	Workbook 1
		Language focus: questions and short answers with <i>do/does</i>	
	In this unit students will: review vocabulary, look at passive forms, read about astronauts, listen to a film critic, write about a film	Language focus: passive forms	Language focus: passive forms
	In this unit students will: review vocabulary, do some word building, read about space travel, listen to a scientist talking about endangered species, write a letter	Language focus: word building, signpost words	Language focus: word building, signpost words
	In this unit students will: review vocabulary, look at conditional forms, read about the weather, listen to a meteorologist, write an article	Language focus: the 0 conditional for advice and suggestions	Language focus: the 0 conditional for advice and suggestions
	In this unit students will: review vocabulary, study superlative forms, read about deserts, listen to a scientist talking about different planets, write about the planet Jupiter	Language focus: superlatives	Language focus: superlatives
	In this unit students will: review vocabulary, study imperative forms, read about the orang-utan, listen to someone talking about the flamingo bird, write about an animal	Language focus: imperatives	Language focus: imperatives
	In this unit students will: review vocabulary, look at question tags, read about animal names, listen to someone talking about Hawaii, write a description	Language focus: question tags	Language focus: question tags
	In this unit students will: review vocabulary, look at comparative and superlative forms, read about the human brain, listen to a scientist talking about the brain, write a paragraph about the brain	Language focus: comparative and superlative adjectives	Language focus: comparative and superlative adjectives
	In this unit students will: review vocabulary, read about eating disorders, listen to someone talking about a film, focus on referring words, write an e-mail of advice to a friend	Language focus: referring words	Language focus: referring words
	In this unit students will: review vocabulary, read about space travel, listen to a radio programme about exploration films, look at the past perfect tense, write about Yuri Gagarin	Language focus: the past perfect	Language focus: the past perfect
	In this unit students will: review vocabulary, read about glamorous jobs, listen to people talking about youth employment, do some word building, write a job application	Language focus: word building	Language focus: word building
	In this unit students will: review vocabulary, read about dangerous sports, listen to some young people talking about hip hop dancing, look at <i>-ing</i> forms, write about hip hop dancing	Language focus: <i>-ing</i> forms	Language focus: <i>-ing</i> forms
	In this unit students will: review vocabulary, read about an adventure holiday, listen to someone talking about a desert adventure in Qatar, look at signpost words, write a description of a desert adventure	Language focus: signpost words	Language focus: signpost words
	In this unit students will: review vocabulary, read about technology, listen to someone talking about air pollution, look at word building, write an e-mail to a friend about pollution	Language focus: word building	Language focus: word building
	In this unit students will: review vocabulary, read about the Skycar, listen to someone talking about penguins, look at question forms, write a description of an underwater vehicle	Language focus: question forms	Language focus: question forms
	In this unit students will: review vocabulary, read about bionic buildings, listen to an interview about the <i>Titanic</i> , look at nouns, verbs and adjectives, write an e-mail to a friend about the <i>Titanic</i>	Language focus: nouns, verbs and adjectives	Language focus: nouns, verbs and adjectives
	In this unit students will: review vocabulary, read about the Orient-Express, listen to an announcement, look at passive forms, write a description of a train journey	Language focus: is thought/said/believed, etc.	Language focus: passive forms
	In this unit students will: review vocabulary, read about pirate copying, listen to an interview about pirates, focus on modal verbs, write a summary of an interview	Language focus: modal verbs	Language focus: modal verbs
	In this unit students will: review vocabulary, read about special effects in films, listen to someone talking about humans and computers, look at word building, write an article about computers	Language focus: word building	Language focus: word building

	Coursebook 2	
Level 2, Part 1: Leisure and entertainment	Unit 1: Focus on reading skills Exam Exercise 1	In this unit students will: talk about leisure activities, practise reading strategies, read adverts, talk about preferences, make suggestions
	Unit 2: Focus on reading skills Exam Exercise 2	In this unit students will: discuss television programmes, read graphs, read about young people in France and Britain, read about beaches in Italy, talk about things they would/wouldn't do
	Unit 3: Focus on writing skills Exam Exercises 6 and 7	In this unit students will: talk about fast food, write an informal letter, express opinions, read about a shellfish found in Oman
	Unit 4: Focus on listening skills Exam Questions 1–6	In this unit students will: talk about transport, listen to people talking about different forms of transport, read about car accidents, read information in a table, listen to exam-type questions
	Unit 5: Exam practice	In this unit students will practise: Exercises 1 and 2 (reading) and 6 and 7 (writing), and Questions 1–6 (listening)
Level 2, Part 2: Work and education	Unit 6: Focus on reading skills Exam Exercise 2	In this unit students will: talk about a language school, practise telephone conversations, give advice, read about changing schools
	Unit 7: Focus on reading and writing skills Exam Exercise 4	In this unit students will: look for details in a text, make notes, write a summary, give advice, read about an astronaut, read advertisements
	Unit 8: Focus on writing skills Exam Exercises 6 and 7	In this unit students will: learn about British English and American English spelling, read about spelling, write a formal letter, respond to an exam-type question, talk about job interviews
	Unit 9: Focus on listening skills Exam Questions 9 and 10	In this unit students will: talk about CVs and résumés, listen to a radio interview, write a CV, listen to a job interview, interview someone, read about CVs in different countries
	Unit 10: Exam practice	In this unit students will practise: Exercises 2 (reading), 3 (reading and writing) and 6 and 7 (writing), and Questions 9 and 10 (listening)
Level 2, Part 3: People and relationships	Unit 11: Focus on reading skills Exam Exercises 1 and 2	In this unit students will: talk about record-breaking, read about sports and athletes, read about Scott of the Antarctic, write diary entries and paragraphs
	Unit 12: Focus on reading and writing skills Exam Exercises 4 and 5	In this unit students will: read about famous people, make notes, talk about twins, write a summary
	Unit 13: Focus on writing skills Exam Exercises 6 and 7	In this unit students will: talk about youth groups, write paragraphs, read about Guides and Scouts, write an article
	Unit 14: Focus on listening skills Exam Questions 7 and 8	In this unit students will: talk about the nursing profession, listen to a talk about Florence Nightingale, complete forms, talk about the ICRC, listen to an interview
	Unit 15: Exam practice	In this unit students will practise: Exercises 1 and 2 (reading) and 4 and 5 (reading and writing), and Questions 7 and 8 (listening)
Level 2, Part 4: Ideas and the future	Unit 16: Focus on reading skills Exam Exercises 1 and 2	In this unit students will: speak about text language, read about e-mails, write about symbols in e-mails and texts, talk and read about mobile phones
	Unit 17: Focus on reading and writing skills Exam Exercises 4 and 5	In this unit students will: discuss and read about global warming and the North Pole, answer an exam-type question, talk about climate problems, write a summary
	Unit 18: Focus on writing skills Exam Exercises 6 and 7	In this unit students will: talk and write about chewing gum, write an article, discuss recycling, answer an exam-type question
	Unit 19: Focus on listening skills Listening exercises	In this unit students will: talk about fashion, listen to a radio interview, plan and write a competition entry, listen to a talk about shoes, read an article about fashion
	Unit 20: Exam practice	In this unit students will practise: a complete exam

	Workbook 2	Coursebook 2	Workbook 2
	In this unit students will: review vocabulary, read about transport, research islands, write a description, write notes	Language focus: word building – adjectives	Language focus: <i>whether ... or</i> , relative clauses, introductory phrases with <i>-ed</i> or <i>-ing</i> words
	In this unit students will: review vocabulary, read maps and graphs, read about plague, research technical words, write using information from a graph, read about an archaeological discovery, write a letter, look at abbreviations	Language focus: adverbs	Language focus: <i>so ... that</i> , <i>former/latter</i> , <i>to be + past participle</i>
	In this unit students will: review vocabulary, read about veganism, research food measurements, write an informal letter, read about obesity, use notes to write a passage	Language focus: adjectives and adverbs	Language focus: advantages and disadvantages, <i>once</i> and <i>today</i> , <i>in addition to</i>
	In this unit students will: review vocabulary, read about advertising, research the law about advertisements, listen to an interview and make notes, write a competition entry	Language focus: tenses	Language focus: prefixes, vocabulary
	In this unit students will practise: Exercises 1 (Extended), 2 (Core) and 6 (Core and Extended) and listening		
	In this unit students will: review vocabulary, read about and research home-education, write an informal letter, read about being left out, use information in a table to write a description	Language focus: prefixes	Language focus: vocabulary – opposites and definitions, phrasal verbs
	In this unit students will: review vocabulary, read about teeth and gums, research dentistry, prepare a talk, read about 'dirty jobs'	Language focus: giving advice	Language focus: relative pronouns, spelling, definitions, adjectives
	In this unit students will: review vocabulary, read about monkeys who help disabled people, research how animals can help humans, write a formal letter, read some guidelines for giving a presentation	Language focus: spelling	Language focus: British English and American English, technical language
	In this unit students will: review vocabulary, read about a folk maestro, research traditional dance and music, write a formal letter, listen to an interview, write questions	Language focus: question forms	Language focus: tenses, <i>irrespective of</i>
	In this unit students will practise: Exercises 2 (Core), 3 (Extended), 4, 7 (Core and Extended) and listening		
	In this unit students will: review vocabulary, read about dangerous jobs, research athletics, respond to a job advertisement, read about a racing driver, write about a job	Language focus: vocabulary	Language focus: word building, comparatives and superlatives
	In this unit students will: review vocabulary, read about babies and language, research the way babies talk, write a summary, read about Bahrain, complete notes	Language focus: vocabulary	Language focus: words 'borrowed' from other languages
	In this unit students will: review vocabulary, read about and research henna, analyse students' writing, read about a youth organisation in South Africa, answer an exam-type question	Language focus: vocabulary	Language focus: infinitive clauses, <i>-ing</i> clauses
	In this unit students will: review vocabulary, read about animals in Australia, write a summary, listen to a conservationist	Language focus: vocabulary	Language focus: vocabulary, <i>should</i> and <i>would</i>
	In this unit students will practise: Exercises 1–5, 7, and listening		
	In this unit students will: review vocabulary, read about Berlin, write an informal letter, read about schools of the future, write answers	Language focus: vocabulary	Language focus: modal auxiliary verbs, reporting verbs
	In this unit students will: review vocabulary, read about eating disorders, write a summary, read about and research Kerala, complete notes	Language focus: vocabulary	Language focus: adverbs to express contrast (<i>however</i> , <i>nevertheless</i> , <i>on the other hand ...</i>), giving advice
	In this unit students will: practise thinking skills, read about single-sex schools, practise discursive writing, read about and research recycling, write a descriptive article	Language focus: vocabulary	Language focus: <i>would rather</i> , vocabulary
	In this unit students will: review vocabulary, listen to a marketing assistant, write questions, read about and research school uniforms, write a summary	Language focus: vocabulary	Language focus: <i>whether ... or</i> , vocabulary
	In this unit students will practise: a complete exam		

Assessment criteria for writing

Mark band	CONTENT: relevance and development of ideas (AO: W1, W2, W6)	Mark band	LANGUAGE: style and accuracy (AO: W1, W3, W4, W5)
8–9 Extended	<p>Highly effective:</p> <ul style="list-style-type: none"> <i>Relevance:</i> Fulfils the task, with consistently appropriate register and excellent sense of purpose and audience. <i>Development of ideas:</i> Shows independence of thought. Ideas are well developed, at appropriate length and persuasive. Quality is sustained throughout. Enjoyable to read. The interest of the reader is aroused and sustained. 	8–9 Extended	<p><i>Fluent:</i></p> <ul style="list-style-type: none"> <i>Style:</i> Almost first language competence. Ease of style. Confident and wide-ranging use of language, idiom and tenses. <i>Accuracy:</i> None or very few errors. Well-constructed and linked paragraphs.
6–7 Extended	<p>Effective:</p> <ul style="list-style-type: none"> <i>Relevance:</i> Fulfils the task, with appropriate register and good sense of purpose and audience. <i>Development of ideas:</i> Ideas are well developed and at appropriate length. Engages reader's interest. 	6–7 Extended	<p><i>Precise:</i></p> <ul style="list-style-type: none"> <i>Style:</i> Sentences show variety of structure and length. Some style and turn of phrase. Uses some idioms and is precise in use of vocabulary. However, there may be some awkwardness in style making reading less enjoyable. <i>Accuracy:</i> Generally accurate, apart from occasional frustrating minor errors. There are paragraphs showing some unity, although links may be absent or inappropriate.
4–5 Core & Extended	<p>Satisfactory:</p> <ul style="list-style-type: none"> <i>Relevance:</i> Fulfils the task, with reasonable attempt at appropriate register, and some sense of purpose and audience. A satisfactory attempt has been made to address the topic, but there may be digressions. <i>Development of ideas:</i> Material is satisfactorily developed at appropriate length. 	4–5 Core & Extended	<p><i>Safe:</i></p> <ul style="list-style-type: none"> <i>Style:</i> Mainly simple structures and vocabulary, sometimes attempting more sophisticated language. <i>Accuracy:</i> Meaning is clear, and work is of a safe, literate standard. Simple structures are generally sound, apart from infrequent spelling errors, which do not interfere with communication. Grammatical errors occur when more sophistication is attempted. Paragraphs are used but without coherence or unity.
2–3 Core & Extended	<p>Partly relevant:</p> <ul style="list-style-type: none"> <i>Relevance:</i> Partly relevant and some engagement with the task. Does not quite fulfil the task, although there are some positive qualities. Inappropriate register, showing insufficient awareness of purpose and/or audience. <i>Development of ideas:</i> Supplies some detail and explanation, but the effect is incomplete. Some repetition. 	2–3 Core & Extended	<p><i>Errors intrude:</i></p> <ul style="list-style-type: none"> <i>Style:</i> Simple structures and vocabulary. <i>Accuracy:</i> Meaning is sometimes in doubt. Frequent, distracting errors hamper precision and slow down reading. However, these do not seriously impair communication. Paragraphs absent or haphazard.
0–1 Core & Extended	<p>Little relevance:</p> <ul style="list-style-type: none"> Limited engagement with task, but this is mostly hidden by density of error. Award 1 mark. No engagement with the task, or any engagement with task is completely hidden by density of error. Award 0 marks. If essay is completely irrelevant, no mark can be given for language. 	0–1 Core & Extended	<p><i>Hard to understand:</i></p> <ul style="list-style-type: none"> Multiple types of error in grammar/spelling/word usage/punctuation throughout, which mostly make it difficult to understand. Occasionally, sense can be deciphered. Paragraphs absent or haphazard. Award 1 mark. Density of error completely obscures meaning. Whole sections impossible to recognise as pieces of English writing. Paragraphs absent or haphazard. Award 0 marks.

The grid applies to Exam Exercises 6 and 7 of the Reading and Writing component of the IGCSE E2L syllabus.