

Preparation & Practice for the



Cambridge
International General Certificate
of Secondary Education in English

Myriam Adamson



Express Publishing

Contents

Cambridge IGCSE, English as a Second Language	p.	3
Exercise 1		
Introduction	p.	4
Sample Test 1 Dining	p.	8
Sample Test 2 Westlands	p.	10
Sample Test 3 Centre for Sport and Exercise at the University of Edinburgh	p.	12
Sample Test 4 The Alaskan Adventure	p.	14
Sample Test 5 Salt River Tubing	p.	16
Exercise 2		
Introduction	p.	18
Sample Test 1 Bullying – What is it and who is doing it?	p.	22
Sample Test 2 Ancient Greek soul-searching continues in modern Greek schools	p.	24
Sample Test 3 Shanghai sees less air, water pollution	p.	26
Sample Test 4 First mobile phone virus created	p.	28
Sample Test 5 Samuel Billison	p.	30
Sample Test 6 Conservationists call for more funds, commitment to protect tigers	p.	32
Sample Test 7 Artful Software Spots Faked Masterpieces	p.	34
Sample Test 8 Oil Spill Threatens Delaware River Wildlife	p.	36
Sample Test 9 The Canadian Landscape: Mount Logan	p.	38
Sample Test 10 Older parents have advantages	p.	40
Exercise 3		
Introduction	p.	43
Sample Test 1 International Summer School Application Form	p.	44
Sample Test 2 Calshot Activities Centre Individual Booking Form ..	p.	46
Sample Test 3 Application for entrance to school	p.	48
Sample Test 4 CV	p.	50
Exercise 4		
Introduction	p.	53
Sample Test 1 Anorexia Nervosa	p.	54
Sample Test 2 Avalanches	p.	56
Sample Test 3 American Samoa – Flaming sword of Samoa	p.	58
Sample Test 4 Japan examines ways to harvest frozen fuel	p.	60
Sample Test 5 Tsunami	p.	62
Exercise 5		
Introduction	p.	65
Sample Test 1 Tutankhamun, the Boy King (ruled 1333-1323 BC)	p.	66
Sample Test 2 The Apple Man	p.	68
Sample Test 3 Pacific’s Silent Killer	p.	70
Sample Test 4 Cinnamon	p.	72
Sample Test 5 “Exercising” – The overweight curse	p.	74
Exercise 6	p.	76
Exercise 7	p.	90

The University of Cambridge

International General Certificate of Secondary Education (IGCSE)

IGCSE in English as a Second Language

Introduction

IGCSE examinations are designed to be taken by secondary school students at the age of 16+.

The examination in English as a Second Language is aimed at students whose first language/mother tongue is not English, but for whom it is a lingua franca or language of study. Candidates are assessed in the four language skills: reading, writing, listening and speaking.

The examination is a two-tiered examination; candidates who take the Core tier (Papers 1 and 3) are eligible for the award of grades C to G. Candidates who take the Extended tier (Papers 2 and 4) are eligible for the award of grades A* to E. This book is designed to be used with candidates following the Extended curriculum.

Summary of Assessment

	Duration of Examination	Weighting
PAPER 2 Reading and Writing (Extended)	2 hours	70%
PAPER 4 Listening (Extended)	Approx. 45 minutes	30%
Component 5 Oral	Approx. 10 - 12 minutes	n/a

Note: Marks for the Oral component do not contribute to the overall grade candidates receive for the written components. Instead, where candidates perform to an approximate standard, certificates record separately the achievement of grades 1 (high) to 5 (low) for Speaking.

Description: Short text, in the form of the following: **notice, advertisement, brochure, leaflet, guide, report, manual instructions**, with brief questions on factual detail.

You will be required to read texts in various forms and answer questions or perform other tasks based on them.

Recognising types of texts

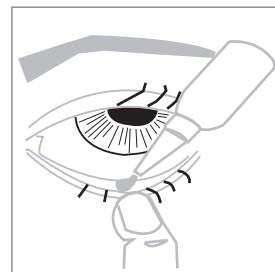
What is a leaflet?

Usually a piece of paper containing information about a specific subject.
This is an example of a leaflet:

How to use Eye Drops

Using eye drops

- Wash your hands and sit or stand in front of a mirror.
- Take off the top of the bottle.
- Bend your head backwards and gently pull your lower eyelid down.
- Hold the dropper above one eye and squeeze one drop inside the lower eyelid. Try not to touch your eye, eyelashes, or anything else with the dropper tip.
- Let go of the eyelid and blink a few times. This helps to spread the drop over the whole eye surface.
- Wipe away any liquid that falls onto your cheek with a tissue.
- Repeat in the other eye if the drop is prescribed for both eyes.
- If you are prescribed more than one drop, or need to put in another type of drop, wait for a couple of minutes before putting a second drop into an eye. This allows the first drop to 'settle in' and not be washed out by a second drop if it is put in too quickly.



This leaflet gives general advice on how to use most eye drops. However, you may be given specific instructions which may vary from the advice below. Ask your pharmacist if you have any queries.

Analysing information

- 1 What is the purpose of the leaflet?
- 2 What makes the information given more meaningful? (Comment on the **format** and **sentence structure**).
- 3 Look at the diagram. What does the diagram show the reader?

What is a brochure?

A brochure is a booklet with pictures and other graphical elements which gives you information about a product or service.

This is an example of the front page of a brochure:

Analysing information

- 1 What kind of information would you expect to find in this brochure?
- 2 Look at the picture. What conclusions can you reach as regards:
 - The audience the brochure is directed at
 - The role of television in the subject matter

Eating Disorders and Awareness

University of Illinois
URBANA/Champaign

In the United States today
conservative estimates
indicate that:

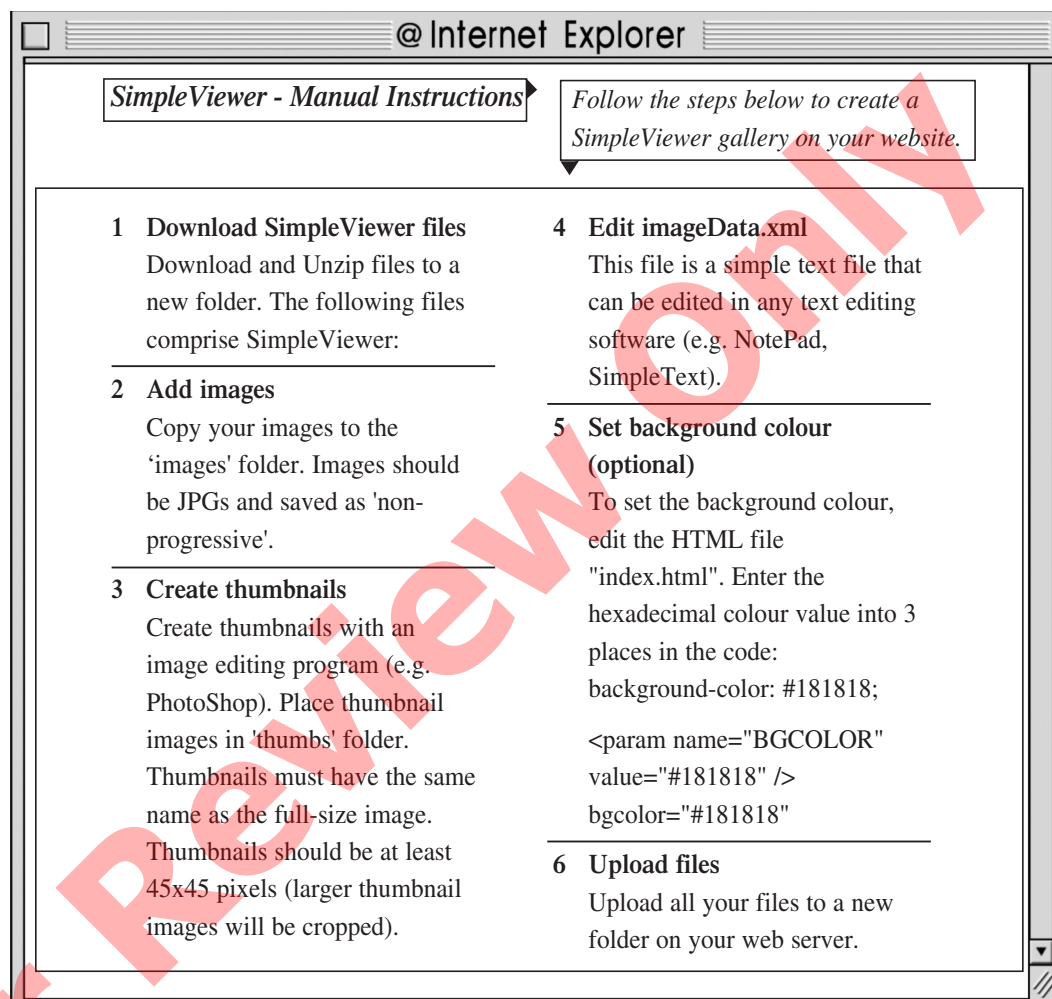
5-10 million girls and
women and 1 million boys
and men are struggling
with eating disorders



What is a Manual?

A manual is a booklet which tells you how to do something or how a machine works.

This is an example of a manual:



Analysing information

Observe the layout:

The information is presented:

- briefly.
- concisely.
- in point form.
- in the order the steps need to be taken.

What is a report?

A report is a written (or spoken) account of an event or situation.

This is an example of the heading of a report:

To: Mr James Smith, Principal
 From: Mary Dawson, Head Prefect
 Date: 26th January 2005
 Reference: School Uniform

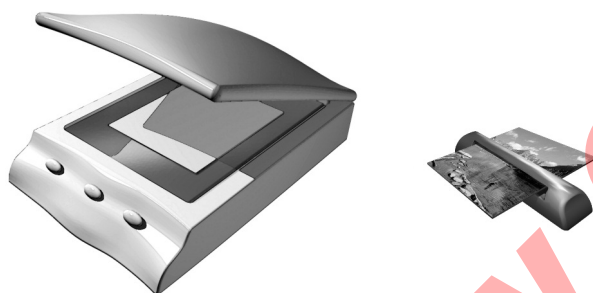
Task: Exercise 1 is a reading exercise.

- Candidates are required to answer a series of questions.
- It tests skim/gist reading skills.

Key words to remember when tackling this part of the examination:

Scan reading → Look only for particular words or symbols.

Think in terms of scanning a picture on your computer:



Scan reading → Remember that, usually, the first sentence of a paragraph is the topic sentence; the sentence that gives you a clue as to what the text is about.

Topic sentence → **General idea of what will follow** → = **GIST**

- Short answers are required; single word/phrase

Total marks: 8

tips!

- The best strategy to use for this type of exercise is *skimming* and *scanning*. It is the fastest and easiest way to find the required information.
- Underline the key word(s) in the question.
- Learn to identify text features: e.g. pictures, maps, charts, tables, diagrams as well as different types of fonts; type, size, bold, italics, or underlined.
- Learn to analyse the information in the text so that the answer can be found quickly and accurately.
- Skim for gist.
- Remember there is no need to read everything in the text.
- There is also no need to understand everything in order to answer the question.
- Underline the part in the text where the answer is found.
- A good answer is NOT a long answer; do not waste time writing a lengthy answer; write a word or a phrase.
- All the required information must be included.

Preparation & Practice for the



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Myriam Adamson

Preparation and Practice for the IGCSE in English is designed to provide thorough preparation for Papers 2 and 5 of the Cambridge International General Certificate of Secondary Education in English as a second language.

The book uses carefully selected authentic texts to develop the students' reading and writing skills through a variety of motivating topics.

Main features include:

- recognising text type
- reading comprehension
- information transfer
- note-taking
- summarising
- writing skills

In addition, each sample test is introduced with stimulating topic-based materials to provide oral practice and generate interest in the contents of the texts.



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