

# IGCSE English Language Exam (Core): Knowledge Organiser

| Overview of Question  | Exam Technique  | Language and Knowledge   |               |            |              |          |      |                         |             |         |            |        |         |               |         |            |              |            |             |                |  |               |              |  |  |        |             |  |  |  |     |  |  |  |
|---|---|--|---------------|------------|--------------|----------|------|-------------------------|-------------|---------|------------|--------|---------|---------------|---------|------------|--------------|------------|-------------|----------------|--|---------------|--------------|--|--|--------|-------------|--|--|--|-----|--|--|--|
| <p><b>Question One</b> tests your ability to select key information from a passage, and explain the meaning and effect of specific words.</p> <ul style="list-style-type: none"> <li>• 20 marks: 40 minutes</li> <li>• 14 marks for the short questions</li> <li>• 6 marks for the 'Effects of language' questions</li> </ul>   | <p><b>Process:</b></p> <ul style="list-style-type: none"> <li>- Read passage A carefully. Make sure you understand who is involved, where the passage is set, and what the main events are.</li> <li>- When answering the short questions, make sure you read which paragraph to find the information from.</li> <li>- For the language question, pick the three phrases you understand the best.</li> <li>- When giving the meaning of the word, make sure you use a synonym, or a different word to explain it.</li> <li>- Give a detailed explanation of the word.</li> </ul> <p><b>Key advice:</b></p> <ul style="list-style-type: none"> <li>- Remember, if a question is worth two marks, include two points or reasons.</li> <li>- When filling out the table, be as clear as possible and make sure you know what each word is describing.</li> </ul>   | <p><b>Phrases to explain a word:</b><br/>This word <b>simply means...</b><br/>This word <b>usually describes...</b></p> <p><b>Key tip:</b> Read all questions clearly, as they give you clues about exactly how to answer and how many points to include.</p> <p><b>Phrases to explain a word's effect:</b><br/>In this passage, the word gives the effect that...<br/>This choice of word gives the impression that...<br/>This word is used to explain how...</p> <p><b>Key tip:</b> Use single quote marks '....' to embed quotes as part of your sentence.</p> <p><b>Phrases you must never use:</b><br/>This creates an image in the reader's head.<br/>This helps create an atmosphere.<br/>The writer has used this word for effect.</p>  |               |            |              |          |      |                         |             |         |            |        |         |               |         |            |              |            |             |                |  |               |              |  |  |        |             |  |  |  |     |  |  |  |
| <p><b>Question Two</b> tests your language comprehension. Your job is to show you understand a passage by presenting it in a new form with extra ideas and inferences.</p> <ul style="list-style-type: none"> <li>• 10 marks for reading and understanding</li> <li>• 5 marks for organisation and structure</li> <li>• 15 marks: 30 minutes</li> <li>• 1 to 2 1/2 pages</li> </ul> | <p><b>Process:</b></p> <ul style="list-style-type: none"> <li>- Read the question, making sure you understand exactly who you must pretend to be, your audience, and what style of writing you must attempt. Make sure you read the bullet points carefully. You must build your answer around them.</li> <li>- Read the passage again, making clear notes on which information from the passage you can use to address the three bullet points (4-5 details for each bullet point).</li> <li>- Write your answer making sure you develop ideas, often with the thoughts, feelings and opinions of the person you are pretending to be.</li> </ul> <p><b>Key advice:</b></p> <ul style="list-style-type: none"> <li>- Use your own words (never quote).</li> <li>- Follow the bullet points and cover them equally.</li> <li>- Use language that fits the character of your writing.</li> </ul>   | <p><b>Interview or Talk:</b> You must write how someone would sound speaking, taking care to replicate their feelings and emotions.</p> <p><b>Journal:</b> A private, first person style of writing (like a diary) may be quite formal depending on the character.</p> <p><b>Letter:</b> This might be a persuasive or informative letter. The formality depends on the relationship between the writer and the audience.</p> <p><b>Key tip:</b> You know one of the bullet points will be challenging (usually the third). It might ask you about the future, or your concerns. Be prepared to explore possibilities and make inferences.<br/>E.g. <b>What if this happens, what if this happens...?</b></p> <p><b>Report:</b> Perhaps a little more formal depending on the audience, but will include opinions and feelings and written in the first person, based on the person's experiences.</p> <p><b>Newspaper or magazine article:</b> Providing information and opinion in a formal manner. May include short interviews, but these cannot be 'quotes' from the passage. There may be elements of bias.</p>  |               |            |              |          |      |                         |             |         |            |        |         |               |         |            |              |            |             |                |  |               |              |  |  |        |             |  |  |  |     |  |  |  |
| <p><b>Question Three</b> tests your ability to read a passage and pick out specific details. Part B tests your ability to write a clear, concise and fluent summary.</p> <ul style="list-style-type: none"> <li>• 10 marks for your notes (30 minutes)</li> <li>• 5 marks for your summary paragraph (10 minutes)</li> <li>• 15 marks: 30 minutes</li> </ul>                        | <p><b>Process:</b></p> <ul style="list-style-type: none"> <li>- Read the Passage carefully.</li> <li>- Read the question, and make a note at the top of the passage stating exactly what details you need to search for (e.g. 'fact' or 'opinion').</li> <li>- Underline or highlight the relevant details, keeping a tally as you go. Remember, your aim is to get 10 points in total.</li> <li>- Write the points you have found into the box and space provided, taking care that your notes answer the question directly.</li> <li>- Once your notes are finished, write a summary paragraph using your own words. This should be clear, concise and in a detached style with no opinion.</li> </ul> <p><b>Key advice:</b></p> <ul style="list-style-type: none"> <li>- Do not leave any blank space. Always guess to get to 10 notes!</li> <li>- Before writing your summary paragraph, consider which of your notes fit together well, or you can sequence your summary effectively.</li> </ul> | <table border="1" data-bbox="986 961 1536 1355"> <thead> <tr> <th data-bbox="986 961 1090 990">ADDITIONAL</th><th data-bbox="1090 961 1194 990">SEQUENCING</th><th data-bbox="1194 961 1297 990">ILLUSTRATING</th><th data-bbox="1297 961 1516 990">DEFINING</th></tr> </thead> <tbody> <tr> <td data-bbox="986 990 1090 1033">also</td><td data-bbox="1090 990 1194 1033">first, second, third...</td><td data-bbox="1194 990 1297 1033">for example</td><td data-bbox="1297 990 1516 1033">show of</td></tr> <tr> <td data-bbox="986 1033 1090 1077">as well as</td><td data-bbox="1090 1033 1194 1077">mainly</td><td data-bbox="1194 1033 1297 1077">such as</td><td data-bbox="1297 1033 1516 1077">in particular</td></tr> <tr> <td data-bbox="986 1077 1090 1120">however</td><td data-bbox="1090 1077 1194 1120">especially</td><td data-bbox="1194 1077 1297 1120">for instance</td><td data-bbox="1297 1077 1516 1120">especially</td></tr> <tr> <td data-bbox="986 1120 1090 1163">furthermore</td><td data-bbox="1090 1120 1194 1163">in the case of</td><td data-bbox="1194 1120 1297 1163"></td><td data-bbox="1297 1120 1516 1163">significantly</td></tr> <tr> <td data-bbox="986 1163 1090 1206">additionally</td><td data-bbox="1090 1163 1194 1206"></td><td data-bbox="1194 1163 1297 1206"></td><td data-bbox="1297 1163 1516 1206">mainly</td></tr> <tr> <td data-bbox="986 1206 1090 1249">not only...</td><td data-bbox="1090 1206 1194 1249"></td><td data-bbox="1194 1206 1297 1249"></td><td data-bbox="1297 1206 1516 1249"></td></tr> <tr> <td data-bbox="986 1249 1090 1293">but</td><td data-bbox="1090 1249 1194 1293"></td><td data-bbox="1194 1249 1297 1293"></td><td data-bbox="1297 1249 1516 1293"></td></tr> </tbody> </table> <p><b>Key tip:</b> In your notes, you do not need to use your own words. But, try to avoid one-word answers.</p> <p><b>Key tip:</b> Use a variety of discourse markers so that your writing does not appear flat-line.</p> | ADDITIONAL    | SEQUENCING | ILLUSTRATING | DEFINING | also | first, second, third... | for example | show of | as well as | mainly | such as | in particular | however | especially | for instance | especially | furthermore | in the case of |  | significantly | additionally |  |  | mainly | not only... |  |  |  | but |  |  |  |
| ADDITIONAL  | SEQUENCING  | ILLUSTRATING   | DEFINING      |            |              |          |      |                         |             |         |            |        |         |               |         |            |              |            |             |                |  |               |              |  |  |        |             |  |  |  |     |  |  |  |
| also  | first, second, third...   | for example  | show of       |            |              |          |      |                         |             |         |            |        |         |               |         |            |              |            |             |                |  |               |              |  |  |        |             |  |  |  |     |  |  |  |
| as well as  | mainly  | such as  | in particular |            |              |          |      |                         |             |         |            |        |         |               |         |            |              |            |             |                |  |               |              |  |  |        |             |  |  |  |     |  |  |  |
| however   | especially  | for instance   | especially    |            |              |          |      |                         |             |         |            |        |         |               |         |            |              |            |             |                |  |               |              |  |  |        |             |  |  |  |     |  |  |  |
| furthermore   | in the case of  |  | significantly |            |              |          |      |                         |             |         |            |        |         |               |         |            |              |            |             |                |  |               |              |  |  |        |             |  |  |  |     |  |  |  |
| additionally  |   |  | mainly        |            |              |          |      |                         |             |         |            |        |         |               |         |            |              |            |             |                |  |               |              |  |  |        |             |  |  |  |     |  |  |  |
| not only...   |   |  |               |            |              |          |      |                         |             |         |            |        |         |               |         |            |              |            |             |                |  |               |              |  |  |        |             |  |  |  |     |  |  |  |
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# English Language Exam Papers Igcse Core

**Thomas Bond,Chris Hughes**

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**Cambridge IGCSE English as a Second Language Exam Preparation Guide** Peter Lucantoni,2010-11-18 Provides extra guidance and practice for both Core and Extended students in Papers 1 and 2 Reading and Writing The Cambridge IGCSE English as a Second Language Exam Preparation Guide Reading and Writing provides extra guidance and practice in each of the seven examination exercises for both Core and Extended students in Papers 1 and 2 Reading and Writing and can be used independently or alongside other IGCSE English as a Second Language coursebooks The guide is divided into five units with each one focussing on one or more different exam exercises The contents include what the exam exercises look like what you need to remember guidance on answering the questions student answers with examiner comments exam style practice questions

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**Listening and Speaking Book 1 with Key** Marian Barry,2010-02-04 The tests will help familiarise students with the format and requirements of the Reading and Writing Listening and Speaking papers The With Key edition includes the complete tapescripts and answers for the listening papers and full examiner s notes for the oral tests It also contains four exam format practice tests for each of Paper 3 4 and 5 of the Cambridge IGCSE English as a Second Language Core and Extended Levels

**Practice Tests for IGCSE English as a Second Language Reading and Writing Book 1** Marian Barry,Barbara Campbell,Sue Daish,2010-02-04 The tests will help familiarise students with the format and requirements of the Reading and Writing Listening and Speaking papers Book 1 contains one test for Paper 1 Core level and three tests for Paper 2 Extended level in Reading and Writing of the Cambridge IGCSE English as a Second Language All the authors are experienced examiners with in depth knowledge of the examination

[Cambridge IGCSETM English Student's Book \(Collins Cambridge IGCSETM\)](#) Keith Brindle,Julia Burchell,Steve Eddy,Mike Gould,Ian Kirby,2021-06-07 The third edition of the Collins Cambridge IGCSE English Student Book covers in depth every skill and topic in the Cambridge IGCSE and IGCSE 9 1 First Language English syllabuses 0500 and 0990 showing students how to make progress This Student Book supports the syllabuses for first examination in 2020

**Victoria College : A history revealed** Sahar Hamouda,Colin Clement,2002 This book is at once the history of a remarkable and fascinating phenomenon a British style public school rooted in Egyptian soil

boasting such alumni as King Hussein of Jordan Omar Sharif and Edward Said and a reflection of the spirit of Alexandria during the first half of the twentieth century Its publication in October 2002 is timed to coincide with the school s centenary Victoria College Alexandria founded in October 1902 was named after the British queen Victoria who had died the year before It was the brainchild of a group of British businessmen who formed the nucleus of Alexandria s small British community Deliberately fashioned as an independent secular school open to anyone who could afford its fees it attracted the children both of the elite royalty diplomats magnates politicians landowners and of very ordinary people Its pupils came not only from all over Egypt but from the entire Middle East and beyond This immensely readable history is in the first place a book about and for the Old Victorians In a series of colorful sketches backed by plentiful quotation from documents in the school archives a series of engaging and distinguished characters come to life not least Victoria s first two headmasters C R Lias and his successor R W G Reed the two men whose enlightened vision and skillful leadership made the school what it was Yet at the same time this is a book whose appeal extends far beyond its immediate subject matter In the process of putting together the story of a school the authors have uncovered a wealth of material that will interest Middle East and postcolonial scholars as well as educationists social historians and students of human nature

**Practice Tests for IGCSE® English as a Second Language Book 2** Marian Barry,Susan Daish,Sue Daish,2010-09-13 The tests will help familiarise students with the format and requirements of the Reading and Writing Listening and Speaking papers This book contains exam format practice tests for Papers 4 and 5 of the Cambridge IGCSE in English as a Second Language It includes four Extended level listening practice tests and twenty oral speaking test tasks The tests will help build confidence and develop exam techniques by familiarising students with the format of the Listening and Oral papers and with the kinds of topics and exercises they will encounter The material is also suitable for non exam students at intermediate to upper intermediate level particularly those preparing for academic study

*(Free version) Abacus & Mental Arithmetic Course Book* Mathewmatician, All four arithmetic examples and exercises are provided with detailed and smooth versions of video teaching It is suitable to Children with strong self learning ability Parents who train their children on their own Kindergarten or Primary school teacher Students majoring in early childhood education or elementary education in universities and colleges Those who are interested in becoming an abacus and mental arithmetic teacher or are interested in running an abacus and mental arithmetic class

**Bulletin of the American Association of Collegiate Registrars** ,2003 Includes proceedings of the association s annual convention

*The Times Index* ,2010 Indexes the Times Sunday times and magazine Times literary supplement Times educational supplement Times educational supplement Scotland and the Times higher education supplement

*College and University* ,2004 **Cambridge IGCSE® Core English as a Second Language Teacher's Book** Katia Carter,Tim Carter,2015-05-21 The Cambridge Core IGCSE English as a Second Language series helps Core level students perform to the best of their ability

**Practice Tests for IGCSE English as a Second Language: Reading and**

**Writing Book 2** Marian Barry,Barbara Campbell,Sue Daish,2010-02-04 The tests will help familiarise students with the format and requirements of the Reading and Writing Listening and Speaking papers Book 2 contains four further Extended level tests The tests will help familiarise students with the format and requirements of the Reading and Writing papers Teachers will find them a valuable source of stimulating practice material which will engage the interest of students at this level particularly those preparing for academic study The material is also recommended for use with non exam students at intermediate to upper intermediate level

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**IGCSE Study Guide for First Language English** Julia Hubbard,John Reynolds,2005 This Study Guide has been written especially for students preparing from the University of Cambridge International Examination IGCSE First Language English syllabus Core and Extended curriculum It provides all the explanation and advice students need to study efficiently for the exam

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Katia Carter,Tim Carter,2017-11-09 This book supports students preparing for Cambridge International Examinations IGCSE English as a Second Language 0510 0511 0991 The full colour exam preparation and practice book contains four guided practice tests audio and video to build confidence ready for the revised exam from 2019 It takes an active learning approach with a test teach test methodology This encourages students to think about how they are developing language skills helping them progress Full sample answers with examiner comments and grades are included to help students understand what is required in the writing and speaking exams This is part of the Cambridge IGCSE ESL toolbox of resources the widest choice of resources for this qualification

**Cambridge IGCSE® English As a Second Language Workbook** Mike Gould,Jane

Gould,Lorna Pepper,2017-03-24 Collins Cambridge IGCSE R English as a Second Language Second Edition has been fully updated to match the new Cambridge IGCSE R English as a Second Language syllabus 0510 0511 for first examination 2019 Written by expert English as a Second Language authors and edited by a senior examiner provides in depth coverage of every aspect of the latest Cambridge IGCSE R English as a Second Language 0510 0511 syllabus for examination from 2019 onwards Student Book combines a course book full of authentic and engaging topics and texts and exam preparation and skills practice all in one Support for Core and Extended candidates with Going Further features throughout the Student Book practice exam style questions and sample student answers at both Core and Extended in the Student Book and ideas for

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